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7.	31-47	<i>New Jersey Preschool Quality Evaluation Study, Spring 2011</i>	(A)(1), (A)(2)(c)
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EXHIBIT I – LEAD AGENCY SCOPE OF WORK**Department of Education**

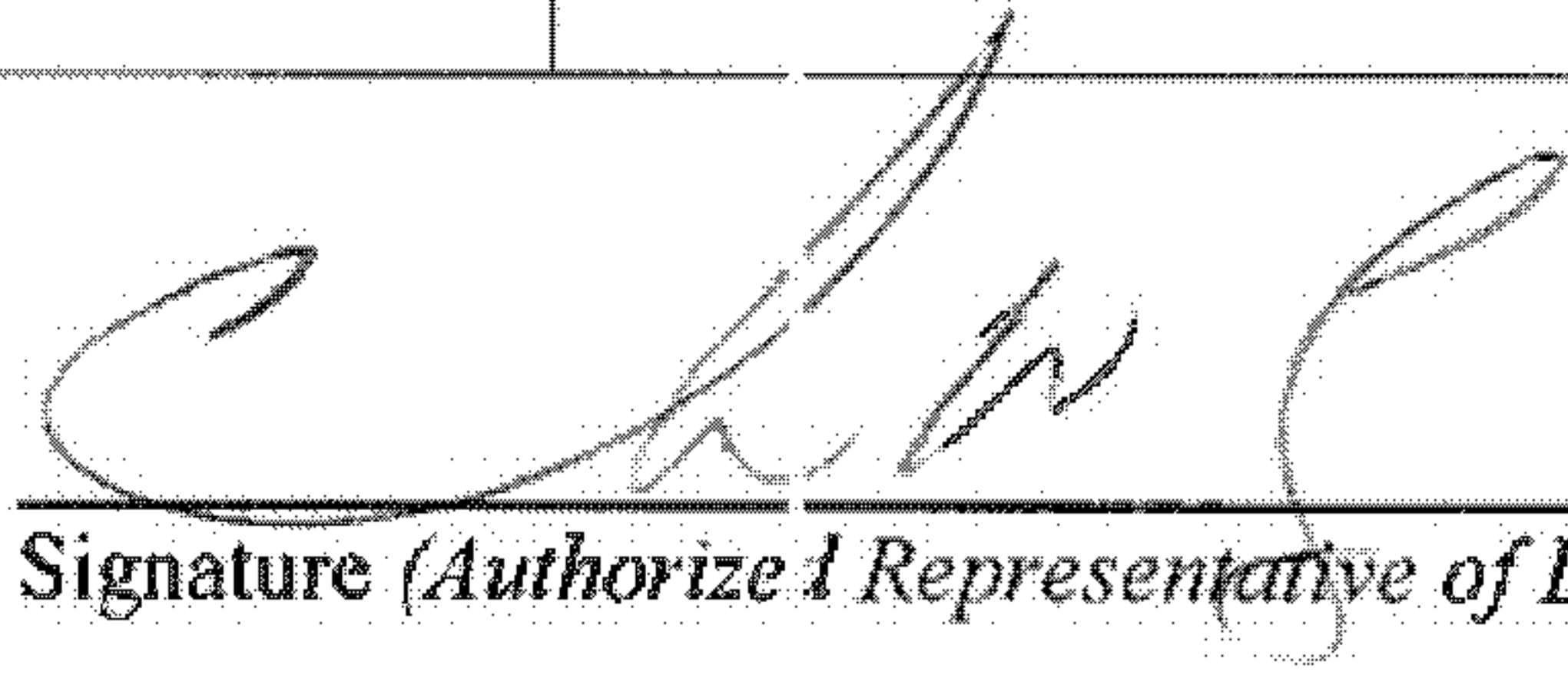
The Lead Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	IDEA (section 619), Title I, State Preschool Program	<p>Serve as Lead and Fiscal Agent for Race to the Top Early Learning Challenge grant</p> <p>Chair the Commission for Early Learning and Development</p> <p>Participate in the NJ-EASEL Data Governance Council</p> <p>House RTT-ELC Leadership Team and oversee four Agency Leaders on RTT-ELC Leadership Team</p> <p>Oversee selected Learning Coaches, Disabilities Coordinators, and selected County TA Teams</p> <p>Finalize and carry out agreements with universities to promote advancement of competencies and increase access to training</p> <p>Oversee the electronic database development of Grow NJ</p> <p>Co-organize the Grow NJ state rating and Early Learning Improvement Consortium with DCF</p> <p>Issue RFP for the Grow NJ validation study and manage contract/MOU</p> <p>Oversee the criterion-referenced assessment implementation in kindergarten</p> <p>Lead the NJ-EASEL initiative with support from Participating State Agencies and the Office of Information Technology</p>
(B)(1)	IDEA (section 619), Title I, State Preschool Program	<p>Promote common standards by using Grow NJ in programs receiving state and federal funds</p> <p>Oversee the electronic database development of Grow NJ</p>
(B)(2)	IDEA (section 619), Title I, State Preschool Program	Require participation in Grow NJ, according to six-year plan
(B)(3)	IDEA (section 619), Title I, State Preschool Program	Co-organize the Grow NJ Early Learning Improvement Consortium with Department of Children and Families

Selection Criterion	Participating Party	Type of Participation
(B)(4)	IDEA (section 619), Title I, State Preschool Program	<p>Promote use of the NJ Workforce Registry and career ladder progression</p> <p>Finalize and carry out agreements with universities to promote advancement of competencies and increase access to training</p> <p>Provide modules and training for coaches, and other positions, as needed</p> <p>Provide training for relevant State Preschool Program Staff</p> <p>Provide one Agency Leader and four regionally located trainers to support the disabilities coaches</p> <p>Oversee the county-level disabilities coaches</p> <p>Provide one position to work with sites using Title One for birth to five programs that are participating the Grow NJ</p>
(B)(5)	IDEA (section 619), Title I, State Preschool Program	<p>RFP the Grow NJ validation study and manage contract/MOU</p> <p>Serve as leader of validation study (with Commission and Governor's Council approval)</p>
(C)(1)	IDEA (section 619), Title I, State Preschool Program	<p>Require programs receiving state and federal funds to participate in using Grow NJ's current standards</p>
(C)(2)	IDEA (section 619), Title I, State Preschool Program	<p>Request that programs participate in assessment training</p> <p>Serve on the comprehensive assessment steering committee</p> <p>Arrange the assessment training</p> <p>Oversee the comprehensive assessment steering committee</p> <p>Provide training on assessment for all coaches</p>
(C)(4)	IDEA (section 619), Title I, State Preschool Program	<p>Require programs receiving state and federal funds to participate in using Grow NJ's current family standards</p> <p>Assist in the set up of County Councils for Young Children</p>

Appendix 3

Selection Criterion	Participating Party	Type of Participation
(D)(1)	IDEA (section 619), Title I, State Preschool Program	Provide project management support for Governor's Council in leading the Professional Development and Preparation Network (through Agency Leader)
(D)(2)	IDEA (section 619), Title I, State Preschool Program	Set up agreements with higher education to promote progression through career lattice Provide training to Grow NJ county TA teams
(E)(1)	IDEA (section 619), Title I, State Preschool Program	Oversee the criterion-referenced assessment implementation in kindergarten
(E)(2)	IDEA (section 619), Title I, State Preschool Program	Oversee the NJ-EASEL initiative with support from Participating State Agencies and the Office of Information Technology



Signature (Authorized Representative of Lead Agency)

10/18/11

Date

FY 2012 Interdivisional Agreement
Office of Special Education
Division of Early Childhood Education
Support of Plan for Race to the Top – Early Learning Challenge

This document will serve as an agreement between the Division of Early Childhood Education (DECE) and the Office of Special Education (OSE) with respect to funding specific aspects of the state's plan for the Race to the Top Early Learning Challenge grant.

The funds appropriated from the OSE in the amount of \$157,000.00 from account 12 100 034 5065 020 H070 016 XXXX 2002 will be used to support the following activities:

- Developing modules for trainers involved in the Quality Rating Improvement System (QRIS), in the sites designated by the grant, to provide information related to the inclusion of children with disabilities; and
- Supporting QRIS ratings in classrooms serving students with disabilities.

In addition to the above funding, in-kind support in the form of the following:

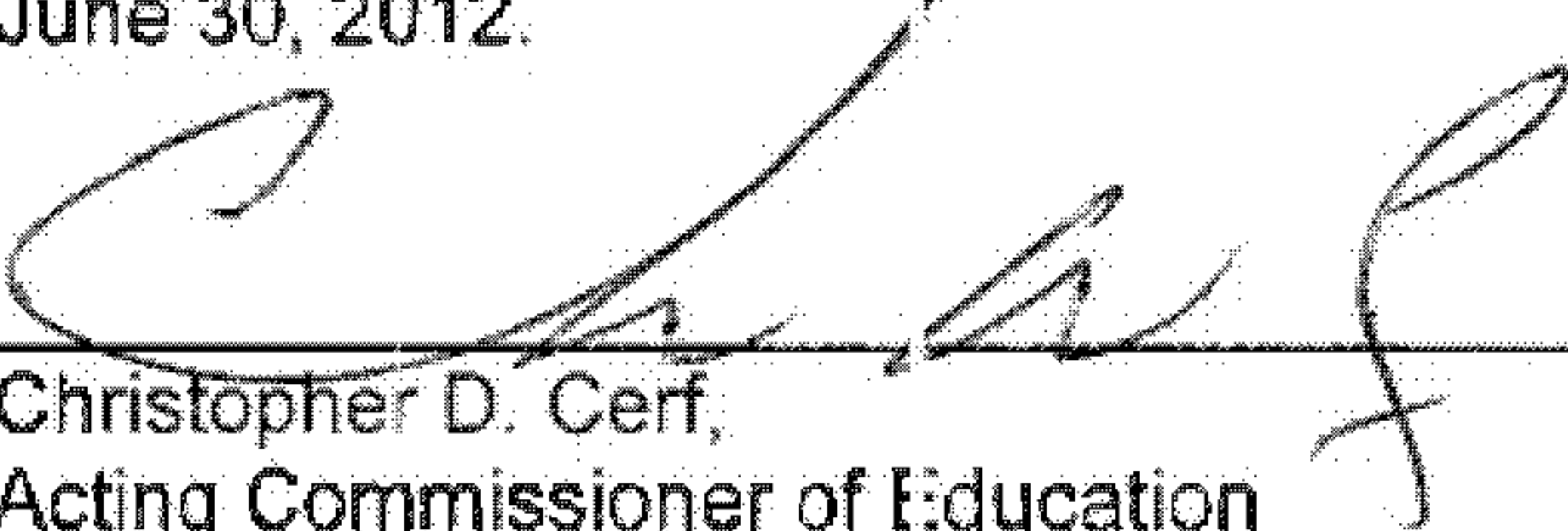
- One Department of Education representative (Coordinator) (.5FTE) on the Race to the Top Leadership Team who will work to provide professional development on early learning and development for children with disabilities to Disabilities Coordinators on the County Technical Assistance Team. The coordinator will work under the direction of the Director, Office of Special Education.
- 2 Regional Trainers to support Disabilities Coordinators on the County Technical Assistance Teams; and

The Coordinator will have oversight of the Regional Trainers and will mentor the Disabilities Coordinators in the following tasks:

- Supporting the dissemination of the orientation training on Grow NJ to districts in the grant with preschool children with disabilities in special education classes;
- Supporting the modules and coaching site-level staff in implementing positive behavioral supports utilizing the Pyramid Model;
- Assisting with the implementation of a screening tool to assist with the identification and location of children with disabilities in community sites; and
- Assisting with the evaluation of special education classrooms in designated programs.

Any modification to this agreement shall require the approval of the concerned parties to the agreement and shall be expressed in the form of an addendum to the agreement. The above agreement is contingent upon the award of Race to the Top – Early Learning Challenge funds to the New Jersey Department of Education.


These funds are required to be expended according to the above activities for the period January 1, 2012 through June 30, 2012.



 Christopher D. Cerf,
 Acting Commissioner of Education

10/18/11


 Date



 Ellen Wolock, Administrator
 Division of Early Childhood Education
 Race to the Top – Early Learning Challenge

10/12/11

 Date



 Barbara Gantwerk, Assistant Commissioner
 Division of Programs and Operations

10/12/11

 Date

**FY 2012 Interdivisional Agreement
Office of Title I
Division of Early Childhood Education
Support of Plan for Race to the Top – Early Learning Challenge**

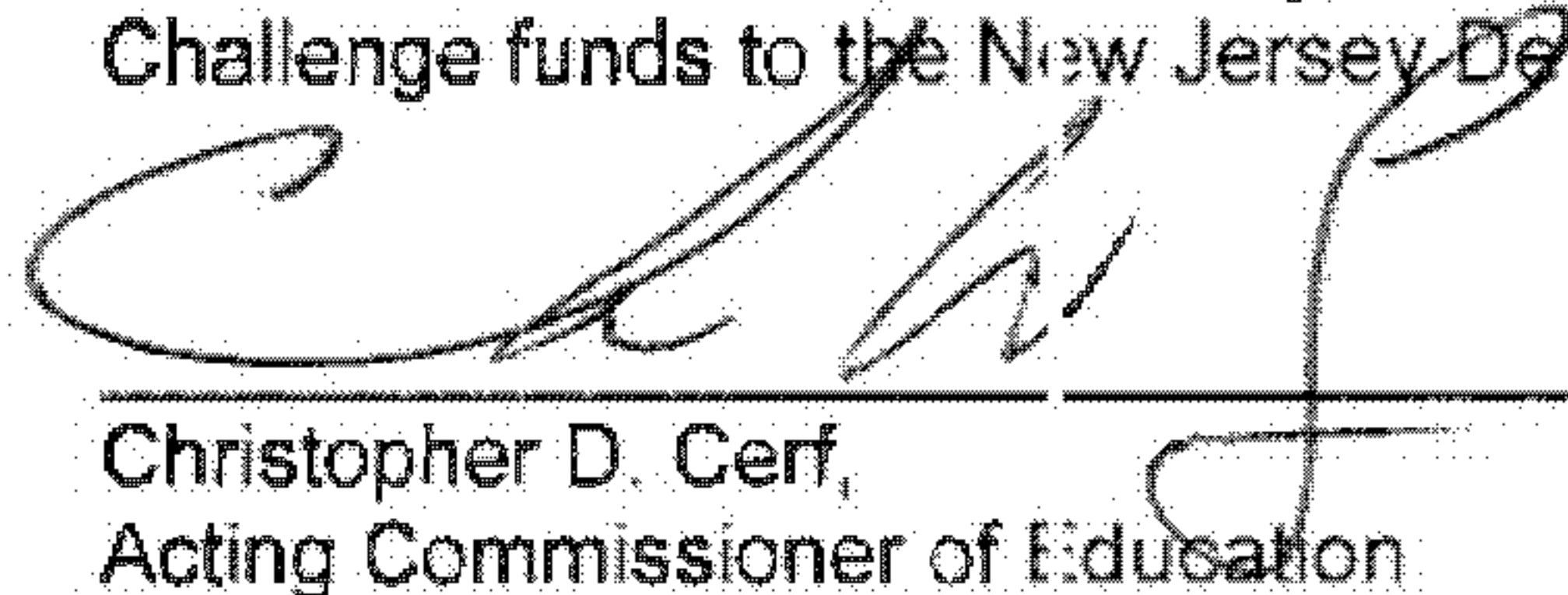
This document will serve as an agreement between the Division of Early Childhood Education (DECE) and the Office of Title I with respect to funding specific aspects of the state's plan for the Race to the Top Early Learning Challenge grant.

Program Improvement Funds appropriated from the Office of Title I in the amount of \$57,678 will be used to support one Department of Education representative on the Race to the Top Leadership Team who will work to provide professional development on early learning and development to County Technical Assistance Team members working with infant and toddler programs in districts in need of improvement.

In addition to the above and in support of the State's Race to the Top – Early Learning Challenge plan, the Office of Title I will work with districts receiving SIG grants to encourage dropout prevention programs in the form of high-quality infant/toddler early childhood development options for high school aged parents.

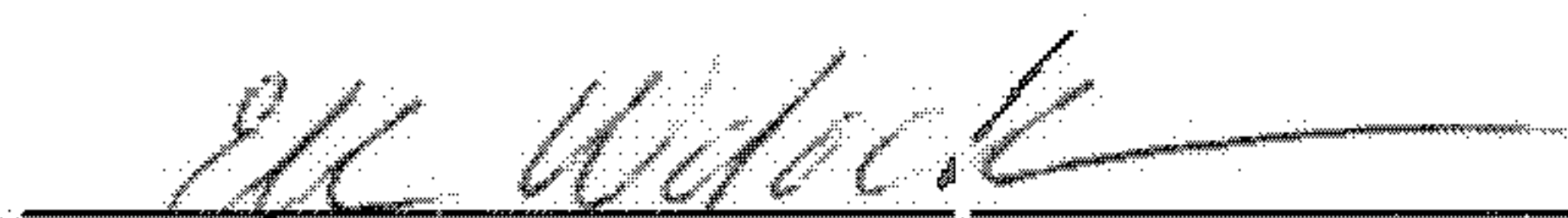
Any modification to this agreement shall require the approval of the concerned parties to the agreement and shall be expressed in the form of an addendum to the agreement.

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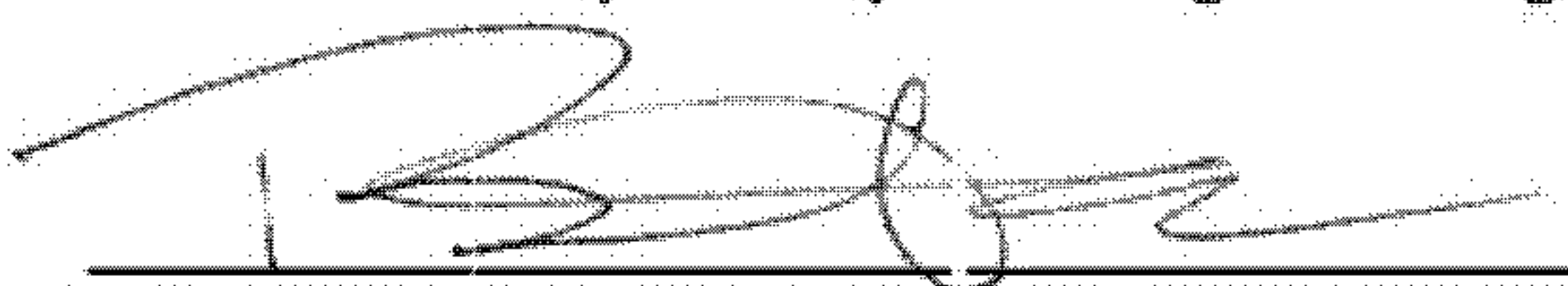
Christopher D. Cerf,
Acting Commissioner of Education

10/18/11
Date



Ellen Wolock, Administrator
Division of Early Childhood Education
Race to the Top – Early Learning Challenge

10/17/11
Date



Barbara Gantwerk, Assistant Commissioner
Office of Special Education

10/17/11
Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the New Jersey Department of Education ("Lead Agency") and New Jersey Department of Children and Families ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section V II of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Submit written progress reports to the Lead Agency on a quarterly basis that will document status of tasks and activities outlined in Exhibit I, Participating State Agency Scope of Work, and status of grant expenditures. At the conclusion of the project, the Participating Agency shall submit a final report documenting the aforementioned.
- 5) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 6) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 7) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 8) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
Signature Date
Chris Clegg Acting Commissioner
Print Name Title

Authorized Representative of Participating State Agency:


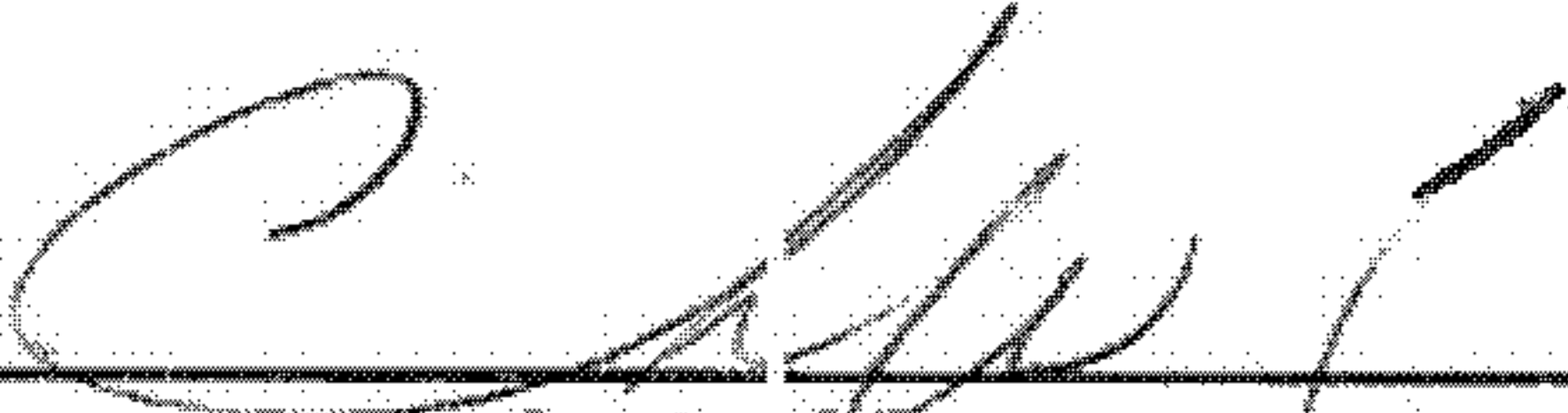
 10/12/11
Signature Date
Allison Blake, Commissioner
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,**Department of Children and Families**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Division of Prevention and Community Partnerships Office of Licensing	Support establishment of Commission for Early Learning and Development Participate on and support Commission for Early Learning and Development's fulfillment of roles and responsibilities Provide funding for Agency Leader position to serve on RTT-ELC Leadership Team
(B)(1)	Division of Prevention and Community Partnerships Office of Licensing	Promote common standards, by using Grow NJ in programs receiving state and federal funds, where applicable
(B)(3)	Licensing	Co-organize the Grow NJ state rating consortium with Department of Education
(B)(4)	Division of Prevention and Community Partnerships	Provide modules and training for Family Engagement Coordinators and other team members, as needed Provide modules and assist in setting up County Councils Provide Director of County Councils Provide administrative support position for County Councils Provide county-level resource guide of family services for use by families in early learning and development programs
(C)(1)	Office of Licensing	Use common standards by using Grow NJ in programs receiving state and federal funds
(C)(2)	Office of Licensing	Serve on the comprehensive assessment steering committee
(C)(3)	Office of Licensing	Require programs receiving state and federal funds to participate in using Grow NJ's current health standards
(C)(4)	Office of Licensing Division of Prevention and Community Partnerships	Require programs receiving state and federal funds to participate in using Grow NJ's current family standards

Selection Criterion	Participating Party	Type of Participation
(D)(1)	Office of Licensing	Require Workforce Registry participation for licensed sites serving high need children Promote competency framework and career lattice
(D)(2)	Division of Prevention and Community Partnerships	Provide in-kind training to Grow NJ county Technical Assistance teams
(E)(2)	Office of Licensing	Agree to connect the Licensing database and relevant early childhood databases as part of early learning database integration initiative (NJ-EASEL)


10/17/11

Signature (Authorized Representative of Lead Agency) Date


10/12/11

Signature (Authorized Representative of Participating State Agency) Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the New Jersey Department of Education ("Lead Agency") and New Jersey Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Submit written progress reports to the Lead Agency on a quarterly basis that will document status of tasks and activities outlined in Exhibit I, Participating State Agency Scope of Work, and status of grant expenditures. At the conclusion of the project, the Participating Agency shall submit a final report documenting the aforementioned.
- 5) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 6) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 7) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 8) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

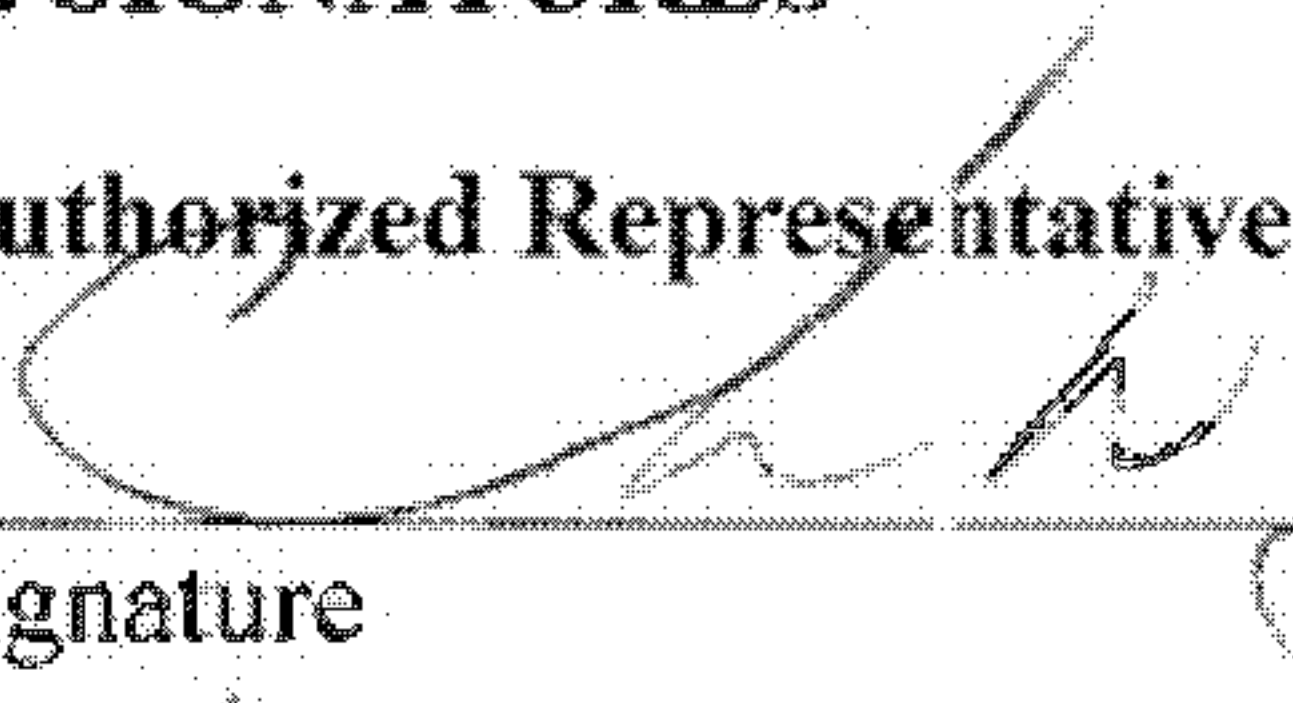
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

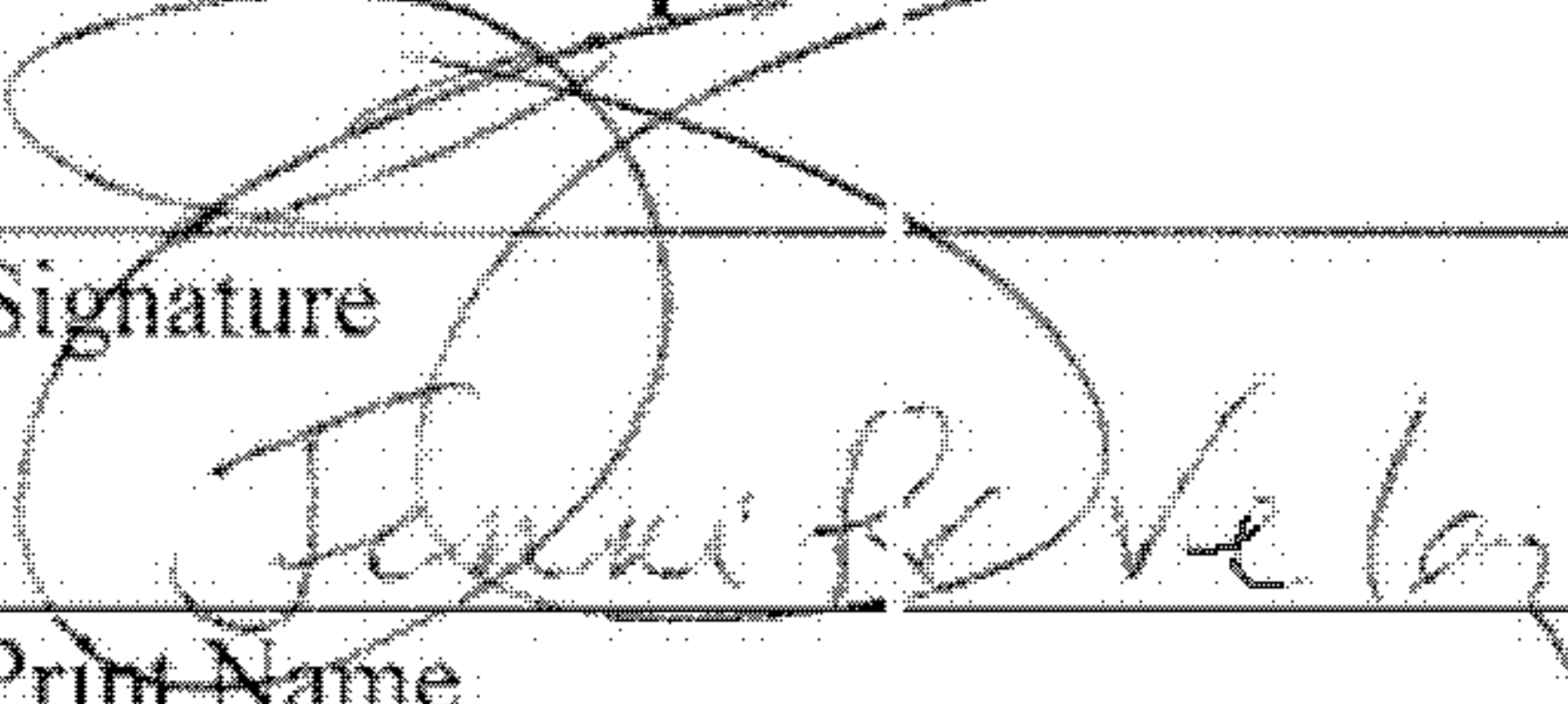


Signature 10/18/11
Date

CHRISTOPHER D. CERF

Print Name Title

Authorized Representative of Participating State Agency:



Signature 10.14.11
Date

Janice R. Velazquez *Commissioner - DHS*

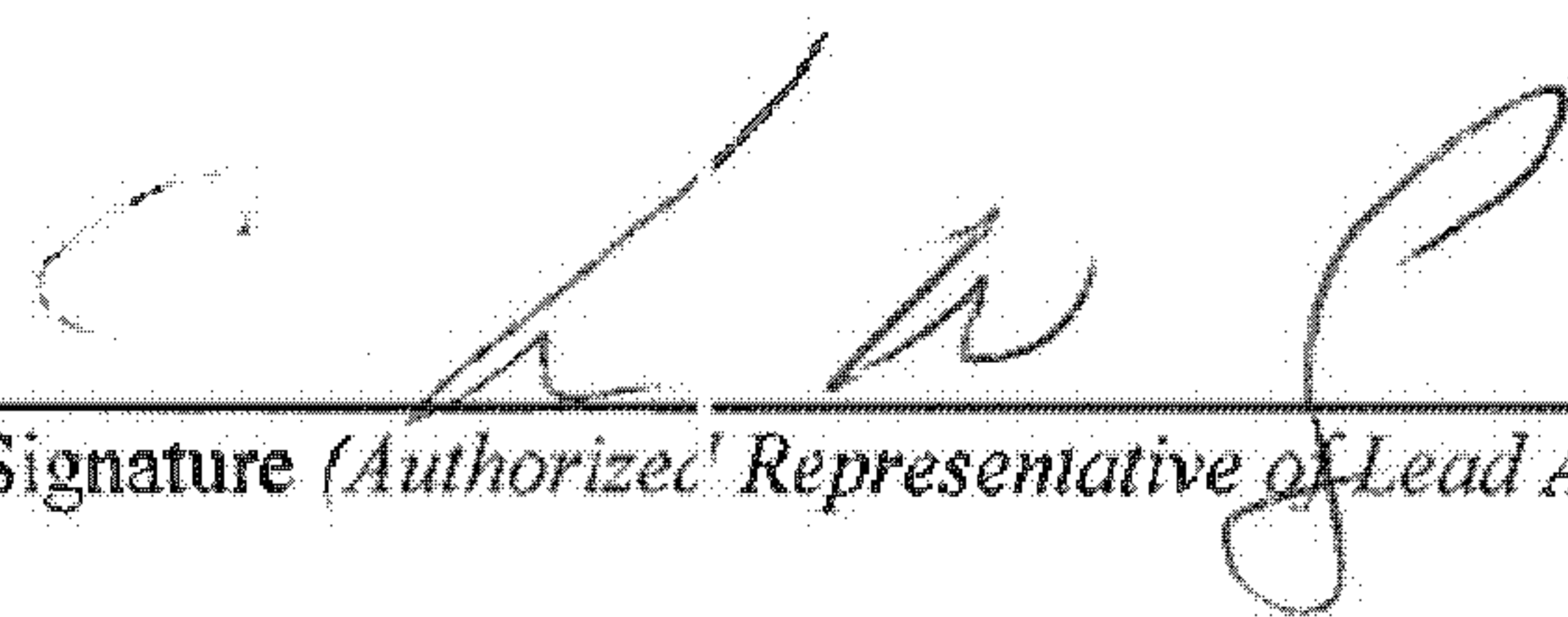
Print Name Title

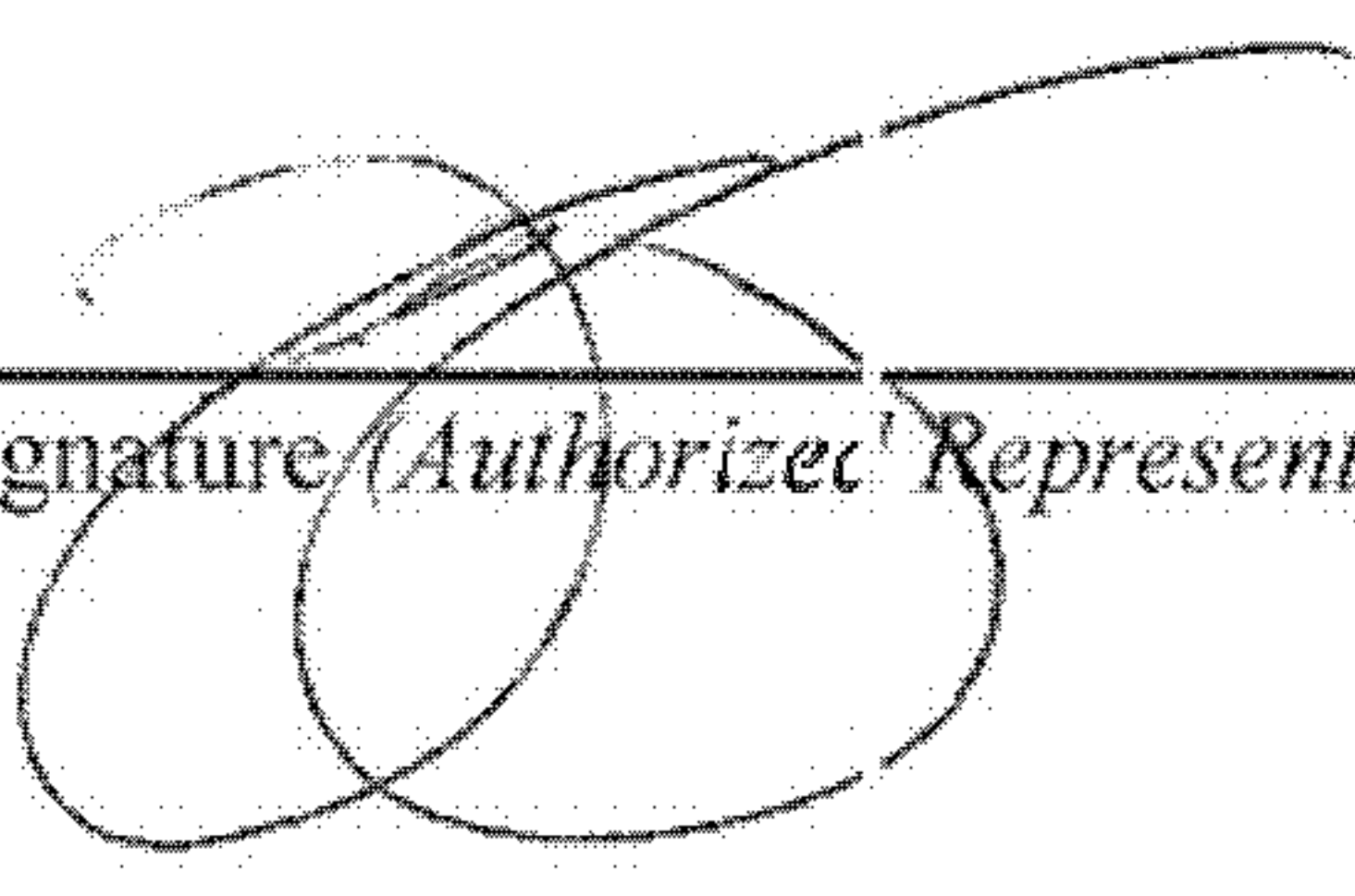
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,**Department of Human Services**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Child Care and Development Fund Temporary Assistance for Needy Families	Support establishment of Commission for Early Learning and Development Participate on and support Commission for Early Learning and Development's fulfillment of roles and responsibilities
(B)(1)	Child Care and Development Fund Temporary Assistance for Needy Families	Promote common standards by using Grow NJ in programs receiving state and federal funds
(B)(2)	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Commission on Early Learning and Development and partner agencies to implement the use of Grow NJ Fund PR campaign for Grow NJ
(B)(4)	Child Care and Development Fund Temporary Assistance for Needy Families	Promote use of the NJ Workforce Registry and career ladder progression Work in partnership with Child Care Resource and Referral Agencies to provide current professional development staff to serve as learning coaches Work in partnership with Child Care Resource and Referral Agencies to help facilitate resources needed at the CCR&R's for the County TA Teams, where applicable Provide family workers (shared with DOE) to serve as Family Engagement Coordinators to provide support on County Technical Assistance teams
(C)(1)	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Commission on Early Learning and Development and partner agencies to implement the use of Grow NJ's preschool and infant toddler learning standards

Selection Criterion	Participating Party	Type of Participation
(C)(2)	Child Care and Development Fund Temporary Assistance for Needy Families	Serve on the comprehensive assessment steering committee
(C)(3) NA	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Commission on Early Learning and Development and partner agencies to implement the use of Grow NJ's common health standards
(C)(4)	Child Care and Development Fund Temporary Assistance for Needy Families	Work with the Commission on Early Learning and Development and partner agencies to implement the use of Grow NJ's family standards
(D)(1)	Child Care and Development Fund Temporary Assistance for Needy Families	Require Workforce Registry participation Promote competency framework and career lattice Continue to oversee and cover the annual costs of the Workforce Registry
(D)(2)	Child Care and Development Fund Temporary Assistance for Needy Families	Provide agreed upon funding for higher education scholarships
(E)(2)	Child Care and Development Fund Temporary Assistance for Needy Families	Participate in the early learning database integration


 Signature (Authorized Representative of Lead Agency) 10/19/11
 Date


 Signature (Authorized Representative of Participating State Agency) 10.14.11
 Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the New Jersey Department of Education (“Lead Agency”) and New Jersey Department of Health and Senior Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Submit written progress reports to the Lead Agency on a quarterly basis that will document status of tasks and activities outlined in Exhibit I, Participating State Agency Scope of Work, and status of grant expenditures. At the conclusion of the project, the Participating Agency shall submit a final report documenting the aforementioned.
- 5) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 6) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 7) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 8) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

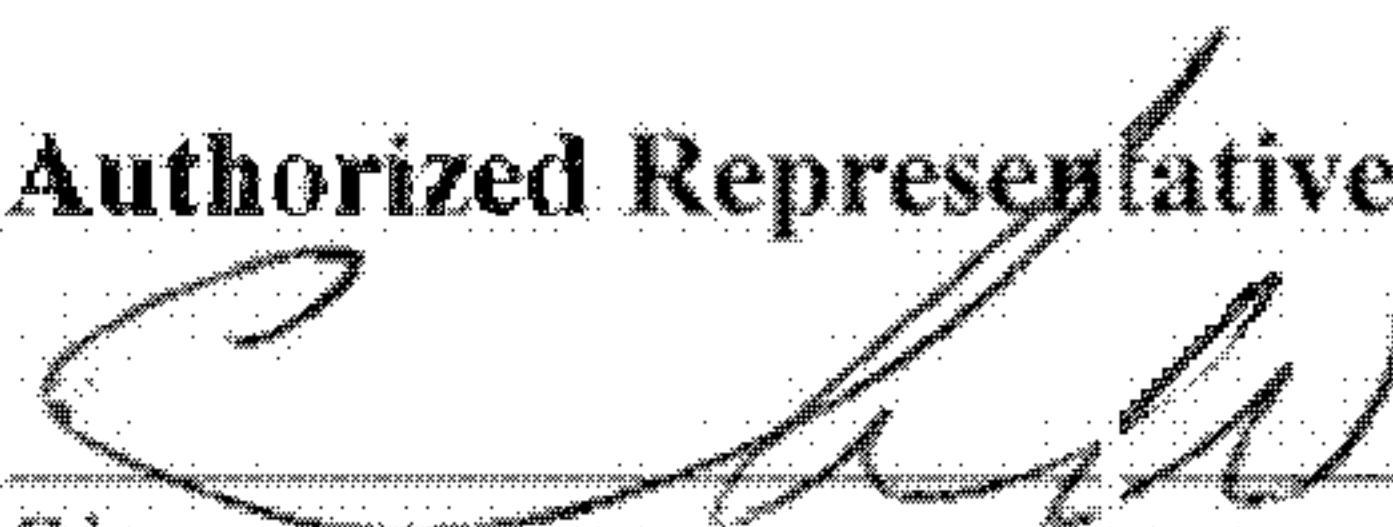
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
Signature Date

Chris Cort Acty Commission
Print Name Title

Authorized Representative of Participating State Agency:

 10/13/11
Signature Date

Mary C'Dawd Commissioner
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,**Department of Health and Senior Services**

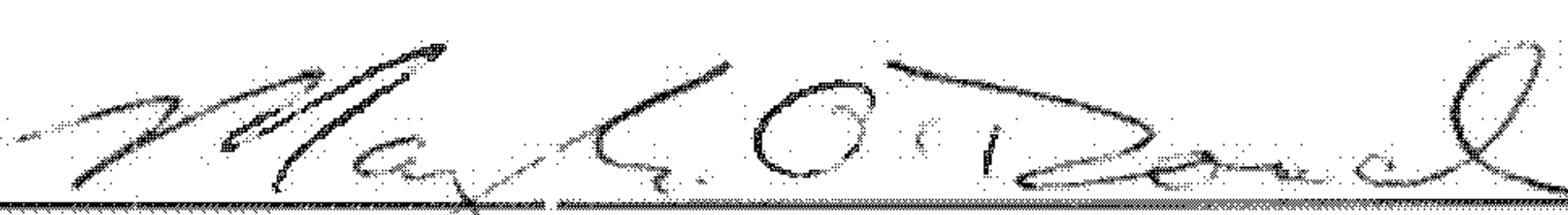
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below:

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Maternal and Child Health Block Grant Early Intervention	Support establishment of Commission for Early Learning and Development Participate and support Commission for Early Learning and Development's fulfillment of roles and responsibilities
(B)(1)	Early Intervention	Promote awareness of the standards in the Quality Rating Improvement System, Grow NJ, and as applicable, align early intervention practices with these standards
(B)(2)	Early Intervention	Support the implementation of Grow NJ, according to six year plan
(B)(4)	Early Intervention Maternal and Child Health Block Grant	Recognize and facilitate NJ Workforce Registry membership and career ladder progression to satisfy personnel standards for early intervention practitioners Provide oversight for Health Service Coordinators Promote connectivity between Special Child Health Services Case Management Teams and Grow NJ County TA Teams Contribute to professional development for disabilities coordinators and health coordinators including the development of modules and training Provide county-level resource guide of health services for use by families in early learning and development programs
(C)(1)	Early Intervention	Promote awareness of the standards in the Quality Rating Improvement System, "Grow NJ" and, as applicable, align early intervention practices with these standards
(C)(2)	Early Intervention Maternal and Child Health Block Grant	Serve on the comprehensive assessment steering committee

Selection Criterion	Participating Party	Type of Participation
(C)(3) NA	Early Intervention Maternal and Child Health Block Grant	Promote awareness of the health standards in the Quality Rating Improvement System, Grow NJ.
(C)(4)	Early Intervention Maternal and Child Health Block Grant	Support the use of Grow NJ family standards by facilitating family engagement when providing early intervention and health services for children in early learning programs
(D)(1)	Early Intervention	Recognize and facilitate NJ Workforce Registry membership and career ladder progression to satisfy personnel standards for early intervention practitioners Promote competency framework and career lattice
(D)(2)	Early Intervention Maternal and Child Health Block Grant	Provide training to Grow NJ county Technical Assistance teams to enhance understanding of child health and early intervention specifically including children with health/medical needs, developmental delays and disabilities in early learning programs
(E)(2)	Early Intervention Maternal and Child Health Block Grant	Agree to connect the Early Intervention System database and relevant early childhood databases as part of early learning database integration in accordance with federal and state requirements


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/13/11

 Signature (Authorized Representative of Participating State Agency) Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the New Jersey Department of Education ("Lead Agency") and New Jersey Council for Young Children ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
Signature Date
Chris Bert Acty Commission
Print Name Title

Authorized Representative of Participating State Agency:

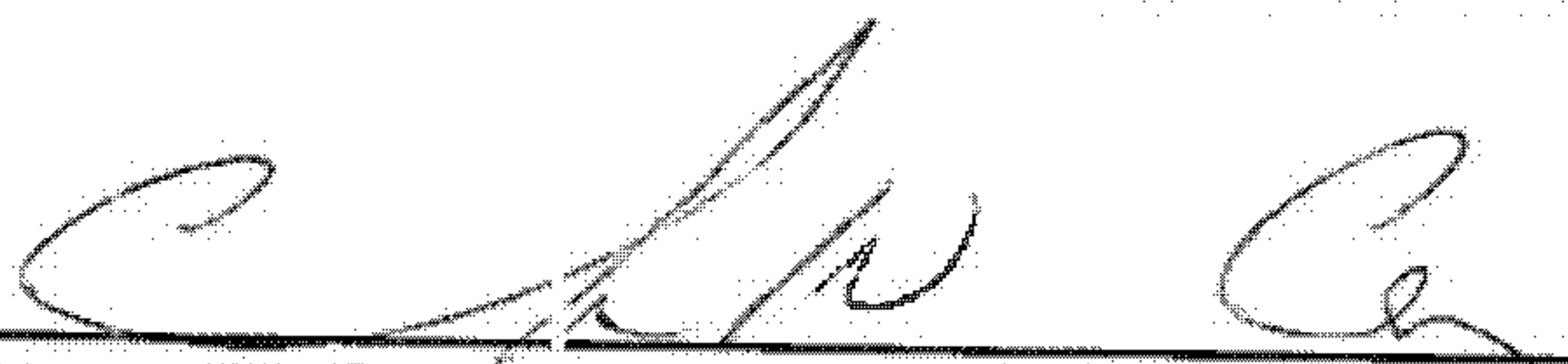
(b)(6) 10/15/11
Signature Date
Ellen Wolock Chair
Print Name Title

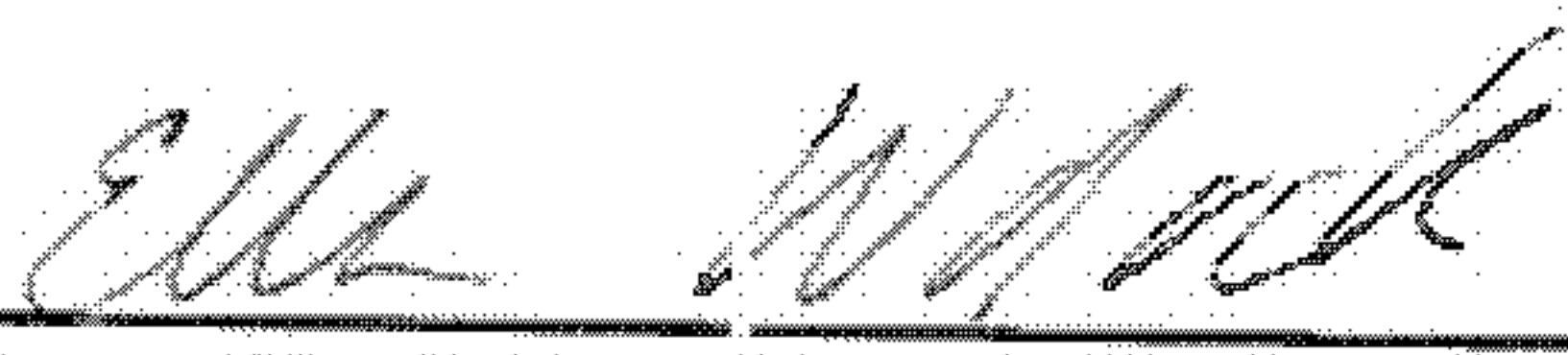
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,**New Jersey Council for Young Children**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	New Jersey Council for Young Children	Member of Commission for Early Learning and Development Participate and support Commission for Early Learning and Development's fulfillment of roles and responsibilities Convene stakeholders to confirm roles and responsibilities for participation in Plan Develop channels for regular communication with the County Councils, and share County Council feedback with the Interagency Commission and the Governor
(B)(1)	New Jersey Council for Young Children	Connect the best of the state's standards, programs, and services through formal partnerships and agreements with State agencies and critical stakeholders
(B)(2)	New Jersey Council for Young Children	Support the implementation of Grow NJ, according to six year plan Support the development and execution of a comprehensive communications strategy for promoting participation in Grow NJ Support the translation of Grow NJ materials into Spanish
(B)(4)	New Jersey Council for Young Children	Support policies and practices for incentives for Early Learning and Development Programs to continuously improve
(C)(1)	New Jersey Council for Young Children	Promote awareness of the standards in the Quality Rating Improvement System, Grow NJ
(C)(2)	New Jersey Council for Young Children	Serve on the comprehensive assessment steering committee Crosswalk the birth to three learning standards with the relevant components of the Comprehensive Assessment System Work with the curriculum developers to demonstrate the alignment of <i>New Jersey Birth to Three Standards</i> with the comprehensive curricula Incorporate the Standards into the Infant Toddler Credential, and in the modules for professional development
(C)(3)	New Jersey Council for Young Children	Promote awareness of the standards in the Quality Rating Improvement System, Grow NJ

Selection Criterion	Participating Party	Type of Participation
(C)(4)	New Jersey Council for Young Children Department of Education	In conjunction with the Department of Children and Families, establish County-level Councils for Young Children with family-majority representation
(D)(1)	New Jersey Council for Young Children Department of Education	<p>Recognize and facilitate NJ Workforce Registry membership and career ladder progression to satisfy personnel standards for Head Start professionals</p> <p>Promote competency framework and career lattice</p> <p>In conjunction with the Department of Education, create Professional Development and Preparation Network to share resources and initiate learning community</p> <p>Participate in review of Professional Development and Preparation Provider quality</p>
(D)(2)	New Jersey Council for Young Children	Provide training to Grow NJ county Technical Assistance teams to enhance understanding
(E)(2)	New Jersey Council for Young Children	<p>Support the integration of State early learning and development data systems to better track children's outcomes and evaluate the effectiveness of structures currently in place to serve Children with High Needs in New Jersey</p> <p>Participate on the Data Governance Council overseeing NJ-EASEL</p>


 Signature (Authorized Representative of Lead Agency) 10/17/11
Date


 Signature (Authorized Representative of Participating State Agency) 10/19/11
Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the New Jersey Department of Education (“Lead Agency”) and New Jersey Head Start Collaboration Office (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
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 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
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- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

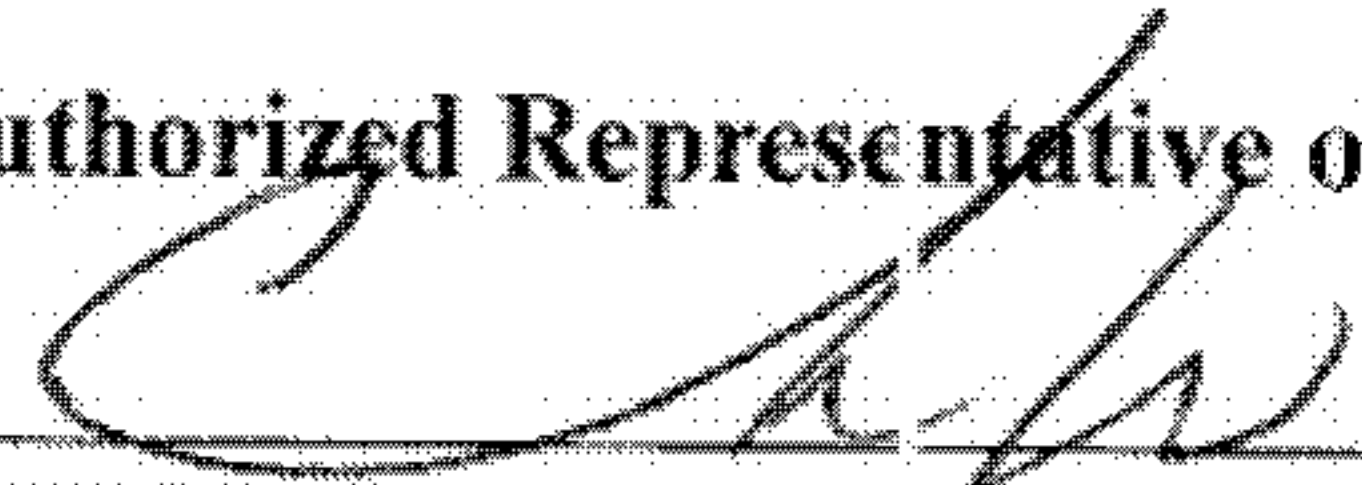
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 _____ 10/17/11
Signature Date

Chris Cort _____ Acty Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

 _____ 10/17/2011
Signature Date

Suzanne S. Burnette, State Director, Head Start Collaboration Office
Print Name Title

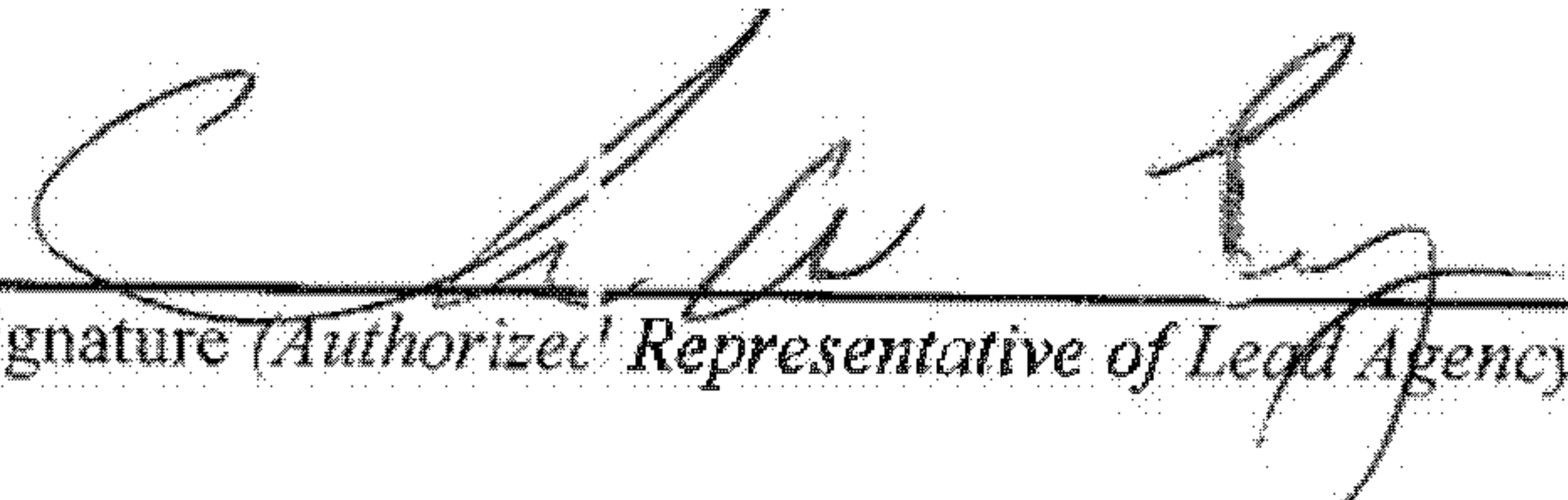
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK,

New Jersey Head Start Collaboration Office (State Head Start, Early Head Start, Migrant Head Start)

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	State Head Start, Early Head Start, Migrant Head Start	Support establishment of Commission for Early Learning and Development and participate in Commission business as necessary Continue to serve on the NJCYC and inform the Commission for Early Learning and Development Provide feedback to the RTT-ELC Leadership Team on the extent to which Grow NJ meets Head Start needs
(B)(1)	State Head Start, Early Head Start, Migrant Head Start	Promote awareness of the early learning and family engagement standards in Grow NJ, and as applicable, align Head Start Child Development and Early Learning Framework and the Parent, Family, Community Engagement Framework practices with these standards
(B)(2)	State Head Start, Early Head Start, Migrant Head Start	Support the implementation of Grow NJ, according to six year plan Expand program participation in Grow NJ through participation in incentive programs, where applicable
(B)(4)	State Head Start, Early Head Start, Migrant Head Start	Promote awareness of the QRIS to families to better access high quality programs for their children Support statewide outreach initiatives to promote access to high quality programs for families Support the development of modules and training that align with Head Start standards and participate in Grow NJ training, when appropriate
(C)(1)	State Head Start, Early Head Start, Migrant Head Start	Promote awareness of the standards in Grow NJ and as applicable, align Early Head Start and Head Start practices with these standards
(C)(2)	State Head Start, Early Head Start, Migrant Head Start	Serve on the comprehensive assessment steering committee
(C)(3)	State Head Start, Early Head Start, Migrant Head Start	Promote awareness of the family engagement standards in the Quality Rating Improvement System, Grow NJ

Selection Criterion	Participating Party	Type of Participation
(C)(4)	State Head Start, Early Head Start, Migrant Head Start	Support the use of Grow NJ family engagement standards by collaborating with early childhood programs and local agencies as they support their families in school readiness Assist in the launch of County Councils for Young Children and provide ongoing support to Councils
(D)(1)	State Head Start, Early Head Start, Migrant Head Start	Promote competency framework and career lattice
(D)(2)	State Head Start, Early Head Start, Migrant Head Start	Provide support to Grow NJ county Technical Assistance teams to enhance understanding of family engagement Recognize and facilitate NJ Workforce Registry membership and career ladder progression to satisfy personnel standards for Head Start staff members Encourage Head Start Family Service staff, Disabilities Coordinators and Learning Coaches to participate in Grow NJ module training and other programming, when appropriate



 Signature (Authorized Representative of Local Agency) 10/17/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/14/2011
Date

**New Jersey Preschool Quality Evaluation Study
Spring 2011
Summary Report – Year Eight**

Prepared by: Dr. Holly Seplocha, William Paterson University

For: All former Abbott School Districts

During the Early Learning Improvement Consortium's statewide evaluation of Abbott preschool program quality, classroom data were collected statewide from a random sample of Abbott classrooms from all 31 districts for the school years 2002-2003 through 2008-2009. In 2010-2011, the name was changed to the New Jersey Preschool Quality Evaluation Study and a random sample from 3 preschool expansion districts was added. Similar to prior years, the data collection included the following:

- **303** former Abbott classrooms were observed using the Early Childhood Environment Rating Scale (ECERS-R), the Supports for Early Literacy Assessment (SELA) and the Preschool Classroom Mathematics Inventory (PCMI) during Spring 2011. The results can be found in Tables 1, 2 and 3. As this spring methodology is the same as in prior years, the prior year scores are included in these tables for comparison.

Added in 2010-2011:

- **5** classrooms in three preschool expansion districts were also observed. For consistency with prior years' scores, their scores are not included in the calculation, but are presented separately at the end of this report.

31 Former Abbott Districts

1. Early Childhood Environment Rating Scale – Revised (ECERS-R)

The ECERS-R is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The ECERS-R was completed on a total of 303 classrooms from Abbott districts. Average scores across the classrooms for each of the 7 subscales and item level scores for each year are presented in Tables 1.1 and 1.2.

Table 1.1

ECERS-R Subscale Scores	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
<i>Space and Furnishings</i> This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	5.03 (2.38-7.00)	5.03 (3.13-7.00)	5.16 (2.50-7.00)
<i>Personal Care Routines</i> This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	4.29 (1.67-7.00)	4.34 (1.00-7.00)	4.49 (1.17-7.00)
<i>Language-Reasoning</i> This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.46 (2.00-7.00)	5.56 (1.75-7.00)	5.84 (2.50-7.00)
<i>Activities</i> This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	4.85 (1.60-7.00)	4.86 (2.50-7.00)	5.00 (2.30-7.00)
<i>Interactions</i> This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.44 (1.60-7.00)	6.33 (1.80-7.00)	5.98 (1.40-7.00)
<i>Program Structure</i> This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	5.41 (1.00-7.00)	5.45 (1.67-7.00)	5.41 (1.33-7.00)
<i>Parents and Staff</i> This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	5.59 (2.67-7.00)	5.77 (2.67-7.00)	5.75 (2.17-7.00)
Total Overall Average Score	5.20 (2.57-6.95)	5.23 (3.34-6.71)	5.30 (2.52-6.67)

Table 1.2

ECERS Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
1. Indoor space	4.79 (1.00-7.00)	4.86 (1.00-7.00)	5.22 (1.00-7.00)
2. Furniture for routine care	6.60 (2.00-7.00)	6.66 (1.00-7.00)	6.59 (1.00-7.00)
3. Furnishings for relaxation	5.76 (1.00-7.00)	5.73 (1.00-7.00)	5.65 (2.00-7.00)
4. Room arrangement	5.38 (1.00-7.00)	5.18 (1.00-7.00)	5.73 (1.00-7.00)
5. Space for privacy	5.01 (1.00-7.00)	5.05 (1.00-7.00)	5.03 (1.00-7.00)
6. Child-related display	5.58 (2.00-7.00)	5.45 (1.00-7.00)	5.83 (1.00-7.00)
7. Space For Gross Motor	3.49 (1.00-7.00)	3.31 (1.00-7.00)	3.19 (1.00-7.00)
8. Gross motor equipment	3.65 (1.00-7.00)	3.97 (1.00-7.00)	4.08 (1.00-7.00)
9. Greetings/departing	6.16 (1.00-7.00)	6.41 (1.00-7.00)	6.31 (1.00-7.00)
10. Meals/snacks	3.73 (1.00-7.00)	3.58 (1.00-7.00)	3.92 (1.00-7.00)
11. Nap/rest	3.91 (1.00-7.00)	3.82 (1.00-7.00)	4.54 (1.00-7.00)
12. Toileting / diapering	4.71 (1.00-7.00)	5.12 (1.00-7.00)	4.93 (1.00-7.00)
13. Health practices	4.63 (1.00-7.00)	4.64 (1.00-7.00)	4.51 (1.00-7.00)
14. Safety practices	2.61 (1.00-7.00)	2.47 (1.00-7.00)	2.74 (1.00-7.00)
15. Books and pictures	5.17 (1.00-7.00)	5.01 (1.00-7.00)	5.13 (1.00-7.00)
16. Encouraging children to communicate	6.48 (2.00-7.00)	6.53 (1.00-7.00)	6.70 (1.00-7.00)
17. Using language to develop reasoning skills	4.24 (1.00-7.00)	4.70 (1.00-7.00)	5.29 (1.00-7.00)
18. Informal use of language	6.00 (1.00-7.00)	6.00 (1.00-7.00)	6.25 (1.00-7.00)
19. Fine motor	5.63 (1.00-7.00)	5.57 (1.00-7.00)	5.56 (1.00-7.00)
20. Art	5.18 (1.00-7.00)	5.19 (2.00-7.00)	5.29 (2.00-7.00)
21. Music/movement	4.90 (1.00-7.00)	4.78 (1.00-7.00)	5.03 (1.00-7.00)
22. Blocks	4.81 (1.00-7.00)	4.68 (1.00-7.00)	5.05 (1.00-7.00)
23. Sand/water	5.14 (1.00-7.00)	5.38 (1.00-7.00)	5.47 (1.00-7.00)
24. Dramatic play	4.71 (1.00-7.00)	4.77 (2.00-7.00)	4.73 (2.00-7.00)
25. Nature/science	4.19 (1.00-7.00)	4.15 (1.00-7.00)	4.74 (1.00-7.00)

Appendix 34

ECERS Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
26 Math/number	5.15 (1.00-7.00)	4.96 (1.00-7.00)	5.35 (1.00-7.00)
27 Use of TV, video, computer	4.02 (1.00-7.00)	4.11 (1.00-7.00)	4.52 (2.00-7.00)
28 Promoting accepting of diversity	4.65 (1.00-7.00)	4.95 (2.00-7.00)	4.29 (1.00-7.00)
29. Supervision of gross motor	6.21 (1.00-7.00)	6.17 (1.00-7.00)	5.66 (1.00-7.00)
30. General supervision	6.46 (1.00-7.00)	6.00 (1.00-7.00)	5.27 (1.00-7.00)
31. Discipline	6.09 (1.00-7.00)	6.09 (1.00-7.00)	5.95 (1.00-7.00)
32. Staff-child interactions	6.79 (1.00-7.00)	6.70 (1.00-7.00)	6.45 (1.00-7.00)
33. Interactions among children	6.63 (2.00-7.00)	6.71 (2.00-7.00)	6.57 (1.00-7.00)
34. Schedule	4.47 (1.00-7.00)	4.74 (2.00-7.00)	4.61 (1.00-7.00)
35. Free play	5.90 (1.00-7.00)	5.70 (1.00-7.00)	5.72 (1.00-7.00)
36. Group time	5.83 (1.00-7.00)	5.69 (1.00-7.00)	5.64 (1.00-7.00)
37. Provisions for children with disabilities	5.80 (2.00-7.00)	6.42 (1.00-7.00)	6.22 (1.00-7.00)
38. Provisions for parents	5.47 (1.00-7.00)	5.77 (1.00-7.00)	5.76 (1.00-7.00)
39. Provisions for personal needs of staff	5.13 (1.00-7.00)	5.27 (1.00-7.00)	5.12 (1.00-7.00)
40. Provisions for professional needs of staff	4.81 (1.00-7.00)	5.17 (1.00-7.00)	5.20 (1.00-7.00)
41. Staff interaction and cooperation	6.60 (3.00-7.00)	6.70 (1.00-7.00)	6.61 (1.00-7.00)
42. Supervision/evaluation of staff	6.41 (1.00-7.00)	6.52 (2.00-7.00)	6.58 (1.00-7.00)
43. Opportunities for professional growth	5.12 (1.00-7.00)	5.17 (1.00-7.00)	5.25 (1.00-7.00)

2. Supports for Early Literacy Assessment (SELA)

The SELA examines classroom materials and activities used to support children’s emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The SELA looks closely at classroom practices associated with children’s literacy development. Table 2 shows the average scores and ranges for each item, and the total average for all the classrooms observed for each year.

Table 2

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
<i>1. Using print in the environment for a purpose.</i> Purposefully using labels and signs, conveying a clear message and capturing children’s attention.	4.33 (2.00-5.00)	4.38 (1.00-5.00)	4.31 (1.00-5.00)
<i>2. Creating inviting places to look at books.</i> Creating a comfortable and easily accessible “cozy” reading area with several books on display.	4.59 (2.00-5.00)	4.52 (1.00-5.00)	4.63 (2.00-5.00)
<i>3. Inviting interest in a wide variety of books in the classroom.</i> Introducing books on different topics (especially those that reflect the children’s linguistic backgrounds) within the classroom and updating them throughout the school year.	4.20 (2.00-5.00)	4.30 (1.00-5.00)	4.28 (1.00-5.00)
<i>4. Writing materials are available and easy to use.</i> Paper and writing materials are available in the main writing area and other areas as well.	4.53 (1.00-5.00)	4.63 (1.00-5.00)	4.69 (3.00-5.00)
<i>5. A variety of literacy items and props are used in the pretend play area.</i> New literacy items and props are introduced at least once a month.	3.65 (1.00-5.00)	3.91 (1.00-5.00)	3.89 (1.00-5.00)
<i>6. Teachers encourage and extend oral language.</i> Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	4.12 (1.00-5.00)	4.17 (1.00-5.00)	4.43 (2.00-5.00)

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
<i>7. Using language that introduces new words, concepts and linguistic structures.</i> Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.	3.63 (1.00-5.00)	3.71 (1.00-5.00)	3.97 (1.00-5.00)
<i>8. Organizing activities that promote language development.</i> Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.	3.90 (1.00-5.00)	4.03 (1.00-5.00)	4.34 (2.00-5.00)
<i>9. Sharing books to build language, knowledge, and a love of book reading.</i> Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.	4.47 (1.00-5.00)	4.42 (1.00-5.00)	4.45 (1.00-5.00)
<i>10. Calling attention to the functions and features of print.</i> Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.	3.57 (1.00-5.00)	3.64 (1.00-5.00)	3.84 (1.00-5.00)
<i>11. Drawing children's attention to the sounds they hear in words.</i> Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.	2.78 (1.00-5.00)	2.79 (1.00-5.00)	3.23 (1.00-5.00)
<i>12. Helping children recognize letters.</i> Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.	3.33 (1.00-5.00)	3.47 (1.00-5.00)	3.61 (1.00-5.00)
<i>13. Promoting children's interest in writing.</i> Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.	3.87 (1.00-5.00)	3.86 (1.00-5.00)	4.04 (1.00-5.00)

SELA Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
<i>14. Promoting home-based supports for early literacy through regular communications with parents.</i> Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.	3.65 (1.00-5.00)	3.93 (1.00-5.00)	4.00 (1.00-5.00)
<i>15. Special activities and supports to involve parents in supporting children's literacy development.</i> Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).	3.00 (1.00-5.00)	3.30 (1.00-5.00)	3.65 (1.00-5.00)
<i>20. Promoting the maintenance and development of children's native language.</i> Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.	3.46 (1.00-5.00)	3.81 (1.00-5.00)	4.03 (1.00-5.00)
Total Overall Average	3.82 (2.27-4.93)	3.93 (2.20-4.93)	4.09 (1.81-5.00)

3. Preschool Classroom Mathematics Inventory (PCMI)

The PCMI assesses the classroom's materials and teaching practices in relation to mathematics. The concepts in this 11-item scale are based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Like the SELA, items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. Table 3 shows average scores for each PCMI item for each year.

Table 3

PCMI Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
<i>1. Materials for counting, comparing, estimating, and recognizing number symbols.</i> Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	4.07 (1.00-5.00)	4.19 (2.00-5.00)	3.94 (2.00-5.00)
<i>2. Materials for measuring and comparing amount: volume, weight, length, height, distance, area.</i> Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	3.69 (1.00-5.00)	3.92 (1.00-5.00)	3.78 (1.00-5.00)
<i>3. Materials for classifying and seriating.</i> Various materials available in graduated sizes and attributes promoting classification and seriation.	3.41 (1.00-5.00)	3.55 (1.00-5.00)	3.50 (1.00-5.00)
<i>4. Materials for geometry and spatial positions/relations.</i> Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	3.86 (1.00-5.00)	3.91 (1.00-5.00)	3.81 (1.00-5.00)
<i>5. Teachers encourage one-to-one correspondence.</i> Teachers foster development of one-to-one correspondence.	1.97 (1.00-5.00)	1.98 (1.00-5.00)	1.85 (1.00-5.00)
<i>6. Teachers encourage children to count and/ or write numbers for a purpose.</i> Methods and activities for counting/numbers are enjoyable and relevant. Children are encouraged to write numbers that are personally meaningful. Children attempt to count on their own throughout the day.	2.78 (1.00-5.00)	2.65 (1.00-5.00)	3.18 (1.00-5.00)
<i>7. Teachers encourage children to estimate and compare numbers.</i> Concrete experiences are used to encourage number comparison and estimation.	1.74 (1.00-5.00)	1.95 (1.00-5.00)	2.39 (1.00-5.00)

Appendix 39

PCMI Item	Mean 07-08 (range)	Mean 08-09 (range)	Mean 10-11 (range)
8. <i>Teachers encourage children's use of mathematical terminology and reflection on mathematical problems.</i> "Rich" mathematical vocabulary is frequently used across various domains of mathematics e.g., spatial terminology and time.	2.09 (1.00-5.00)	2.14 (1.00-5.00)	2.55 (1.00-5.00)
9. <i>Teachers encourage children to measure and compare amount: volume, weight, length, height, distance, area.</i> Measurement activities are offered in a variety of contexts throughout the day in a relevant and interesting manner.	1.62 (1.00-5.00)	1.82 (1.00-5.00)	2.29 (1.00-5.00)
10. <i>Teachers encourage children to classify and seriate.</i> Teachers regularly call attention to sequence, and attributes that items do and do not have.	1.86 (1.00-5.00)	2.07 (1.00-5.00)	2.50 (1.00-5.00)
11. <i>Teachers encourage concepts of geometry and spatial positions/relations.</i> Teachers provide activities that allow children to explore shapes and patterns. Activities support understanding of spatial relations.	1.77 (1.00-5.00)	1.96 (1.00-5.00)	2.36 (1.00-5.00)
Total Overall Average	2.62 (1.09-4.91)	2.74 (1.36-4.82)	2.92 (1.18-5.00)

5 classrooms from three preschool expansion districts

1. Early Childhood Environment Rating Scale – Revised (ECERS-R)

The ECERS-R is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-R score represents an average of the scores on the 43 items. A rating of 1 indicates inadequate quality, 3 indicates minimal quality, 5 indicates good quality, and 7 indicates excellent quality. The ECERS-R was completed on a total of 5 classrooms from non-Abbott districts. Average scores across the classrooms for each of the 7 subscales and item level scores are presented in Tables 1.1 and 1.2.

Table 1.1

ECERS-R Subscale Scores	Mean 10-11 (range)
<i>Space and Furnishings</i> This subscale addresses the areas of indoor and outdoor space, room arrangement, organization, display, furnishings and equipment.	5.67 (5.25-6.50)
<i>Personal Care Routines</i> This subscale addresses practices around daily routines like greeting and departure, meals, naptime, and toileting as well as health and safety practices.	5.50 (4.83-6.83)
<i>Language-Reasoning</i> This area addresses the classroom's formal and informal communication, language and reasoning opportunities.	5.50 (4.83-6.83)
<i>Activities</i> This subscale looks at the learning opportunities in each of the areas of the classroom including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, use of video/computer, and diversity.	5.34 (4.33-5.90)
<i>Interactions</i> This area addresses supervision of children, discipline, staff-child interactions, and interactions among children.	6.72 (5.60-7.00)
<i>Program Structure</i> This area addresses classroom operations and schedule, including groupings, transitions and flexibility.	5.65 (3.25-7.00)
<i>Parents and Staff</i> This area addresses the program's supports for both parents and staff, including opportunities to evaluate, communicate child-related information, family involvement and professional development opportunities.	6.20 (5.83-6.83)
Total Overall Average Score	5.86 (5.65-6.07)

Table 1.2

ECERS Item	Mean 10-11 (range)
1. Indoor space	5.00 (3.00-7.00)
2. Furniture for routine care	7.00 (7.00-7.00)
3. Furnishings for relaxation	7.00 (7.00-7.00)
4. Room arrangement	6.60 (6.00-7.00)
5. Space for privacy	4.60 (3.00-7.00)
6. Child-related display	6.80 (6.00-7.00)
7. Space For Gross Motor	3.60 (2.00-4.00)
8. Gross motor equipment	4.80 (2.00-7.00)
9. Greetings/departing	3.60 (1.00-7.00)
10. Meals/snacks	5.40 (2.00-7.00)
11. Nap/rest	7.00 (7.00-7.00)
12. Toileting / diapering	6.20 (6.00-7.00)
13. Health practices	6.00 (2.00-7.00)
14. Safety practices	4.80 (1.00-7.00)
15. Books and pictures	5.80 (4.00-7.00)
16. Encouraging children to communicate	7.00 (7.00-7.00)
17. Using language to develop reasoning skills	7.00 (7.00-7.00)
18. Informal use of language	7.00 (7.00-7.00)
19. Fine motor	6.20 (4.00-7.00)
20. Art	5.80 (4.00-7.00)
21. Music/movement	4.40 (4.00-6.00)
22. Blocks	4.60 (4.00-7.00)
23. Sand/water	5.60 (4.00-6.00)
24. Dramatic play	6.00 (4.00-7.00)
25. Nature/science	4.60 (4.00-7.00)

Appendix 42

ECERS Item	Mean 10-11 (range)
26 Math/number	6.20 (4.00-7.00)
27 Use of TV, video, computer	6.00 (4.00-7.00)
28 Promoting accepting of diversity	4.40 (3.00-7.00)
29. Supervision of gross motor	6.80 (6.00-7.00)
30. General supervision	6.40 (4.00-7.00)
31. Discipline	6.40 (4.00-7.00)
32. Staff-child interactions	7.00 (7.00-7.00)
33. Interactions among children	7.00 (7.00-7.00)
34. Schedule	4.80 (2.00-7.00)
35. Free play	6.00 (2.00-7.00)
36. Group time	6.40 (4.00-7.00)
37. Provisions for children with disabilities	5.00 (2.00-7.00)
38. Provisions for parents	6.80 (6.00-7.00)
39. Provisions for personal needs of staff	5.80 (5.00-7.00)
40. Provisions for professional needs of staff	5.20 (4.00-7.00)
41. Staff interaction and cooperation	7.00 (7.00-7.00)
42. Supervision/evaluation of staff	6.80 (6.00-7.00)
43. Opportunities for professional growth	5.60 (2.00-7.00)

2. Supports for Early Literacy Assessment (SELA)

The SELA examines classroom materials and activities used to support children’s emerging literacy skills. The scale includes 16 items scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The SELA looks closely at classroom practices associated with children’s literacy development. Table 2 shows the average scores and ranges for each item, and the total average for all the classrooms observed.

Table 2

SELA Item	Mean 10-11 (range)
<i>1. Using print in the environment for a purpose.</i> Purposefully using labels and signs, conveying a clear message and capturing children’s attention.	5.00 (5.00-5.00)
<i>2. Creating inviting places to look at books.</i> Creating a comfortable and easily accessible “cozy” reading area with several books on display.	4.60 (4.00-5.00)
<i>3. Inviting interest in a wide variety of books in the classroom.</i> Introducing books on different topics (especially those that reflect the children’s linguistic backgrounds) within the classroom and updating them throughout the school year.	4.40 (3.00-5.00)
<i>4. Writing materials are available and easy to use.</i> Paper and writing materials are available in the main writing area and other areas as well.	5.00 (5.00-5.00)
<i>5. A variety of literacy items and props are used in the pretend play area.</i> New literacy items and props are introduced at least once a month.	5.00 (5.00-5.00)
<i>6. Teachers encourage and extend oral language.</i> Taking time to talk to individual children expressing interest and extending conversations with open-ended statements and expansions.	5.00 (5.00-5.00)

SELA Item	Mean 10-11 (range)
<p><i>7. Using language that introduces new words, concepts and linguistic structures.</i> Using rich vocabulary including new words, descriptive language, and explanations that are more complex than children would normally use.</p>	<p>5.00 (5.00-5.00)</p>
<p><i>8. Organizing activities that promote language development.</i> Organizing a variety of activities (e.g., reading informational books, engaging hands-on activities) while remaining flexible to the children's interests.</p>	<p>5.00 (5.00-5.00)</p>
<p><i>9. Sharing books to build language, knowledge, and a love of book reading.</i> Reading various types of books daily to children in a lively and engaging manner, inviting children's involvement.</p>	<p>5.00 (5.00-5.00)</p>
<p><i>10. Calling attention to the functions and features of print.</i> Identifying the features of a book (author and title), demonstrating how we read print by moving finger along the print as well as recognizing and writing meaningful words.</p>	<p>4.00 (4.00-4.00)</p>
<p><i>11. Drawing children's attention to the sounds they hear in words.</i> Using a variety of activities such as reading books with rhymes and interesting sounds, singing songs, and emphasizing the initial letter in a word.</p>	<p>4.00 (2.00-5.00)</p>
<p><i>12. Helping children recognize letters.</i> Pointing out letters in words and playing games such as letter bingo, reading alphabet books and practicing writing names using a variety of methods in a fun and engaging way.</p>	<p>3.60 (3.00-4.00)</p>
<p><i>13. Promoting children's interest in writing.</i> Displaying children's writing in classroom and showing positive response to all kinds of writing efforts. Encouraging children to write their names and taking dictation of a story or description of a picture.</p>	<p>4.40 (4.00-5.00)</p>

SELA Item	Mean 10-11 (range)
<p><i>14. Promoting home-based supports for early literacy through regular communications with parents.</i> Communicating to parents through newsletters or notes suggesting shared book reading and encouraging parents to observe and participate in classroom-based activities. Sharing information about the child's interests and skills during parent-child conferences.</p>	<p>4.20 (3.00-5.00)</p>
<p><i>15. Special activities and supports to involve parents in supporting children's literacy development.</i> Offering a variety of activities providing information and guidance to parents about supports for children's literacy development (public library/adult family literacy services).</p>	<p>3.80 (2.00-5.00)</p>
<p><i>20. Promoting the maintenance and development of children's native language.</i> Using several strategies to promote maintenance of children's native language including: print, songs, activities, as well as celebrating children's cultural backgrounds and encouraging native development at home.</p>	<p>4.00 (3.00-5.00)</p>
<p>Total Overall Average</p>	<p>4.52 (4.25-4.75)</p>

3. Preschool Classroom Mathematics Inventory (PCMI)

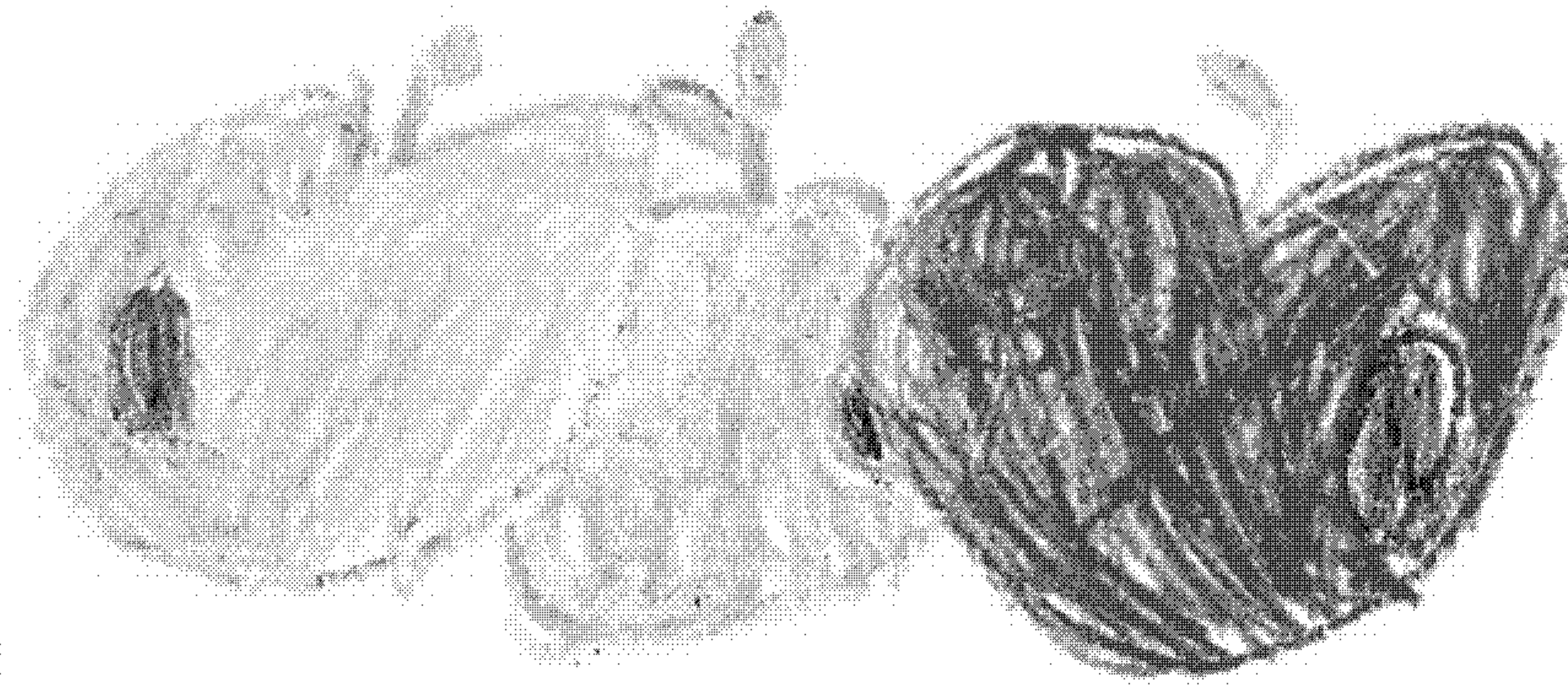
The PCMI assesses the classroom's materials and teaching practices in relation to mathematics. The concepts in this 11-item scale are based on the standards from the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Like the SELA, items are scored on a 5-point Likert scale, from 1 (minimal evidence) to 5 (all features evident). The PCMI assesses both the materials in the classroom, and the extent to which teachers support early math concepts. Table 3 shows average scores for each PCMI item.

Table 3

PCMI Item	Mean 10-11 (range)
<i>1. Materials for counting, comparing, estimating, and recognizing number symbols.</i> Classroom has collections of objects easy to count and contains many objects with numbers. Materials are arranged for easy access.	4.60 (4.00-5.00)
<i>2. Materials for measuring and comparing amount: volume, weight, length, height, distance, area.</i> Varied materials for comparing amounts (materials to fill/empty, scales for weighing, rulers and inch cubes for measuring) arranged in a logical order encouraging exploration.	4.40 (4.00-5.00)
<i>3. Materials for classifying and seriating.</i> Various materials available in graduated sizes and attributes promoting classification and seriation.	4.00 (4.00-4.00)
<i>4. Materials for geometry and spatial positions/relations.</i> Objects to arrange and art/pictorial materials support awareness of spatial concepts. Labels facilitate knowledge of position/locations of certain items.	4.60 (4.00-5.00)
<i>5. Teachers encourage one-to-one correspondence.</i> Teachers foster development of one-to-one correspondence.	3.00 (1.00-5.00)
<i>6. Teachers encourage children to count and/ or write numbers for a purpose.</i> Methods and activities for counting/numbers are enjoyable and relevant. Children are encouraged to write numbers that are personally meaningful. Children attempt to count on their own throughout the day.	3.00 (2.00-4.00)
<i>7. Teachers encourage children to estimate and compare numbers.</i> Concrete experiences are used to encourage number comparison and estimation.	1.60 (1.00-3.00)

Appendix 47

PCMI Item	Mean 10-11 (range)
8. <i>Teachers encourage children's use of mathematical terminology and reflection on mathematical problems.</i> "Rich" mathematical vocabulary is frequently used across various domains of mathematics e.g., spatial terminology and time.	1.80 (1.00-3.00)
9. <i>Teachers encourage children to measure and compare amount: volume, weight, length, height, distance, area.</i> Measurement activities are offered in a variety of contexts throughout the day in a relevant and interesting manner.	1.60 (1.00-3.00)
10. <i>Teachers encourage children to classify and seriate.</i> Teachers regularly call attention to sequence, and attributes that items do and do not have.	1.60 (1.00-2.00)
11. <i>Teachers encourage concepts of geometry and spatial positions/relations.</i> Teachers provide activities that allow children to explore shapes and patterns. Activities support understanding of spatial relations.	2.00 (2.00-2.00)
Total Overall Average	2.93 (2.73-3.09)



APPLES

BY Norah

**The APPLES Blossom:
Abbott Preschool Program Longitudinal Effects Study
(APPLES)
Preliminary Results through 2nd Grade**

Executive Summary

Ellen Frede, Ph.D.
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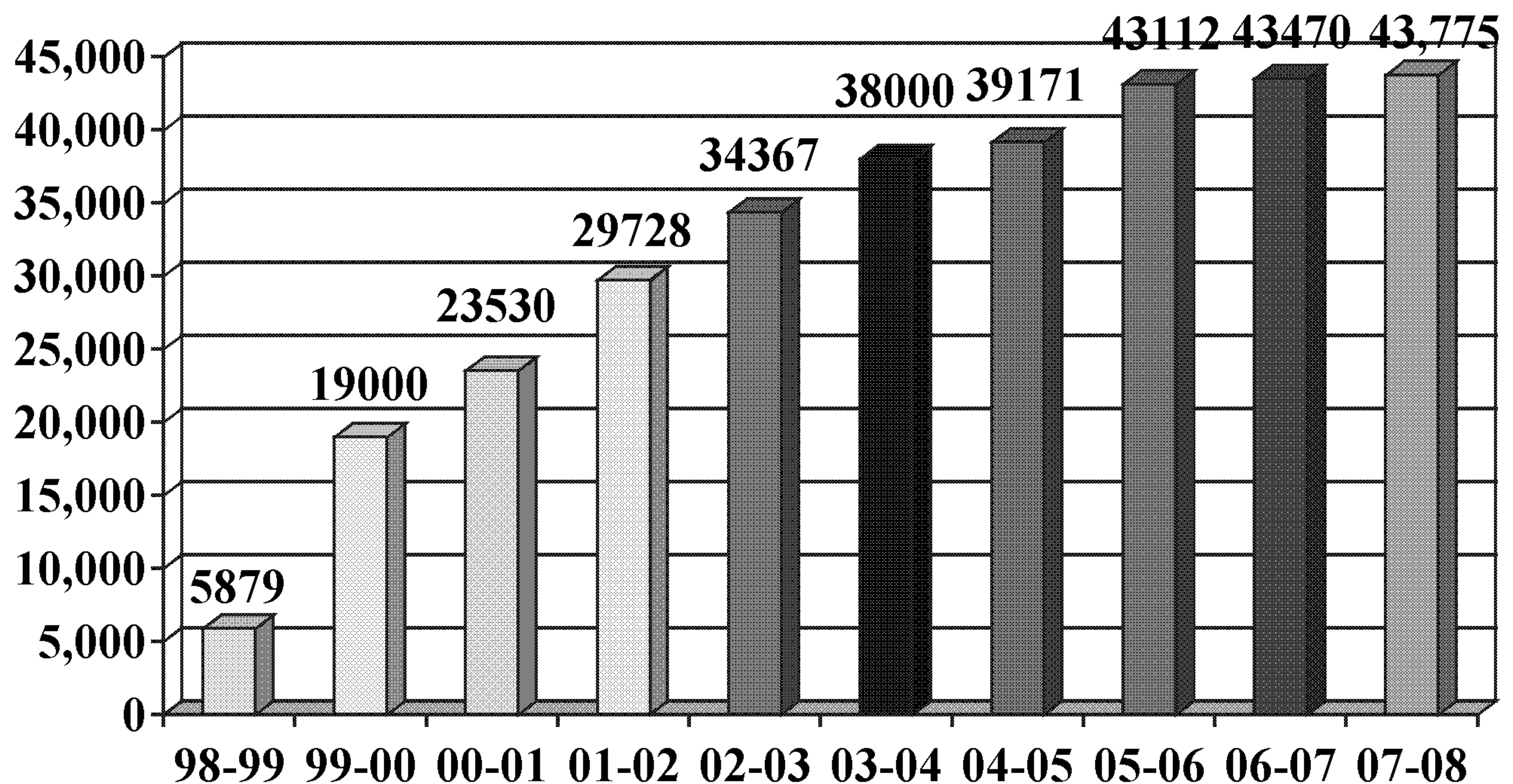
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Graduate School of Education, Rutgers, The State University

The research reported in this document was conducted under a Memorandum of Agreement with the New Jersey Department of Education (NJ DOE) and with partial funding from The Pew Charitable Trusts. The conclusions are those of the authors and do not necessarily represent the views of the funding agencies.

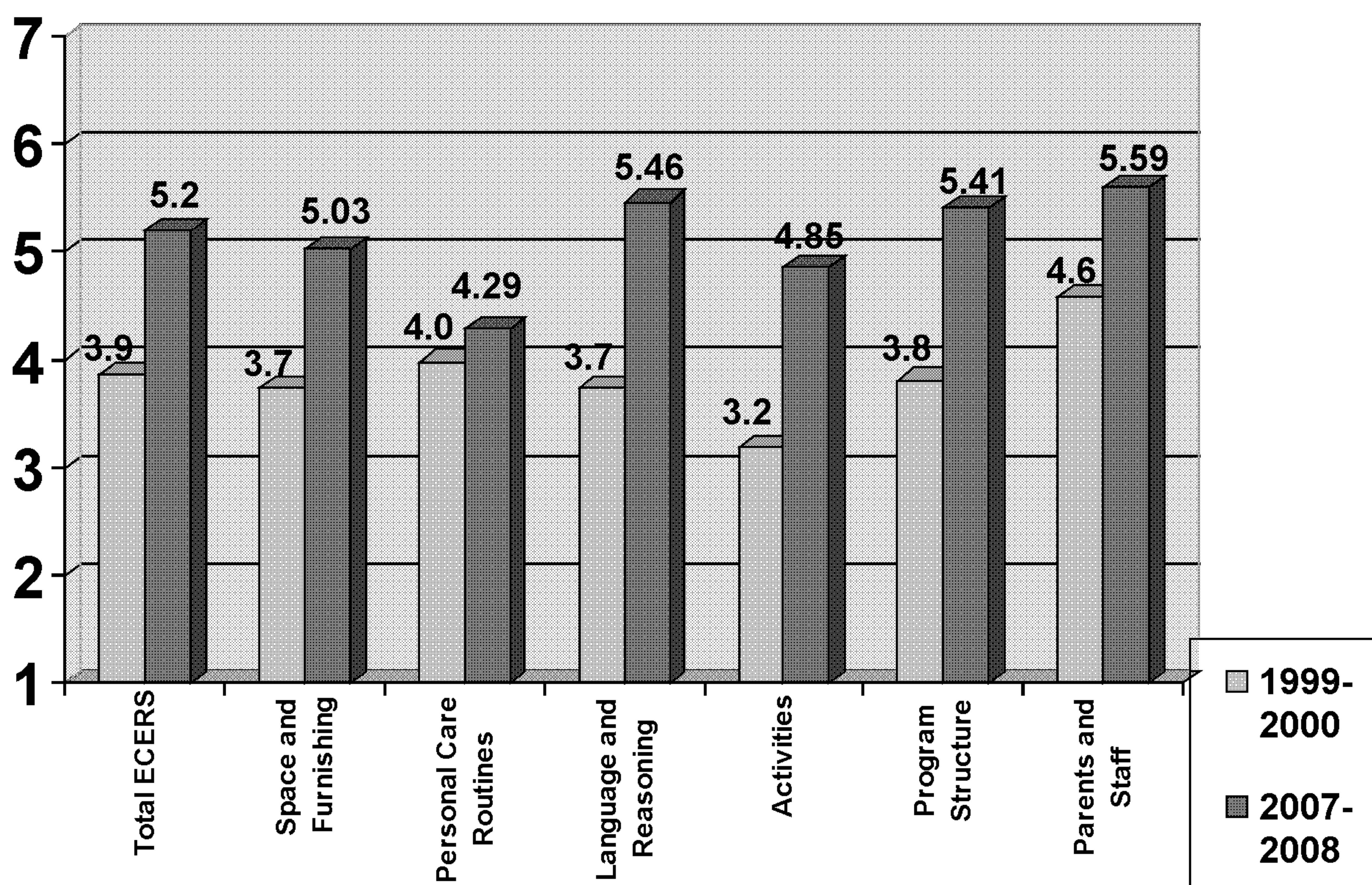
Introduction

In the 1999-2000 school year, the state of New Jersey initiated an ambitious and groundbreaking endeavor to help close the achievement gap in urban, low-income districts throughout the state. One remedy of the long-standing New Jersey Supreme Court case, *Abbott v. Burke*, was the establishment of high quality full-day preschool for all 3 and 4 year old children residing in these districts. Since then, the program has grown from around 19,000 in the first year to close to 44,000 nine years later, serving children in a mix of settings including public schools, private child care centers, and Head Start agencies (See Figure 1). In addition the quality has increased from an average rating of just better than minimal quality to statewide scores considered good to excellent (See Figure 2).

Figure 1: Abbott Preschool Enrollment 98-99 to 07-08



In 2005-2006, the National Institute for Early Education Research (NIEER) with funding from the NJ Department of Education and the Pew Charitable Trusts undertook the subject of this report — a longitudinal study to determine if the learning gains found in early research at kindergarten entry continued into elementary school. A previous report revealed encouraging results from the Abbott preschool program (Frede, et. al., 2007), showing advantages for children who attended Abbott preschool in oral language, early literacy and mathematics, with gains for children who attended for two years nearly twice those for children who only attended one year.

Figure 2: Classroom Quality Scores 1999-2000 vs. 2007-2008

**Preliminary Longitudinal Findings:
First and Second Grade**

This report summarizes analyses of child outcome data at the end of first and second grade (full report forthcoming). Results reveal that children who attended the high quality Abbott preschool continue to outperform their peers and that there are still advantages for those who had two years of preschool compared to just one.

- Preschool Attendees Perform Better in Oral Language and Conceptual Knowledge** - Oral language (as measured by the PPVT) forms not only the basis of social communication but reveals conceptual knowledge and is essential for both reading and writing acquisition. At the end of kindergarten, one year of the Abbott preschool program had an effect size of 0.18 ($p < .05$) and the two year effect size was 0.38 ($p < .01$). At the end of second grade the benefits of Abbott participation continued to be significant with results of 0.22 ($p < .05$) for one year of attendance and 0.40 ($p < .01$) for two years.

- Reading Skills Differences Favor the Abbott Preschool Group and All Children Are Performing Well** - Most first and second grade tests of academic achievement tend to measure phonics and other discrete early literacy skills. These are important predictors of reading ability more broadly including reading comprehension. We measured literacy skills of letter-word identification, reading fluency, passage comprehension and broad reading. Although differences in these literacy outcomes tended to favor children who had attended Abbott prekindergarten programs, they generally did not approach statistical significance. The most prominent exception is passage comprehension on which the former pre-K attendees scored higher ($p < .10$) with effect sizes equal to 0.16 for one year and 0.20 for two years. It is notable that regardless of pre-K attendance children scored near the national average on broad reading at second grade. This suggests that effective early elementary education is occurring for all children in the Abbott districts but that teachers may well be investing more time and resources in the children who did not attend preschool and thus did not start kindergarten with the same early literacy skills as their peers who did attend.
- Mathematics Effects Favor Preschool Attendees** – As with literacy all results in mathematics favored the Abbott preschool attendees with two years having more impact than one. Math measures included applied problems, calculation, math fluency and broad math. The most consistently observed difference was that Applied Problems scores were higher in first grade—effect sizes of 0.18 ($p < .05$) for one year and 0.26 ($p < .05$) for two years—and in second grade—effect sizes of 0.24 ($p < .05$) for one year and 0.44 ($p < .01$) for two years. Significant effects were also found for broad math using standards scores in second grade.
- Grade Retention Is Cut in Half** – Now that the study children have been in school through second grade we are able to investigate the effects of preschool attendance on grade retention in kindergarten, first and second grade. By second grade the effect on grade retention of two years of pre-K is statistically significant ($p < .05$) and twice as large as the effect of one year of pre-K. Grade repetition is 10.7% for children who did not attend pre-K, 7.2% for those who attended for one year, and 5.3% for those who attended two years. This not only reflects considerable differences in learning and ability, but results in savings to taxpayers who do not have to pay for extra years of schooling.

Keeping in mind that comparison with more rigorous analyses at kindergarten entry indicated that the longitudinal study underestimates program effects, these results are quite strong. In the area of oral language and conceptual knowledge, the gains shown for the preschool children mirror those found for this age group in the well-known model research on the Perry Preschool program. Given the trajectory of achievement and progression in grade, we can expect to find not only lasting benefits for the children who attended the Abbott preschool but eventual pay-off to society in the reduction of school costs.

PRELIMINARY DRAFT – FOR DISCUSSION ONLY, NOT FOR DISTRIBUTION

10/6/11

New Jersey Early Learning Standards for Birth to 3

**PRELIMINARY DRAFT
October, 2011**

New Jersey Council for Young Children

Early Learning and Development Standards Committee

Adopted/Adapted with permission from Early Childhood Indicators of Progress: Minnesota’s Early Learning Guidelines for Birth to Three

Prepared by: Gail C. Roberts, Ph.D., Early Childhood Consultant for Early Learning and Development Standards Committee

Introduction

The years from birth to three are thought to be the most important years of development as it is the period of greatest change and growth in life. These years provide the foundation for the behaviors, skills and competencies that support lifelong learning and development.

Infants and toddlers are cared for, nurtured and educated in a variety of settings, including:

- their own homes;
- family, friend and neighbor homes;
- family child care homes;
- child care centers; and
- special education programs.

New Jersey's Early Learning Guidelines for Birth to Three will help families, childcare providers, early childhood teachers, people in the community, and policymakers to support the best learning and development for infants and toddlers.

Purpose and Goals

New Jersey's Early Learning Guidelines for Birth to Three provide a common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers. These guidelines are based on research about what children should know (understand) and do (competencies and skills) in different domains of learning and development.

The document was developed with three goals in mind:

1. To provide information that parents and other caregivers can use to better understand developmentally appropriate expectations for infants and toddlers.
2. To promote healthy child growth and development, high quality child care and early childhood education.
3. To provide common language for those who are providing services to benefit families with infants and toddlers.

Early learning guidelines express shared expectations for young children's learning and development and provide a common framework for measuring progress toward achieving these goals.

Guiding Principles

The development of *New Jersey's Early Learning Guidelines for Birth to 3* was informed by the following **Guiding Principles**:

- 1. Infants and toddlers develop in the context of their families, cultures and communities.** Each child is unique with his/her own temperament and rate of development. Development is the result of many different factors, including physical and emotional health and well being, nutrition, sensitive and responsive caregiving and the quality of their environment.
- 2. Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships are better able to learn, play and grow. Infants and toddlers are active learners who learn through play, interaction with others and active exploration of their environment.
- 3. The years from birth to three represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during infancy provides the foundation for school readiness and success in school and life. Early intervention can help reduce developmental delays and fosters optimal growth and development.
- 4. Multiple abilities and skills are developing simultaneously in a child's first three years of life. As these abilities and skills emerge, each affects the development of the others.** For example, changes in an infant's ability to remember affects how he/she responds to new people. Development of the whole child requires maximizing potential across multiple domains.
- 5. Individual children vary considerably in their rate of progress in achieving developmental milestones.** Chronological age alone is not a good measure of a child's development because the many influences on development result in wide range of individual variations.

The Infant and Toddler Developmental Period

The *Early Learning Guidelines* are intended as a framework for supporting the growth and development of very young children in the age period of birth to three years. The indicators, examples and strategies are based on **widely held developmental expectations** observed in infants and toddlers at different ages within the birth to three age period. Four age groups are used to describe major changes during the infant and toddler period. **Young infants** between the ages of birth to 9 months are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers. **Older infants** are infants between the ages of 8 months to 18 months whose increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support. **Young Toddlers** between the ages of 16 months to 26 months have increased ability to influence their environments in many ways, including the increased use of verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. **Older Toddlers** between the ages of 24 to 36 months are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures.

The overlapping of age groups reflects both the impact of individual differences in the rate of development and the most current research and understanding of how infants and toddlers grow and develop. Overlapping age groups convey the message that the age at which children typically exhibit specific knowledge and skills can vary, as some children exhibit specific knowledge and skills at much earlier or later ages than others.

Individual, Cultural and Linguistic Differences

Child development progresses differently for every individual child. Children are influenced by their distinct experiences with the diverse values and practices of their family, their culture and their community. Especially for very young children, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their family must be supported by other early care and education settings where young children spend time. For many reasons, although young children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order for infants and toddlers to develop positive concepts of self and self-worth.

The *Early Learning Guidelines for Birth to 3* are written intentionally to include both typically and atypically developing very young children. Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these developmental expectations.

Early Learning Guidelines: What they are and are not

The *New Jersey Early Learning Guidelines for Birth to 3* are a resource to support the learning and development of infants and toddlers and to enhance the quality of early care and education for infants and toddlers in New Jersey. The framework also provides guidance for parents, other caregivers and teachers in planning and implementing appropriate activities and experiences to support learning and development. The *Early Learning Guidelines for Birth to 3* are not intended to be a curriculum or an assessment tool. Instead, the guidelines and framework identify the best ways to support quality curriculum, instruction and assessment in early care and education programs.

Organization and Structure of the Document

The *New Jersey Early Learning Guidelines for Birth to 3* are divided into five **domains** that reflect the full range of child development.

- Social and Emotional Development
- Approaches to Learning
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

Each domain of development is related to and influences the others. The domains are further divided into **components** that designate important areas of infant and toddler development within each domain. **Indicators** of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component.

Examples and Strategies that caregivers can use to facilitate infant and toddler development are listed for each of the components within the domains. **Caregiver** in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children's lives. The examples and strategies are not intended to be all-inclusive or an exhaustive list, but rather provide further clarification of indicators and suggest some strategies, play and learning activities that will enhance infant and toddler development. **Case Studies** help to illustrate the application of the indicators in everyday situations.

Overview and Definitions

A DOMAIN is a major area of development.

A COMPONENT is a subpart of each domain.

INDICATORS define expectations for a specific, observable outcome for the child.

EXAMPLES are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are given for each of the four age groups.

SOME CAREGIVER STRATEGIES to facilitate infant and toddler development are given for the components and indicators for each of the following age groups: Young Infants (Birth to 9 months); Older Infants (8 to 18 months); Young Toddlers (16-26 months); Older Toddlers (24-36 months).

CAREGIVER in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child's life.

CASE STUDIES illustrate the domains, components and indicators using everyday family and child experiences.

Domains and Components

SOCIAL AND EMOTIONAL DEVELOPMENT

Trust and Emotional Security

Self-Awareness

Self-Regulation

Relationships with Other Children

APPROACHES TO LEARNING

Curiosity

Persistence

Creativity

Initiative

LANGUAGE AND COMMUNICATION DEVELOPMENT

Listening and Understanding

Communicating and Speaking

Emergent Literacy

COGNITIVE DEVELOPMENT

Exploration and Discovery

Memory

Problem Solving

Imitation and Symbolic Play

PHYSICAL AND MOTOR DEVELOPMENT

Gross Motor Development

Fine Motor Development

Physical Health and Well-Being

I. Social and Emotional Development

Purpose: To approach the world with a sense of trust and emotional security

The social and emotional domain includes the development of **trust** and **emotional security, self-awareness, self-regulation** and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that children develop during infancy shapes their interactions and relationships with others throughout their lives.

Trust – feeling of comfort and reassurance with others

Emotional Security – feeling of personal stability

Self-awareness – individual’s perception of themselves

Self-regulation – ability to control one’s actions

Case Study Examples
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

YOUNG INFANT (Birth to 9 months)	OLDER INFANT (8 to 18 months)	YOUNG TODDLER (16 to 26 months)	OLDER TODDLER (24 TO 36 months)
<p>Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Mother and baby often have long moments locked in these mutual gazes. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Ariel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Ariel likes to look at the photos when they walk by and mother talks with Ariel about what they see and points to and names their eyes, nose and mouth.</p> <p>Trust and Emotional Security</p>	<p>Joey and his father have established some fun routines that they look forward to each day. Joey, age 11 months, often initiates the pat-a-cake game his father has taught him. He often looks to his father to see if he is watching him. Now his father imitates him and cheers him along and encourages him to share his game with other children and adults. Joey and his father also have a favorite bedtime routine where Joey brings a book for his Daddy to read before bed.</p> <p>Self-Regulation</p>	<p>Katy, age 18 months, has just met her new baby cousin, Laura. She is fascinated by what looks like a new baby doll! While her mother holds the baby, Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.</p> <p>Self- Awareness</p>	<p>Destiny, age 30 months, and Alex, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.</p> <p>Relationships with Other Children</p>

I. Social and Emotional Development Purpose: To approach the world with a sense of trust and emotional security	
Young Infant (0 to 9 months)	
Indicators	Some Caregiver Strategies
<p>Trust and Emotional Security</p> <ul style="list-style-type: none"> • Engages in behaviors that build relationships with familiar adults • Shows preference for familiar adults • Responds to unfamiliar adults cautiously • Seeks ways to find comfort in new situations • Shows emotional connection and attachment to others <p>Examples: Looks intently at familiar human faces.</p> <p>Follows movement of caregiver about the room with his/her eyes.</p> <p>Accepts comfort by familiar caregiver when tired, hungry or upset.</p> <p>Responds with smiles and cooing when picked up by familiar caregiver.</p> <p>Avoids eye contact with strange adults.</p> <p>Looks at caregiver’s face while being held for feeding.</p> <p>Looks for familiar caregiver when tired, hungry or upset.</p>	<p>Respond to baby’s messages and cues and try to determine baby’s needs.</p> <p>Provide a limited number of consistent caregivers who baby relates to on a regular basis.</p> <p>Hold baby during feeding times and talk to baby in soothing and reassuring tones.</p> <p>Comfort baby by holding close, rocking or talking quietly to baby when baby is crying or upset.</p> <p>Introduce baby to new adults gradually and follow baby’s cues as to when baby is ready to be held by others.</p> <p>Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver.</p> <p>Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby.</p>

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Expresses feelings and emotions through facial expressions, sounds or gestures • Develops awareness of self as separate from others • Shows confidence in increasing abilities <p>Examples: Stares at own hands or feet as they move.</p> <p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness.</p> <p>Looks at own reflection in the mirror as if it were another baby.</p> <p>Attends to other people’s faces and pictures or drawings of faces.</p>	<p>Recognize and respect baby’s feelings and talk about what he/she might be experiencing or expressing.</p> <p>Express your feelings with your facial expressions, tone of voice and body language when interacting with baby. Talk about what you are feeling, for example, whether you are happy or sad.</p> <p>Talk with baby and use his/her name in conversation with baby.</p> <p>Provide opportunities for baby to see his/her reflection in a mirror.</p>
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Begins to manage own behavior and show self-regulation • Shows ability to cope with stress • Shows increasing independence • Understands simple routines, rules or limitations <p>Examples: Expects a response from a caregiver when crying or upset.</p> <p>Stops crying when held and gently rocked or talked to by familiar caregiver.</p> <p>Sucks fist, thumb or pacifier for calming down when upset.</p> <p>Looks for familiar caregiver, favorite toy or blanket.</p> <p>Opens mouth for spoon while being fed by caregiver.</p>	<p>During caregiving routines and at other times, talk with baby about what you are doing and what will happen next.</p> <p>Provide opportunities for baby to explore with you, other people, places and things in the environment.</p> <p>Notice baby’s responses to stressful situations and his/her ways of seeking comfort and coping with stress.</p> <p>Help baby find ways of calming themselves by reducing distractions, bright lights and loud noises when baby is tired or upset.</p>

<p>Relationships with other Children</p> <ul style="list-style-type: none"> • Shows interest in and awareness of other children • Responds to and interacts with other children • Begins to recognize and respond to other children’s feelings and emotions • Begins to show concern for others • Learns social skills and eventually uses words for expressing feelings, needs and wants • Uses imitation or pretend play to learn new roles and relationships <p>Examples: Watches other children from a distance or listens to other children.</p> <p>Quiets down and smiles when he/she hears name spoken by familiar person.</p> <p>Starts to cry when other children in the room are crying.</p> <p>Vocalizes and gets excited when near other children.</p> <p>Looks at and watches another child who is crying or upset.</p> <p>Imitates facial expressions during games with other children and caregiver.</p>	<p>Hold baby while showing and talking about what other children are doing.</p> <p>Call baby and other children by name and allow older children to talk, smile and laugh with baby.</p> <p>Provide opportunities for play and interaction with other babies.</p> <p>Put baby in a safe place where to be part of the action but not over-stimulated or overwhelmed.</p> <p>Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions.</p>
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I. Social and Emotional Development	
Purpose: To approach the world with a sense of trust and emotional security	
Older Infant (8 to 18 months)	
Indicators	Some Caregiver Strategies
<p>Trust and Emotional Security</p> <ul style="list-style-type: none"> • Engages in behaviors that build relationships with familiar adults • Shows preference for familiar adults • Responds to unfamiliar adults cautiously • Seeks to find comfort in new situations • Shows emotional connection and attachment to others <p>Examples: Greet familiar caregiver with a smile, hug or kiss.</p> <p>Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.</p> <p>Prefers comfort from familiar adult when he/she is tired or hungry.</p> <p>Enjoys looking at, pointing to or naming familiar people in family photos.</p> <p>Calls for “Mama” or familiar person when in a new situation.</p>	<p>Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance.</p> <p>Acknowledge baby’s feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults.</p> <p>Allow baby time to get to know a new caregiver while you are present.</p> <p>Talk with baby about where you are going and when you will return.</p> <p>Accept baby’s cries and protests when you leave as a sign that he/she knows and trusts you and feels a sense of security when you are near.</p> <p>Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone.</p>

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Expresses feelings and emotions through facial expressions, sounds or gestures • Develops awareness of self as separate from others • Shows confidence in increasing abilities <p>Examples: Expresses emotions, such as sadness, happiness, anger and surprise.</p> <p>Smiles at own reflection in mirror or makes sounds when looking at image in the mirror.</p> <p>Shows likes and dislikes for particular toys, blankets or other objects.</p>	<p>Imitate baby’s facial expressions and watch to see if baby imitates faces you make.</p> <p>Play naming games about parts of the face or body while holding baby or while looking in the mirror.</p> <p>Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how “sad” or “happy” feels with your voice and facial expressions.</p> <p>Acknowledge baby’s new emerging skills and abilities.</p>
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Begins to manage own behavior and show self-regulation • Shows ability to cope with stress • Shows increasing independence • Understands simple routines, rules or limitations <p>Examples: Sucks on his/her fingers or thumb to calm self when he/she is upset or when in a new situation.</p> <p>Moves arms, legs or body to get own bottle or toys.</p> <p>Understands what “No” means and may tell self “No-No”.</p> <p>Holds own bottle or feeds self with fingers.</p> <p>Copes with stress by playing with familiar toys in a favorite spot.</p> <p>Plays quietly with a toy while waiting to get up from a nap.</p>	<p>Call baby by name and describe actions you are doing with baby.</p> <p>Take along familiar toys or blankets for baby when visiting a new place.</p> <p>Provide baby with a variety of toys, such as stuffed animals or dolls, that he/she can hold, talk to and play with.</p> <p>Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something.</p> <p>Provide enough of a schedule or sequence for routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next.</p>

<p>Relationships with other Children</p> <ul style="list-style-type: none"> • Shows interest in and awareness of other children • Responds to and interacts with other children • Begins to recognize and respond to other children’s feelings and emotions • Begins to show concern for others • Learns social skills and eventually uses words for expressing feelings, needs and wants • Uses imitation or pretend play to learn new roles and relationships <p>Examples: Reaches out to touch another child’s face or hair.</p> <p>Sits next to and plays with same toys that other children have.</p> <p>Squeals with joy or runs about when other children are happy and excited.</p> <p>Offers a toy to another child who is crying or upset.</p> <p>Points to or asks for cup, spoon or other objects that other children have.</p> <p>Talks on a toy telephone to a familiar person and uses babbling sounds in conversation.</p>	<p>Provide opportunities for the baby to see, interact and play with other babies and young children.</p> <p>Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with.</p> <p>During play times, talk about what other children are doing or how they may be feeling.</p> <p>Play games like “Peek-a-boo” with baby where he/she can imitate your sounds, tone of voice, gestures or facial expressions.</p> <p>Provide baby with toys, such as dolls or stuffed animals that he/she can pretend to take care of by holding, feeding, rocking or singing.</p> <p>Play games, such as “Pat-a-cake” or do finger plays with baby and other infants where they can imitate your actions, sounds or words.</p>
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I. Social and Emotional Development	
Purpose: To approach the world with a sense of trust and emotional security	
Young Toddler (16 to 26 months)	
Indicators	Some Caregiver Strategies
<p>Trust and Emotional Security</p> <ul style="list-style-type: none"> • Engages in behaviors that build relationships with familiar adults • Shows preference for familiar adults • Responds to unfamiliar adults cautiously • Seeks to find comfort in new situations • Shows emotional connection and attachment to others <p>Examples: Says “Hi” or “Bye-bye”, smiles or waves when familiar people enter or leave the room.</p> <p>Looks for or asks for “Mama” or familiar adult when they fall down or get hurt.</p> <p>Greets a familiar caregiver with enthusiasm when he/she returns to the room.</p> <p>Reaches for familiar caregiver when an unfamiliar adult approaches.</p> <p>Watches from a distance before approaching a new visitor.</p> <p>Follows familiar caregiver around the room or house.</p>	<p>Talk with toddler about where you are going and when you will return.</p> <p>Give toddler a familiar toys, blankets or books to provide comfort and reassurance in your absence.</p> <p>Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk with him/her about the people in the photos.</p> <p>Make yourself available as a source of safety and security when toddler ventures out to explore and play.</p> <p>Talk with toddler and offer reassurance when meeting new people.</p>

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Expresses feelings and emotions through facial expressions, sounds or gestures • Develops awareness of self as separate from others • Shows confidence in increasing abilities <p>Examples: Recognizes and acknowledges some of own emotions, such as, “Are you sad?” or “Are you happy?”</p> <p>Points to eyes, mouth or ears when asked by familiar adult.</p> <p>Calls self by name or comes when called by name.</p> <p>Shows recognition of self while looking in mirror and touching nose, head or some other body part that they can see only with a mirror.</p>	<p>Help toddler understand his/her feelings by “reading” his/her facial expressions and body language and talk about what you think he/she might be feeling or expressing.</p> <p>Provide opportunities for toddlers to try to do things by themselves.</p> <p>Allow toddler to keep their favorite toys or possessions in a special place.</p> <p>Play naming games, such as “Who’s this?” when looking at photos.</p>
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Begins to manage own behavior and show self-regulation • Shows ability to cope with stress • Shows increasing independence • Understands simple routines, rules or limitations <p>Examples: Tries to clean up when he/she spills or makes a mess.</p> <p>Wants to put on shoes or coat by him/herself.</p> <p>Claps hands and shows others after completing a puzzle and then waits for a response from others.</p> <p>Gets own blanket when it is time for a nap.</p> <p>Shows distress or gets upset when familiar routines are disrupted.</p>	<p>Allow toddler time to do things for him/herself and acknowledge the actions.</p> <p>Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys.</p> <p>Provide a child-sized chair or table so child can show some independence in doing some activities.</p> <p>Encourage toddler to prepare for going outside by getting own hat or coat.</p> <p>Maintain familiar routines when possible for mealtimes and bedtime.</p> <p>Acknowledge uncooperative or negative behavior as a sign of asserting oneself.</p>

<p>Relationships with other Children</p> <ul style="list-style-type: none"> • Shows interest in and awareness of other children • Responds to and interacts with other children • Begins to recognize and respond to other children’s feelings and emotions • Begins to show concern for others • Learns social skills and eventually uses words for expressing feelings, needs and wants • Uses imitation or pretend play to learn new roles and relationships <p>Examples: Knows the names of some other children.</p> <p>Shows excitement when greeting other children.</p> <p>Refuses to share a favorite toy with another child.</p> <p>Looks for an adult to help when another child is crying.</p> <p>Imitates actions or behaviors of other children at the playground.</p>	<p>Provide opportunities to play with other children in a variety of settings</p> <p>Support toddler’s interactions with other children and acknowledge sharing and helping behaviors.</p> <p>Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns.</p> <p>Suggest positive ways to interact with infants and younger children, such as gently patting the baby or singing to the baby.</p> <p>Encourage pretend play by providing simple props and initiating make-believe conversations or acting out stories together.</p>
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I. Social and Emotional Development Purpose: To approach the world with a sense of trust and emotional security	
Older Toddler (24 to 36 months)	
Indicators	Some Caregiver Strategies
<p>Trust and Emotional Security</p> <ul style="list-style-type: none"> • Engages in behaviors that build relationships with familiar adults • Shows preference for familiar adults • Responds to unfamiliar adults cautiously • Seeks to find comfort in new situations • Shows emotional connection and attachment to others <p>Examples:</p> <p>Attempts to gain approval from familiar adults</p> <p>Seeks adult help in challenging situations or with difficult tasks.</p> <p>Wants to take a familiar toy or blanket along on a trip or a visit to a new place.</p> <p>Accepts reassurance in a telephone conversation with a member of the family.</p>	<p>Name familiar people in photos and talk about who they are and what they are doing.</p> <p>Reassure toddler often that familiar adults will return and help him/her begin to understand when. For example, describe a time that mommy will be back, such as, “after lunch” or “after your nap”.</p> <p>Provide encouragement for toddler to try out a new climber or other activity while you remain close by to offer support.</p> <p>Request toddler’s help with simple tasks and everyday chores and show pleasure when toddler cooperates.</p>

<p>Self-Awareness</p> <ul style="list-style-type: none"> • Expresses feelings and emotions through facial expressions, sounds or gestures • Develops awareness of self as separate from others • Shows confidence in increasing abilities <p>Examples: Sometimes recognizes feelings or emotions of self and others.</p> <p>Shows others a picture he/she made and looks for approval.</p> <p>Calls self by name and begins to use words, such as “I” or “me”.</p> <p>Says or uses sign language for “mine” and holds toy or other object close to them when someone wants to take his/her favorite possession.</p>	<p>Talk about feelings, emotions and behaviors. Ask how toddler is feeling, such as “Are you sad?” or “Does that make you happy?”</p> <p>Help toddler identify self and others in photos or name family members.</p> <p>Recognize toddler’s ability to identify his/her own characteristics, such as his/her size, hair color or gender.</p> <p>Acknowledge toddler’s increasing abilities to interact with others, get what they need or want and solve problems.</p>
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Begins to manage own behavior and show self-regulation • Shows ability to cope with stress • Shows increasing independence • Understands simple routines, rules or limitations <p>Examples: Complies with a request even after initially saying “No”.</p> <p>Adjusts to some changes in activities or routines without distress.</p> <p>Says “No” or shakes head when he/she doesn’t want to do something or doesn’t like something.</p> <p>Anticipates and follows simple rules with reminders.</p> <p>Waits for adult before going outside or crossing the street.</p>	<p>Model using self talk, such as “No, no”, “Not touch” or “Hot” and acknowledge toddler’s attempt to manage his/her own behavior.</p> <p>Encourage child to use pretend play to act out stressful events such as going to the doctor’s office to get a shot.</p> <p>Give clear expectations for safe behaviors and use simple rules that toddler can understand.</p> <p>Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as “I like the way you hold my hand when we cross the street” or “You are being safe”.</p>

<p>Relationships with other Children</p> <ul style="list-style-type: none"> • Shows interest in and awareness of other children • Responds to and interacts with other children • Begins to recognize and respond to other children’s feelings and emotions • Begins to show concern for others • Learns social skills and eventually uses words for expressing feelings, needs and wants • Uses imitation or pretend play to learn new roles and relationships <p>Examples: Approaches a group of children slowly and then joins in play.</p> <p>Shares a favorite toy with another toddler who comes to visit.</p> <p>Shows interest or concern for another child who falls down by touching or talking to child.</p> <p>Imitates tasks, such as wiping the table, when he/she sees others doing it.</p> <p>Watches other children playing house and suggests feeding the stuffed animals some pretend food.</p>	<p>Introduce toddler to small groups of children and encourage play activities by providing toys and materials.</p> <p>Encourage toddler to learn other children’s names and practice calling them by their names.</p> <p>Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset.</p> <p>Sing songs or do finger plays with toddlers and model motions or gestures they can do with you while singing along or saying words.</p> <p>Facilitate imitation and pretend play with toddlers by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend or make-believe play.</p>
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II. Approaches to Learning

Purpose: To approach the world with curiosity, creativity and a sense of wonder

This domain reflects dispositions to learning that may or may not be directly related to a child's **temperament**. Caring adults can foster a positive approach to learning through encouraging the young child's **curiosity, persistence, creativity and initiative**. Infants and toddlers will demonstrate these characteristics in their everyday interactions with other children and adults and with the objects, activities and experiences provided for them.

Temperament – personality characteristics that are present at birth

Curiosity – interest in things and people in the environment

Creativity – developing capacity for inventiveness and trying new things

Persistence – increasing motivation to continue an activity or task until completion

Initiative – ability to start actions and behaviors

Case Study Examples
DOMAIN: APPROACHES TO LEARNING

YOUNG INFANT (Birth to 9 months)	OLDER INFANT (8 to 18 months)	YOUNG TODDLER (16 to 26 months)	OLDER TODDLER (24 TO 36 months)
<p>Timmy, at 1 month, already elicits strong emotions and responses from his parents with his many facial expressions and sounds. Timmy’s mother and father are learning to “read” the cues for what Timmy needs and wants. They know when he is tired, hungry, fussy or happy and try to respond to meet his needs.</p> <p>Initiative</p>	<p>Now that Raymond, at 8 months, is able to sit by himself he is able to explore toys with both of his hands. He turns the toys over and over, shaking or patting them, and often putting them in his mouth. He notices when there is a new toy and examines it closely. His parents provide a variety of interesting toys for Raymond to play with.</p> <p>Curiosity</p>	<p>Maria, age 17 months, is interested in the sounds of music and singing that surround her. Maria’s mother loves to sing and dance with her especially when Maria’s grandfather comes over with his guitar. Maria’s mother also likes to join other parents and toddlers for songs and stories at her neighborhood parenting class.</p> <p>Creativity</p>	<p>June, age 32 months, loves to load blocks onto a cart and push them around the classroom at the childcare center she attends. Sometimes she sorts the blocks by color or shape or puts them all in a row. Other times she builds a tower with the blocks. If the tower falls down she carefully rebuilds it. Sometimes she pretends it is a house for her toy people.</p> <p>Persistence</p>

II. Approaches to Learning Purpose: To approach the world with curiosity, creativity and a sense of wonder	
Young Infant (0 to 9 months)	
Indicators	Some Caregiver Strategies
<p>Curiosity</p> <ul style="list-style-type: none"> • Shows awareness of and interest in the environment • Shows eagerness and curiosity as a learner • Shows interest in discovering and learning new things <p>Examples: Watches bright or flickering lights.</p> <p>Quiets while listening to a new sound.</p> <p>Looks at, touches, or plays with new toy.</p> <p>Notices when a new toy has been added to the environment.</p> <p>Reaches for and explores new toys or objects.</p>	<p>Support and reassure baby when there are changes in the environment.</p> <p>Encourage exploration and curiosity by providing interesting things for baby to see, touch, and hear.</p> <p>Provide some variety in the environment by changing pictures or adding more color or different lighting.</p> <p>Introduce new experiences from day to day as well as trying variations of familiar activities.</p>

<p>. Persistence</p> <ul style="list-style-type: none"> • Attends to and tries to reproduce interesting events • Maintains social contact by using facial expressions, sounds, or gestures • Attempts challenging tasks with or without adult help • Explores thoroughly and tries to solve problems <p>Examples: Makes and maintains eye contact while being held for feeding.</p> <p>Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing.</p> <p>Splashes water in tub with hand and repeats action.</p> <p>Tries to reach a toy hanging from a high chair.</p> <p>Tries to move bottle, cries, or touches adult when bottle is empty.</p>	<p>Provide quiet times for play and exploration.</p> <p>Encourage repetition of sounds, actions or behaviors while interacting with baby.</p> <p>Allow sufficient time for baby to thoroughly explore new objects and activities.</p> <p>Avoid interrupting or intervening too soon when baby encounters a problem or difficulty.</p> <p>Sometimes place objects far enough away from baby so he/she must work to get them.</p>
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<p>Creativity</p> <ul style="list-style-type: none"> • Explores new people or objects in the environment • Finds new things to do with familiar objects • Uses imagination in playful ways <p>Examples: Notices changes in their environment such as having a visitor or seeing a new person or seeing a new picture on the wall.</p> <p>Shows interest in new activities or experiences.</p> <p>Makes a game out of knocking a toy over and making it come back up.</p> <p>Laughs and tries to imitate noises or silly sounds animals make.</p>	<p>Provide baby opportunities to experience new sights or sounds both inside and outside.</p> <p>Provide a variety of sensory experiences for baby including looking at and feeling your face or looking in the mirror.</p> <p>Talk about baby’s actions as they examine or explore a new toy or other object.</p> <p>Provide a variety of interesting toys or other objects for baby to play with and explore.</p> <p>Make silly faces or noises for baby to imitate or reproduce.</p>
<p>Initiative</p> <ul style="list-style-type: none"> • Shows interest in new ways to play, explore and learn • Begins to show initiative in actions and behaviors • Demonstrates initiative by making choices <p>Examples: Watches when familiar caregiver enters or leaves the room.</p> <p>Vocalizes or makes noise to attract attention.</p> <p>Moves to reach a toy or other object in order to play with it.</p> <p>Looks at pictures in books and listens to a story.</p> <p>Finds a new way to use a familiar toy such as putting a block into a cup.</p>	<p>Vary familiar routines from time to time such as sitting in a different chair for feedings or singing a new song.</p> <p>Respond positively when baby uses new actions or behaviors.</p> <p>Encourage interest in new activities or experiences.</p> <p>Introduce new toys and everyday objects for baby to examine and explore.</p> <p>Share books and talk about the pictures while reading to baby..</p>

II. Approaches to Learning Purpose: To approach the world with curiosity, creativity and a sense of wonder	
Older Infant (8 to 18 months)	
Indicators	Some Caregiver Strategies
<p>Curiosity</p> <ul style="list-style-type: none"> • Shows awareness of and interest in the environment • Shows eagerness and curiosity as a learner • Shows interest in discovering or learning new things <p>Examples: Moves after and tries to reach a ball or other toy that rolls under a chair or table.</p> <p>Explores new objects by feeling, shaking, turning over, mouthing or other actions.</p> <p>Explores boxes, pots and pans or other household objects that are available.</p> <p>Tries to push or pull a toy while moving or walking.</p>	<p>Create interesting and safe places that the baby can explore and experience new activities.</p> <p>Allow baby to play with and explore new uses for everyday household objects.</p> <p>Provide toys and other objects baby can carry or take along while moving around inside or outside.</p> <p>Provide a variety of sensory materials and activities for baby to touch, feel, see, hear and taste.</p> <p>Show interest and excitement when baby tries something new or makes a new discovery.</p>

<p>Persistence</p> <ul style="list-style-type: none"> • Attends to and tries to reproduce interesting events • Maintains social contact by using facial expressions, sounds, or gestures • Attempts challenging tasks with or without adult help • Explores thoroughly and tries to solve problems <p>Examples: Reaches for adult hands to continue game of “Peek-a-boo” or “Pat-a-cake”.</p> <p>Looks for toy dropped from a crib.</p> <p>Smiles when greeted by name and says “Hi” or waves “Bye-bye”.</p> <p>Looks out the window and waits for a familiar caregiver to return.</p> <p>Tries to get food to mouth using fingers or a spoon.</p> <p>Tries several different ways to get a toy when it is out of reach.</p>	<p>Encourage baby to explore safe places and object without adult interference.</p> <p>Provide opportunities for uninterrupted play and exploration</p> <p>Allow sufficient time for baby to try to solve problems without adult help.</p> <p>Allow baby to discover consequences of own behavior when it is safe to do so.</p> <p>Avoid loud noises and frequent distractions when baby is playing with and exploring new objects.</p>
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<p>Creativity</p> <ul style="list-style-type: none"> • Explores new people or objects in the environment • Finds new things to do with familiar objects • Uses imagination in playful ways <p>Examples: Watches new child who comes to play and sometimes smiles or vocalizes.</p> <p>Reaches for something new like a person’s glasses, necklace or watch when picked up.</p> <p>Bangs on pots and pans with a spoon to make noise and then tries the same action on other objects.</p> <p>Imitates a dog or cat by crawling and making barking or meowing noises.</p>	<p>Introduce baby to new people, places, activities and experiences.</p> <p>Describe new activities, objects, or people by calling attention to special features.</p> <p>Provide action toys and different sensory materials for baby to play with.</p> <p>Encourage baby to imitate noises or faces.</p> <p>Pretend to do familiar actions such as patting one’s head, combing hair or blowing kisses.</p>
<p>Initiative</p> <ul style="list-style-type: none"> • Shows interest in new ways to play, explore and learn • Begins to show initiative in actions and behaviors • Demonstrates initiative by making choices <p>Examples: Likes certain routines such as being rocked before taking a nap.</p> <p>Shows a dislike for certain foods or drinks.</p> <p>Chooses to play with some toys more often than others.</p> <p>Shows interest in doing things for self like holding a spoon or a cup.</p> <p>Demonstrates a preference for favorite toys or activities.</p> <p>Likes to sing favorite songs and imitates familiar gestures.</p>	<p>Offer baby a choice of which toy to play with and observe how baby responds.</p> <p>Provide a variety of books and watch which ones baby prefers you to read.</p> <p>Provide new experiences such as exploring a different park or going to a different playground.</p> <p>Ask if baby wants a cracker or other snack and accept the response if “yes” or “no” is indicated by a shake of the head.</p>

II. Approaches to Learning Purpose: To approach the world with curiosity, creativity and a sense of wonder	
Young Toddler (16 to 26 months)	
Indicators	Some Caregiver Strategies
<p>Curiosity</p> <ul style="list-style-type: none"> • Shows awareness of and interest in the environment • Shows eagerness and curiosity as a learner • Shows interest in discovering and learning new things <p>Examples: Expresses interest in what makes a toy wind-up car go and experiments with different ways to make it move.</p> <p>Plays with the water from melting ice cubes.</p> <p>Pokes fingers into the mud or sand to make holes or designs.</p> <p>Holds hands out to feel or catch the rain or snow falling to the ground.</p>	<p>Introduce new materials or activities in ways to create interest and excitement.</p> <p>Provide opportunities for sand and water play.</p> <p>Make small changes in the environment such as moving furniture or toys to different places to create new interest.</p> <p>Encourage and reassure toddler when frightened or upset by new experiences or changes in routines.</p>

<p>Persistence</p> <ul style="list-style-type: none"> • Attends to and tries to reproduce interesting events • Maintains social contact by using facial expressions, sounds, or gestures • Attempts challenging tasks with or without adult help • Explores thoroughly and tries to solve problems <p>Examples: Uses hands to reach keys on a piano and tries to make sounds. Empties the entire toy box while looking for a favorite toy. Likes to listen on the telephone when a familiar adult is calling. Climbs into a box or open cupboard to get toys or objects that are out of reach.</p>	<p>Provide toys and objects that make interesting sounds or actions and that can be used in more than one way.</p> <p>Allow toddler to work a longer time on a problem without interruption.</p> <p>Respond to toddler’s request to read a chosen book.</p> <p>Provide opportunities for toddler to solve new or interesting problems using what he/she knows about how things work.</p>
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<p>Creativity</p> <ul style="list-style-type: none"> • Explores new people or objects in the environment • Finds new things to do with familiar objects • Uses imagination in playful ways <p>Examples: Gets excited when they see a new toy or hear a new song or story.</p> <p>Uses a large crayon or marker to make marks on paper.</p> <p>Tries to make a spinning top move by pushing or pulling handle.</p> <p>Pretends a block is a car moving along a road.</p>	<p>Encourage toddler to use toys, objects or materials in new and creative ways.</p> <p>Allow toddler to use or combine toys and materials in unusual ways.</p> <p>Provide simple art materials such as paper, crayons or paint for toddler to use and explore.</p> <p>Provide sensory materials, such as play dough and water for toddler to explore with all of his/her senses.</p>
<p>Initiative</p> <ul style="list-style-type: none"> • Shows interest in new ways to play, explore and learn • Begins to show initiative in actions and behaviors • Demonstrates initiative by making choices <p>Examples: Wants to feed self and hold own cup.</p> <p>Finds new uses for household objects.</p> <p>Shows a preference for a favorite shirt or pair of shoes.</p> <p>Chooses which book to read at the library.</p>	<p>Provide a child-sized dish, cup and spoon to make it easier for toddler to feed self.</p> <p>Encourage toddler to make things out of found objects and everyday materials.</p> <p>Encourage toddler to try to put on own shirt, socks or shoes.</p> <p>Allow toddler to make simple choices, such as what kind of cracker to eat or what color crayon to draw with.</p>

II. Approaches to Learning	
Purpose: To approach the world with curiosity, creativity and a sense of wonder	
Older Toddler (24 to 36 months)	
Indicators	Some Caregiver Strategies
<p>Curiosity</p> <ul style="list-style-type: none"> • Shows awareness of and interest in the environment • Shows eagerness and curiosity as a learner • Shows interest in discovering and learning new things <p>Examples: Asks a lot of “Why?” or “What’s that?” questions. Experiments with different ways of blowing bubbles. Tries to do a new, more difficult puzzle or game. Enjoys visiting the zoo and learning about the animals.</p>	<p>Respond to toddler’s questions with interest and enthusiasm.</p> <p>Engage toddler in discovery play such as pouring, measuring and touching.</p> <p>Point out interesting or unusual things in the environment, such as a statue of a man riding a horse.</p> <p>Visit the library and select interesting books about nature and stories about people and places.</p>

<p>Persistence</p> <ul style="list-style-type: none"> • Attends to and tries to reproduce interesting events • Maintains social contact by using facial expressions, sounds, or gestures • Attempts challenging tasks with or without adult help • Explores thoroughly and tries to solve problems <p>Examples: Attempts to put on shoes or coat by self and keeps trying for a while before asking for help.</p> <p>Follows after or goes to the window when an adult is leaving the room or going out of the house.</p> <p>Likes to do finger plays by imitating others.</p> <p>Tries to fix a broken toy by pushing parts back together again and then asks for adult’s help.</p>	<p>Provide opportunities for toddler to solve new or interesting problems using what he/she knows about how things work.</p> <p>Acknowledge and encourage toddler’s effort to try to do things on his/her own.</p> <p>Encourage toddler to try doing a puzzle again when not successful the first time.</p> <p>Allow enough time when visiting a park or a museum so toddler can explore new places.</p>
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<p>Creativity</p> <ul style="list-style-type: none"> • Explores new people or objects in the environment • Finds new things to do with familiar objects • Uses imagination in playful ways <p>Examples: Uses all their senses to learn about unusual fruits or vegetables.</p> <p>Tries to make a hat or box out of paper or a piece of cloth.</p> <p>Offers caregiver a pretend snack or drink during pretend play.</p> <p>Carries on an imaginary phone conversation using a toy telephone.</p>	<p>Use music and movement activities and experiences with toddler.</p> <p>Provide paper and finger paint for toddler experiment with.</p> <p>Acknowledge toddler’s attempts to entertain self by using everyday objects to make things.</p> <p>Encourage pretend or make-believe play by providing toys to use as props.</p>
<p>Initiative</p> <ul style="list-style-type: none"> • Shows interest in new ways to play, explore and learn • Begins to show initiative in actions and behaviors • Demonstrates initiative by making choices <p>Examples: Show excitement when given a new box of crayons.</p> <p>Gets self out of bed in the morning and tries to get dressed.</p> <p>Approaches other children and watches or starts to play close by.</p> <p>When offered a choice, can indicate what they want to eat or drink.</p>	<p>Allow toddler to use “trial and error” method to solve problems and figure out how things work.</p> <p>Provide opportunities for toddler to play and interact with older and younger children.</p> <p>Visit parks, playgrounds, libraries and other places in the community and share activities with others.</p> <p>Offer toddler choices using reasonable and acceptable alternatives.</p>

III. Language Development and Communication

Purpose: To acquire language and the ability to communicate successfully with others

The development of the ability to use language to communicate with others is a major aspect of human development. Infants and toddlers learn the languages of their families and cultures through the **natural interaction** that occurs as part of caregiving and everyday experiences. The early and rapid development of the components of language, including **listening** and understanding, communicating and **speaking**, and the emergence of **early literary** skills and abilities, is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

Natural Interaction – talking and interacting with child throughout the day during playtimes and everyday routines

Listening – receiving language and other forms of communication from others

Speaking – producing and expressing language including sounds, words and gestures

Early Literacy – developing skills and behaviors that relate to later reading and writing

Case Study Examples
DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

YOUNG INFANT (Birth to 9 months)	OLDER INFANT (8 to 18 months)	YOUNG TODDLER (16 to 26 months)	OLDER TODDLER (24 to 36 months)
<p>Joey, age 5 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Joey’s father imitates Joey’s sounds and joins in the bubble making fun. Sometimes Joey imitates the new sounds that his father makes.</p> <p style="text-align: center;">Listening and Understanding</p>	<p>Steven’s parents are learning sign language because they have noticed that Steven, now 13 months old, imitates gestures, such as waving bye-bye and pat-a-cake. They use simple signs such as “more” and “milk” when they talk with Steven at the table. Recently Steven put his hands together and repeated the action and then pointed at the juice. His father said, “Oh, you want more juice” and offered him a drink from the juice cup.</p> <p style="text-align: center;">Communicating and Speaking</p>	<p>Laura, age 19 months, has a new baby brother and is curious about the sounds he makes and tries to imitate them. Laura’s parents know they will be busy with a 19 month old and a new baby and want the children to get along well with each other. They are encouraging Laura to do a few simple things to help, such as talking to the baby when he is fussy or singing songs while the baby is being rocked.</p> <p style="text-align: center;">Communicating and Speaking</p>	<p>Ubah, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ubah’s mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ubah. She points to the pictures and repeats the names of what she sees. Sometimes Ubah’s sisters and brothers draw a picture or act out what they see in the story with Ubah.</p> <p style="text-align: center;">Emergent Literacy</p>

III. Language Development and Communication Purpose: To acquire language and the ability to communicate successfully with others	
Young Infant (0 to 9 months)	
Indicators	Some Caregiver Strategies
<p>Listening and Understanding</p> <ul style="list-style-type: none"> • Shows interest in listening to sounds • Listens with interest to language of others • Responds to verbal communication of others • Responds to nonverbal communication of others • Begins to understand gestures, words, questions or routines <p>Examples: Quiets down and turns head toward a familiar voice or sound.</p> <p>Watches a person’s face and hands when they are talking or gesturing.</p> <p>Smiles when spoken to or when greeted with a smiling face.</p> <p>Responds to tone of voice, such as becoming excited or soothed when someone engages him/her in conversation.</p> <p>Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>	<p>Communicate with baby and allow time for him/her to respond to you, perhaps by turning his/her head to look at you, smiling or cooing.</p> <p>Watch for baby’s cues that he/she is attending or listening and repeat sounds, gestures or simple language.</p> <p>Greet baby and repeat his/her name often in conversation with baby.</p> <p>Notice baby’s response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby.</p> <p>Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby.</p>

<p>Communicating and Speaking</p> <ul style="list-style-type: none"> • Uses sounds, gestures or actions to express needs and wants • Uses consistent sounds, gestures or words to communicate • Imitates sounds, gestures or words • Uses sounds, signs or words for a variety of purposes • Shows reciprocity in using language in simple conversations <p>Examples: Uses different types of cries for expressing hunger, discomfort, fear and other emotions.</p> <p>Plays with making different sounds.</p> <p>Makes sounds of pleasure and/or discomfort when caregiver is present.</p> <p>Makes cooing sounds and other sounds of home languages.</p> <p>Imitates vowel sounds, such as “ah” or “oh” or “oo”.</p> <p>Smiles or vocalizes to initiate social contact with familiar caregiver.</p> <p>Takes turns by making sounds in response to adult talking with him/her.</p>	<p>While feeding, bathing, changing or other caregiving routines, talk about what you are doing and wait for response.</p> <p>Listen and watch for different types of sounds, gestures or cries that baby makes.</p> <p>Imitate sounds or gestures that baby makes and allow time for him/her to imitate your sounds or gestures.</p> <p>Respond to baby’s cooing and babbling and use conversations with baby as if he/she understands everything you are saying.</p> <p>Talk about what baby is doing and acknowledge his/her efforts to communicate.</p>
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<p>Emergent Literacy</p> <ul style="list-style-type: none"> • Shows interest in songs, rhymes and stories • Shows interest in photos, pictures and drawings • Develops interest in and involvement with books and other print materials • Begins to recognize and understand symbols <p>Examples: Kicks feet or moves arms in response to rhythm of music.</p> <p>Looks at and attends to pictures of other babies or faces.</p> <p>Looks at books, pats the pictures or mouths the pages.</p> <p>Listens and attends to repetitions of familiar words, songs or rhymes.</p> <p>Hits buttons with pictures on toys to hear or reproduce sounds.</p>	<p>Talk, sing, repeat rhymes, do finger plays or tell stories with baby.</p> <p>Show baby pictures of family members or photos of other babies and young children.</p> <p>Provide cloth or cardboard picture books for baby to hold and look at.</p> <p>Identify and talk about familiar pictures or symbols on toys and household objects.</p>
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III. Language Development and Communication Purpose: To acquire language and the ability to communicate successfully with others	
Older Infant (8 to 18 months)	
Indicators	Some Caregiver Strategies
<p>Listening and Understanding</p> <ul style="list-style-type: none"> • Shows interest in listening to sounds • Listens with interest to language of others • Responds to verbal communication of others • Responds to nonverbal communication of others • Begins to understand gestures, words, questions or routines <p>Examples: Quiets down or gets excited when she/he hears familiar voices.</p> <p>Looks at person who calls his/her name or speaks to him/her.</p> <p>Cries in response to sudden loud noises, angry faces or voices.</p> <p>Responds with gestures or words when asked if he/she wants to eat or play.</p> <p>Responds with gestures or words to simple requests or questions.</p> <p>Looks for ball when asked, “Where is the ball?”</p>	<p>Talk with baby and use his/her name in conversation with baby.</p> <p>Provide opportunities for conversations with others who have varied voices or interaction styles.</p> <p>Recognize and support baby’s learning of the home languages of his/her family and culture.</p> <p>Use familiar gestures or words during routines and allow time for baby’s response.</p> <p>Observe baby’s response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language.</p> <p>Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions.</p>

<p>Communicating and Speaking</p> <ul style="list-style-type: none"> • Uses sounds, gestures or actions to express needs and wants • Uses consistent sounds, gestures or words to communicate • Imitates sounds, gestures or words • Uses sounds, signs or words for a variety of purposes • Shows reciprocity in using language in simple conversations <p>Examples: Produces own sounds or babbles either by self or in response to others talking to him/her.</p> <p>Imitates sounds or familiar words of home language.</p> <p>Uses familiar gestures such a waving good-bye.</p> <p>Uses words or signs, such as for “Bottle”, “Up” or “More”, when he/she wants something.</p> <p>Knows the name or sign for familiar objects, animals or people.</p> <p>Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently by 18 months.</p> <p>Responds to questions or simple requests with either a non-verbal or verbal answer.</p>	<p>Acknowledge baby’s use of simple sounds, words or gestures to express his/her needs.</p> <p>Introduce and model new sounds, gestures or words for baby to imitate.</p> <p>Play naming games with baby, such as naming animals and making the sounds of the animals.</p> <p>Use new as well as familiar words or sign language with baby and repeat them in different contexts.</p> <p>Allow sufficient time for baby to respond to questions or suggestions.</p>
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<p>Emergent Literacy</p> <ul style="list-style-type: none"> • Shows interest in songs, rhymes and stories • Shows interest in photos, pictures and drawings • Develops interest in and involvement with books and other print materials • Begins to recognize and understand symbols <p>Examples: Makes motions for “Pat-a-cake” and other familiar rhymes and finger plays.</p> <p>Points at or names objects, animals or people in photos, pictures and drawings.</p> <p>Sings or joins in on familiar songs with caregiver.</p> <p>Turns pages of books, looks at the pictures and uses sounds or words.</p> <p>Makes marks on a paper with a large crayon or marker.</p>	<p>Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby.</p> <p>Make a photo or picture book for baby with some of his/her favorite people, animals and things.</p> <p>Choose books for baby that have clear, colorful pictures with simple text.</p> <p>Hold baby and read a variety of books over and over when baby is interested.</p> <p>Provide opportunities to explore and use writing materials, such as large crayons, markers and paper.</p>
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III. Language Development and Communication Purpose: To acquire language and the ability to communicate successfully with others	
Young Toddler (16 to 26 months)	
Indicators	Some Caregiver Strategies
<p>Listening and Understanding</p> <ul style="list-style-type: none"> • Shows interest in listening to sounds • Listens with interest to language of others • Responds to verbal communication of others • Responds to nonverbal communication of others • Begins to understand gestures, words, questions or routines <p>Examples: Listens to sounds animals make and tries to imitate them.</p> <p>Laughs when told a silly rhyme or read a funny story.</p> <p>Responds to many questions with a non-verbal response, such as shaking head “Yes” or “No”.</p> <p>Understands when told it is time to eat by going to wash hands or coming to the table.</p> <p>Responds appropriately when given simple requests with words or gestures, such as “Sit down, please” or “Give me the paper”.</p>	<p>Provide opportunities for toddler to hear the sounds of birds, animals, people and the world around him/her.</p> <p>Talk about what you and others are doing or saying and describe the actions and results.</p> <p>Ask toddler to point to the picture in the book when you name common objects or actions.</p> <p>Describe simple routines and repeat common requests for toddler.</p> <p>Acknowledge toddler’s attempts to communicate with others by listening and using words or gestures.</p>

<p>Communicating and Speaking</p> <ul style="list-style-type: none"> • Uses sounds, gestures or actions to express needs and wants • Uses consistent sounds, gestures or words to communicate • Imitates sounds, gestures or words • Uses sounds, signs or words for a variety of purposes • Shows reciprocity in using language in simple conversations <p>Examples: Shakes head or uses words to respond to “Yes” or “No” questions.</p> <p>Imitates new words, signs or repeats simple rhymes.</p> <p>Uses names for familiar adults or other children.</p> <p>Points and says or signs “Cookie” or “Milk” when given a snack.</p> <p>Uses words or sign language to tell what is happening.</p> <p>Uses home language with a vocabulary of 50 or more words or signs.</p>	<p>Ask questions and allow for either a verbal or nonverbal response from toddler.</p> <p>Model using two- or three-words phrases and new words that toddler can imitate.</p> <p>Describe actions that toddler can do, such as “Jump” or “Run” or “Sit down”, and encourage toddler to repeat the action and word.</p> <p>Make a list of toddler’s vocabulary and the new words or phrases he/she uses.</p>
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<p>Emergent Literacy</p> <ul style="list-style-type: none"> • Shows interest in songs, rhymes and stories • Shows interest in photos, pictures and drawings • Develops interest in and involvement with books and other print materials • Begins to recognize and understand symbols <p>Examples: Knows several simple songs, rhymes or stories.</p> <p>Looks at, turns pages and names people or objects in picture books.</p> <p>Brings favorite books to caregiver to read to him/her.</p> <p>Makes marks on a paper using a large crayon or marker.</p> <p>Imitates drawing vertical marks that adult makes on a paper.</p>	<p>Sing songs with motions and do simple finger plays that toddler can imitate.</p> <p>Talk about favorite pictures, drawings or photos and name the people and things in the pictures.</p> <p>Make board books available for toddler to look at, turn pages and talk about with you and others.</p> <p>Provide simple writing materials for toddler to explore, such a paper and large crayons or markers.</p> <p>Suggest toddler make marks in the sand or mud using a stick.</p>
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III. Language Development and Communication Purpose: To acquire language and the ability to communicate successfully with others	
Older Toddler (24 to 36 months)	
Indicators	Some Caregiver Strategies
<p>Listening and Understanding</p> <ul style="list-style-type: none"> • Shows interest in listening to sounds • Listens with interest to language of others • Responds to verbal communication of others • Responds to nonverbal communication of others • Begins to understand gestures, words, questions or routines <p>Examples:</p> <p>Comforts others who are crying or asking for help with a hug or looking for an adult.</p> <p>Listens and starts to pick up toys when hears “Clean Up” song.</p> <p>Responds with actions or words to simple questions asking “Who?”, “What?”, or “Where?”</p> <p>Follows simple one-step directions and instructions, such as “Get your coat” or “Let’s go outside”.</p> <p>Shows enjoyment in sharing conversations with caregiver.</p>	<p>Use language for simple one-step directions and acknowledge toddler’s responses and actions.</p> <p>Share stories, games and picture books with toddler that are fun to look at, talk about or read together.</p> <p>Repeat and rephrase questions or requests if toddler does not hear or understand the first time.</p> <p>Start to use words showing actions and preposition words to see if toddler understands, such as “Put it in the box” or “Is the cat under the chair?”.</p>

<p>Communicating and Speaking</p> <ul style="list-style-type: none"> • Uses sounds, gestures or actions to express needs and wants • Uses consistent sounds, gestures or words to communicate • Imitates sounds, gestures or words • Uses sounds, signs or words for a variety of purposes • Shows reciprocity in using language in simple conversations <p>Examples: Sometimes uses 2 or 3 word sentences in communication with others.</p> <p>Initiates conversations, asks questions and answers questions with two- or three-word responses.</p> <p>Begins to talk about past and future events, such as using yesterday or tomorrow.</p> <p>Uses “What”, “Why” and “Where” questions to get more information.</p> <p>Takes turns in simple conversations with familiar people.</p>	<p>Look for new ways toddler uses language, such as for humor or pretending.</p> <p>Respond to toddler’s use of words to ask for what he/she wants or needs.</p> <p>Talk about past and future events in everyday conversations.</p> <p>Use descriptive vocabulary and slightly more complex sentences than toddler is using to expand and extent toddler’s language.</p> <p>Encourage child to participate in family conversations by taking turns with questions, comments or responses.</p> <p>Observe if toddler’s language seems to be understood by most people most of the time. Model language by using complete sentences and speaking clearly.</p>
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<p>Emergent Literacy</p> <ul style="list-style-type: none"> • Shows interest in songs, rhymes and stories • Shows interest in photos, pictures and drawings • Develops interest in and involvement with books and other print materials • Begins to recognize and understand symbols <p>Examples: Participates in songs, stories and finger plays and sometimes repeats favorite songs or rhymes.</p> <p>Looks at a book, turns pages and talks about what will happen next.</p> <p>Recognizes some common and familiar signs on streets or buildings when walking or riding in a car.</p> <p>Makes scribbles or shapes on paper to convey meaning.</p> <p>Asks an adult to write something, such as “My name” or “Draw a picture of a dog”.</p>	<p>Encourage participation in story times such as at the local library or neighborhood center.</p> <p>Use puppets and other props to maintain interest in books and stories.</p> <p>Make a poster or book with pictures from a family trip or outing and write down toddler’s comments about the pictures.</p> <p>Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing.</p> <p>Write down a story about pictures that toddler draws.</p> <p>Make signs with toddler to use with block play or pretend play.</p>
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IV. Cognitive Development

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment

Cognitive Development during infancy is one manifestation of the early and rapid development of the brain and related higher centers of thinking and knowing. Young babies enter the world ready to learn and they begin immediately to acquire and process new information. Their **sensory** systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. The amazing memory and problem-solving abilities of infants and toddlers provide them with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use **imitation** and **symbolic** play to represent what they are learning and understanding about the world around them.

Cognitive – the mental process of perception, memory, judgment and reasoning

Sensory – the learning and understanding of the world through sight, sound, taste, touch and smell

Imitation – watching and copying the sounds, words, facial expressions, actions or behaviors of others

Symbolic – using another object or something in the environment as representing something else

Case Study Examples
DOMAIN: COGNITIVE DEVELOPMENT

YOUNG INFANT (Birth to 9 months)	OLDER INFANT (8 to 18 months)	YOUNG TODDLER (16 to 26 months)	OLDER TODDLER (24 to 36 months)
<p>Luis, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time because she knows that Luis likes to repeat this action over and over.</p> <p style="text-align: center;">Exploration and Discovery</p>	<p>Mai, age 14 months, spends a lot of time with her grandparents who care for her while her mother and father work. Usually they come to Mai's home to take care of her and she seems comfortable in a familiar setting. Mai's mother is happy when they go to visit grandmother on the weekend and Mai gets excited, smiles, and says "Nana" when she sees her familiar caregiver.</p> <p style="text-align: center;">Memory</p>	<p>Meg, age 20 months, and her mother like being outside and enjoying nature. Meg is eager to collect sticks, rocks or leaves and share them with her mother. They talk about all the things Meg finds and look for a bag so they can take some home with them. They find a place to keep the things they collect so Meg can play with them later.</p> <p style="text-align: center;">Problem Solving</p>	<p>Sam, age 26 months, and Bobby, age 30 months, are best buddies at the family child care home where they are cared for while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Sam and Bobby are making houses with the blocks and even made a garage for their cars.</p> <p style="text-align: center;">Imitation and Symbolic Play</p>

IV. Cognitive Development Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.	
Young Infant (0 to 9 months)	
Indicators	Some Caregiver Strategies
<p>Exploration and Discovery</p> <ul style="list-style-type: none"> • Pays attention to people and objects • Uses senses to explore people, objects and the environment • Attends to colors, shapes, patterns or pictures • Shows interest and curiosity in new people and objects • Makes things happen and watches for results or repeats action <p>Examples: Focuses on caregiver’s voice or face during feeding times.</p> <p>Attends to colors and lights or notices patterns and shapes.</p> <p>Puts almost everything in his/her mouth to explore, touch and taste.</p> <p>Turns head and follows with his/her eyes when a new person enters the room.</p> <p>Reaches toward a new toy, grasps it and explores it by turning it over and over.</p> <p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again.</p>	<p>Allow baby time to explore through looking, sucking, reaching and touching.</p> <p>Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore.</p> <p>Provide toys and experiences where baby’s action gives an interesting result.</p> <p>Place baby in a safe area, without a lot of distractions and loud noises for time to explore and play.</p> <p>Place toys around baby and allow him/her to move and reach for the toys.</p>

<p>Memory</p> <ul style="list-style-type: none"> • Shows ability to acquire and process new information • Recognizes familiar people, places and things • Recalls and uses information in new situations • Searches for missing or hidden objects <p>Examples: Stares intently at new faces or objects.</p> <p>Smiles in recognition of familiar caregiver.</p> <p>Shows excitement when a familiar person enters the room.</p> <p>Shows apprehension when an unfamiliar person enters the room.</p> <p>Looks for toys that have been dropped or partly covered over by a blanket or other cloth.</p>	<p>Greet baby by name, talk about and name other people or objects that are present.</p> <p>Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest.</p> <p>Talk about and name new people and places in the baby’s social world.</p> <p>Call attention to familiar and new people, places and things that you see.</p> <p>Play hiding games with baby by partially hiding a toy under a blanket or cloth.</p>
<p>Problem-Solving</p> <ul style="list-style-type: none"> • Experiments with different uses for objects • Shows imagination and creativity in solving problems • Uses a variety of strategies to solve problems • Applies knowledge to new situations <p>Examples: Brings toy to mouth to taste and explore it with their mouth.</p> <p>Hits, shakes or kicks toy to make and/or reproduce sounds.</p> <p>Turns toy over and over to look at and examine it.</p> <p>Rolls over to get a toy on the other side or just out of reach.</p> <p>Moves body up and down to get caregiver to continue bouncing him/her on caregiver’s knee.</p> <p>Drops toy repeatedly and waits for someone to pick it up.</p>	<p>Allow baby time to explore and examine objects and new things.</p> <p>Watch, but don’t interrupt, when baby is busy exploring toys or other objects.</p> <p>Occasionally place objects far enough away from baby so he/she has to move to get them.</p> <p>Offer support and suggestions for problem-solving, but do not intervene too quickly.</p> <p>Comment positively on baby’s attempts and successes in solving problems.</p>

<p>Imitation and Symbolic Play</p> <ul style="list-style-type: none"> • Observes and imitates sounds, gestures or behavior • Uses objects in new ways or in pretend play • Uses imitation or pretend play to express creativity and imagination <p>Examples: Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand.</p> <p>Imitates faces or sounds that familiar caregiver makes.</p> <p>Imitates shaking or patting a toy or other object.</p> <p>Coos, squeals or laughs when familiar caregiver talks and plays games with him/her.</p>	<p>Imitate baby’s faces or noises and watch to see if baby imitates you.</p> <p>Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions.</p> <p>Play “Peek-a-boo” with baby by using your hands to cover and uncover your face while saying, “Peek-a-boo!”.</p> <p>Occasionally imitate baby’s gestures, actions or behavior to see if he/she imitates you and then repeat or modify the gesture, action or behavior.</p>
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IV. Cognitive Development Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment	
Older Infant (8 to 18 months)	
Indicators	Some Caregiver Strategies
<p>Exploration and Discovery</p> <ul style="list-style-type: none"> • Pays attention to people and objects • Uses senses to explore people, objects and the environment • Attends to colors, shapes, patterns or pictures • Shows interest and curiosity in new people and objects • Makes things happen and watches for results or repeats action <p>Examples: Touches and feels person’s hair or puts their hands on person’s face to feel skin.</p> <p>Attends to and examines small objects, such as crumbs, bugs or pieces of paper.</p> <p>Puts shapes in a shape box with openings, matching colors and/or shapes.</p> <p>Reaches for adult hands to continue a game of “Peek-a-boo”.</p> <p>Pushes a button to turn a TV or radio on and off and repeats action.</p>	<p>Provide a safe environment for baby to move around and explore his/her world.</p> <p>Allow baby to explore your face, eyes, nose, mouth, skin and hair.</p> <p>Provide opportunities for uninterrupted play and discovery time.</p> <p>Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys.</p> <p>Comment positively when baby learns a new action or skill to affect things in his/her environment.</p>

<p>Memory</p> <ul style="list-style-type: none"> • Shows ability to acquire and process new information • Recognizes familiar people, places and things • Recalls and uses information in new situations • Searches for missing or hidden objects <p>Examples: Brings familiar person his/her shoe, coat, purse or some other personal object.</p> <p>Uses a blanket to cover or hide a stuffed toy or doll.</p> <p>Tries to follow a cat or dog hiding under a chair or table.</p> <p>Looks for missing toy, when asked, “Where is the ball?”.</p> <p>Looks out the window and waits for a familiar caregiver to return.</p> <p>Says or signs “Dada” or “Mama” when hears car sounds outside.</p>	<p>Talk with baby when he/she notices something new, such as eyeglasses, a hat or a necklace on you or someone else.</p> <p>Play games with baby that provide opportunities for turn taking and give-and-take, such as “Peek-a-boo” or “Pat-a-cake”. Watch for times when baby might repeat these games or activities in new situations and with other people.</p> <p>Play hiding games with baby by hiding a toy or small object under a scarf or blanket and asking while gesturing with your hands, “Where did it go?” or “Where is it?”.</p> <p>Allow time for baby to look for and find his/her missing toy, bottle, another person or pet.</p>
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<p>Problem-Solving</p> <ul style="list-style-type: none"> • Experiments with different uses for objects • Shows imagination and creativity in solving problems • Uses a variety of strategies to solve problems • Applies knowledge to new situations <p>Examples: Uses a spoon to bang on the dishes on a table to make noise.</p> <p>Uses a string to pull a toy into the crib or over to him/her.</p> <p>Tries many different ways, such as poking with fingers, shaking or dumping to get clothespins out of a bottle.</p> <p>Gets an adult and leads him/her in order to obtain a cookie or bottle on a counter.</p>	<p>Allow baby freedom to move and explore how things work and he/she can do with things.</p> <p>Provide a variety of interesting action toys that come apart, move and can be used in many ways.</p> <p>Allow baby time to play with and explore everyday household objects.</p> <p>Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot.</p> <p>When baby encounters a problem, offer suggestions and support, but do not intervene too quickly.</p> <p>Notice and comment positively when baby solves a new problem or applies his/her knowledge to new situations.</p>
<p>Imitation and Symbolic Play</p> <ul style="list-style-type: none"> • Observes and imitates sounds, gestures or behavior • Uses objects in new ways or in pretend play • Uses imitation or pretend play to express creativity and imagination <p>Examples: Tries to bite into a plastic apple or other fruit that looks like a real one.</p> <p>Imitates adults by using a cloth to wipe the table after eating.</p> <p>Pretends to comb or brush their hair using their hand or fingers.</p> <p>Pretends to feed doll or stuffed animal with his/her bottle or food.</p>	<p>Play games and do finger plays with baby where baby can imitate your gestures or motions, such as “Where is your nose?” or “Where are your eyes?”.</p> <p>Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play.</p> <p>Provide opportunities for baby to express him/herself creatively, such as walking, moving arms or legs, and dancing to music.</p> <p>Introduce play with sand and water and provide other sensory experiences.</p>

IV. Cognitive Development Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment	
Young Toddler (16 to 26 months)	
Indicators	Some Caregiver Strategies
<p>Exploration and Discovery</p> <ul style="list-style-type: none"> • Pays attention to people and objects • Uses senses to explore people, objects and the environment • Attends to colors, shapes, patterns or pictures • Shows interest and curiosity in new people and objects • Makes things happen and watches for results or repeats action <p>Examples: Picks up leaves, rocks and sticks during a walk outside.</p> <p>Watches intently and says names or sounds of animals at a zoo or farm.</p> <p>Does simple puzzles with different colors and shapes.</p> <p>Likes to play a matching game by putting things that are the same together.</p> <p>Walks in a rain puddle and tries to make water splash and then repeats action over and over.</p>	<p>Talk about what toddler sees or hears and call attention to new and unusual actions or events.</p> <p>Provide toys that challenge toddler’s skills, such as push and pull toys, puzzles and sorting or matching objects.</p> <p>Explore your surroundings with toddler and look for things that stay the same and things that change.</p> <p>Encourage toddler to explore inside and outside and use their senses and imagination to learn more about the things they find.</p>

<p>Memory</p> <ul style="list-style-type: none"> • Shows ability to acquire and process new information • Recognizes familiar people, places and things • Recalls and uses information in new situations • Searches for missing or hidden objects <p>Examples: Notices when someone gets a new coat, shoes or some other item of clothing.</p> <p>Looks for favorite toy where he/she left it last.</p> <p>Looks around home for a pet or calls the animal by name.</p> <p>Recognizes a neighbor at a grocery store and waves or says “Hi”.</p>	<p>Provide a convenient place, such as a box or a shelf, for toddler to keep things so he/she can find them by him/herself.</p> <p>Sing favorite songs over and over with toddlers and comment when he/she sings them on their own.</p> <p>Play “Hide and Seek” games outside or around the house and vary the hiding places and clues you provide.</p> <p>Ask toddler to look for a toy they have played with earlier, such as “Where is your teddy bear?”</p>
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<p>Problem-solving</p> <ul style="list-style-type: none"> • Experiments with different uses for objects • Shows imagination and creativity in solving problems • Uses a variety of strategies to solve problems • Applies knowledge to new situations <p>Examples: Asks for names of new objects or people with, “What is that?” or “Who is that?”.</p> <p>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf.</p> <p>Attempts to reach a toy under the table and then crawls under to get it.</p> <p>Tries hitting on a box to open it and then asks an adult for help.</p>	<p>Set up the environment to allow new and more complex ways of playing with toys and combining and using materials.</p> <p>Allow toddler to choose different activities, times and ways of doing things.</p> <p>Allow toddler to show their creativity and imagination by solving problems in his/her own ways.</p> <p>Provide some more challenging tasks or activities to encourage problem-solving skills and behaviors.</p>
<p>Imitation and Symbolic Play</p> <ul style="list-style-type: none"> • Observes and imitates sounds, gestures or behavior • Uses objects in new ways or in pretend play • Uses imitation or pretend play to express creativity and imagination <p>Examples: Uses any round object for a ball and throws it across the room.</p> <p>Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door.</p> <p>Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket.</p> <p>Pretends to eat imaginary food from the toy dishes.</p>	<p>Model sounds that animals or cars make and observe the ways that toddler uses these sounds and his/her toys in pretend play.</p> <p>Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow.</p> <p>Provide cups, containers, spoons, shovels and other tools for sand and water play.</p> <p>Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks.</p>

IV. Cognitive Development Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment	
Older Toddler (24 to 36 months)	
Indicators	Some Caregiver Strategies
<p>Exploration and Discovery</p> <ul style="list-style-type: none"> • Pays attention to people and objects • Uses senses to explore people, objects and the environment • Attends to colors, shapes, patterns or pictures • Shows interest and curiosity in new people and objects • Makes things happen and watches for results or repeats action <p>Examples: Notices the difference between big and small and asks for the “big cookie.”</p> <p>Feels the different textures on the quilt and likes the soft squares.</p> <p>Matches colors or shapes when sorting toys and other objects.</p> <p>Arranges all the toy animals in a row and orders some of them by size.</p> <p>Pushes riding toy or sits on it and tries to make it move with his/her feet.</p>	<p>Help toddler understand the effects of his/her actions on others, such as using words to describe whether it hurts or feels good.</p> <p>Provide opportunities for toddler to explore and experience nature while on walks or visits to a park.</p> <p>Provide blocks and other building toys so toddler can make and build things.</p> <p>Suggest ways that toddler can put away blocks or other toys so all the toys of one kind are in the same container or box.</p> <p>Comment on colors, shapes, size, patterns or sequences you observe in the materials that toddler is playing with.</p>

<p>Memory</p> <ul style="list-style-type: none"> • Shows ability to acquire and process new information • Recognizes familiar people, places and things • Recalls and uses information in new situations • Searches for missing or hidden objects <p>Examples:</p> <p>Washes hands when he/she sees it is time to eat.</p> <p>Talks about something that happened yesterday and remembers places, people or activities.</p> <p>Recreates a “birthday party” with stuffed animals or dolls after attending a party for a friend.</p> <p>Throws a ball over a sofa and then runs around behind the sofa to find where the ball went.</p>	<p>Follow established, simple routines for everyday activities, such as mealtimes or bedtimes so toddler learns to anticipate what will happen next and starts preparing for activities on his/her own.</p> <p>Talk about past and future events, such as where you went yesterday or who you say or where you are going tomorrow.</p> <p>Look for books at the library about places you have been with your toddler, such as a garden or an airport, so you can talk about what you saw or will see the next time.</p> <p>Play games of finding missing or hidden things or people. Vary the hiding place and length of time before looking for the object.</p>
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<p>Problem-solving</p> <ul style="list-style-type: none"> • Experiments with different uses for objects • Shows imagination and creativity in solving problems • Uses a variety of strategies to solve problems • Applies knowledge to new situations <p>Examples: Anticipates what is needed, such as bringing a kleenx to another child who is sneezing.</p> <p>Sometimes uses “trial and error” method to solve problems.</p> <p>Pretends to fix things using a toy hammer or screw driver.</p> <p>Combines materials together to solve problems, such a making a stick out of Tinker Toys to use to reach a ball under a chair.</p>	<p>Ask questions and express wonder about a problem to help toddler to think about and remember how he/she solved similar problems before.</p> <p>Encourage toddler to experiment new uses for familiar objects, such as, “What can we make with pieces of fabric?”.</p> <p>Provide toy tools, bucket and plastic nuts and bolts for pretend play</p> <p>Show delight in the accomplishments, new skills and abilities that toddler has developed.</p>
<p>Imitation and Symbolic Play</p> <ul style="list-style-type: none"> • Observes and imitates sounds, gestures or behavior • Uses objects in new ways or in pretend play • Uses imitation or pretend play to express creativity and imagination <p>Examples: Acts out a story or a play that has been read or seen.</p> <p>Carries on a conversation with an imaginary playmate.</p> <p>Draws a picture with crayons or markers and makes up a story about it.</p> <p>Talks to stuffed animals or doll, pretends to feed them and tells them to go to sleep or says “Night-night”.</p>	<p>Suggest toddler watch other children playing on the climber at the playground and try to do the same thing.</p> <p>Show toddler how to open a box of crackers and then give toddler the empty box for pretend play.</p> <p>Use puppets, stuffed animals or other props to make story time more interesting for toddlers.</p> <p>Act out different pretend roles during play with toddler, such as encouraging him/her to cook you make-believe food and everyone pretends to eat it.</p>

V. Physical and Motor Development

Purpose: To develop physical and motor skills and promote health and well-being

The physical and **motor** skills and abilities that emerge during the infant and toddler stages of development affect the young child's connections with others, with things and with their environment. Infants and toddlers learn about themselves, others and their environment through the use of their motor skills and abilities and their increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world.

The healthy development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for assuring that the physical and social/emotional needs of infants and toddlers are met. Basic physical needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

Motor – the muscles that are used to move the body

Gross Motor – the body movements and skills that involve the arms and legs or the whole body

Fine Motor – the physical movements and skills that involve the hands and fingers and toes

Case Study Examples
DOMAIN: PHYSICAL AND MOTOR DEVELOPMENT

YOUNG INFANT (Birth to 9 months)	OLDER INFANT (8 to 18 months)	YOUNG TODDLER (16 to 26 months)	OLDER TODDLER (24 to 36 months)
<p>Rosa’s mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that “tummy time” is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa’s mother rolls up a towel to put under Rosa’s arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.</p> <p style="text-align: center;">Gross Motor Development</p>	<p>Tony and Anna’s parents are watching closely to see which of their twins, age 12 months, will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Tony and Anna’s parents know they will have to do more “child proofing” to make the house safe for their new walkers.</p> <p style="text-align: center;">Gross Motor Development</p>	<p>Jon was born 2 months premature, and at 22 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Jon likes to do puzzles and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.</p> <p style="text-align: center;">Fine Motor Development</p>	<p>Jasmine at 30 months, is learning about using the toilet and taking care of some of her physical needs such as washing her hands and wiping her nose by herself. She likes to pretend she is sitting on the potty and then runs away and says “All done”. Sometimes she brings her toy bear to sit on the potty and then claps her hands and says, “All done!” Jasmine’s mother hopes that Jasmine will be potty trained before she goes to preschool next year.</p> <p style="text-align: center;">Physical Health and Well-Being</p>

V. Physical and Motor Development	
Purpose: To develop physical and motor skills and promote health and well-being	
Young Infant (0 to 9 months)	
Indicators	Some Caregiver Strategies
<p>Gross Motor Development</p> <ul style="list-style-type: none"> • Moves body, arms and legs with coordination • Demonstrates large muscle balance, stability, control and coordination • Develops increasing ability to change positions and move body from place to place • Moves body with purpose to achieve a goal <p>Examples: Turns head from side to side and makes repetitive motions with arms and legs.</p> <p>Holds head up when placed on stomach.</p> <p>Rolls over and over to get closer to a toy.</p> <p>Uses arms and legs to move forward or backward on stomach or back.</p>	<p>Always place baby on back for sleeping safely.</p> <p>Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area.</p> <p>During play, sometimes place baby on his/her back and other times on his/her stomach to provide broader views and encourage use of legs, arms and hands.</p> <p>Put baby in positions where he/she can turn or raise his/her head and roll from side to back or side to stomach.</p> <p>Observe and record when baby is able to turn over by him/herself.</p>

<p>Fine Motor Development</p> <ul style="list-style-type: none"> • Uses hands or feet to make contact with objects or people • Develops small muscle control and coordination • Coordinates eye and hand movements • Uses different actions on objects • Controls small muscles in hands when doing simple tasks <p>Examples: Kicks or swipes at toy or mobile hanging over crib.</p> <p>Grasps a finger or small toy placed in his/her hand.</p> <p>Looks at an object in his/her hand while bringing it to his/her mouth.</p> <p>Looks at brightly colored socks while moving or kicking feet.</p> <p>Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy.</p> <p>Drops and puts small blocks into a container.</p>	<p>Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects.</p> <p>Allow baby to grasp caregiver’s finger while playing with baby.</p> <p>Prepare a safe environment and remove things that are so small that they could be a choking hazard.</p> <p>Place interesting objects and toys within reach of baby for looking and swiping at and hitting or kicking.</p> <p>Observe baby’s eye-hand coordination when he/she reaches for objects and brings objects to his/her mouth.</p> <p>Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys.</p>
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<p>Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Shows characteristics of healthy development • Responds when physical needs are met • Expresses physical needs non-verbally or verbally • Participates in physical care routines • Begins to develop self-help skills • Begins to understand safe and unsafe behaviors <p>Examples: Demonstrates visual and auditory abilities to facilitate learning and development.</p> <p>Startles or cries when hears sudden loud noises.</p> <p>Grows proportionally according to height and weight growth charts.</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle.</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper.</p> <p>Lifts arms when getting shirt put on or off.</p> <p>Places hands on bottle or holds bottle while being fed.</p>	<p>Primary caregiver arranges for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider.</p> <p>Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions.</p> <p>Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures.</p> <p>Provide nutritious foods that contribute to baby’s physical growth and development.</p> <p>Hold baby during feeding times to provide closeness and comfort.</p> <p>Encourage baby to focus on caregiving tasks and what will happen next. Talk about what you are doing and what you will do next.</p>
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V. Physical and Motor Development	
Purpose: To develop physical and motor skills and promote health and well-being.	
Older Infant (8 to 18 months)	
Indicators	Some Caregiver Strategies
<p>Gross Motor Development</p> <ul style="list-style-type: none"> • Moves body, arms and legs with coordination • Demonstrates large muscle balance, stability, control and coordination • Develops increasing ability to change positions and move body from place to place • Moves body with purpose to achieve a goal <p>Examples: Sits by self and maintains balance while playing with a toy.</p> <p>Crawls on hands and knees to get a toy.</p> <p>Scoots on bottom using legs to help move from place to place.</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting.</p> <p>Walks while holding onto furniture or people and later walks alone.</p>	<p>Provide safe, interesting places for baby to move around and explore.</p> <p>Provide close supervision as baby learns to move and explore his/her environment, especially places, such as stairways and doorways.</p> <p>Allow baby to move to get what he/she wants, such as a toy that is out of reach.</p> <p>“Child-proof” the spaces baby will explore and remove unsafe and valuable objects.</p> <p>Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.</p>

<p>Fine Motor Development</p> <ul style="list-style-type: none"> • Uses hands or feet to make contact with objects or people • Develops small muscle control and coordination • Coordinates eye and hand movements • Uses different actions on objects • Controls small muscles in hands when doing simple tasks <p>Examples:</p> <p>Transfers a block or other toy from hand to hand.</p> <p>Holds two blocks, one in each hand and hits them together to make noise.</p> <p>Uses pincher grasp with thumb and forefinger together to pick up small objects.</p> <p>Pushes or pulls toys while standing or walking.</p> <p>Drops or throws balls and other objects while sitting or standing.</p>	<p>Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull.</p> <p>Observe baby’s use of hands, fingers and thumb to pick up and examine objects and to bring them to his/her mouth.</p> <p>Provide a variety of safe toys with pieces that come apart, fit together and stack.</p> <p>Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters.</p> <p>Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick.</p>
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<p>Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Shows characteristics of healthy development • Responds when physical needs are met • Expresses physical needs non-verbally or verbally • Participates in physical care routines • Begins to develop self-help skills • Begins to understand safe and unsafe behaviors <p>Examples: Shows appropriate growth in height and weight according to growth charts.</p> <p>Splashes water on self and plays in the water during bath time.</p> <p>Plays happily with toys after a nap and a snack.</p> <p>Cooperates when getting physical needs met, such as getting his/her diaper changed, nose wiped or teeth brushed.</p> <p>Feeds self some finger foods while sitting.</p> <p>Asks, points or uses sign language for “More” when eating.</p> <p>Responds to “Hot” or “No” and begins to not touch things when told not to.</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation.</p>	<p>Arrange for regular doctor visits and keep baby’s shots up to date.</p> <p>Talk about what baby is seeing, hearing and doing or what caregiver is doing with him/her.</p> <p>Allow baby to use gestures, sounds and words to show what he/she wants or needs.</p> <p>Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as “finger food” along with his/her regular meals.</p> <p>Avoid foods that could cause choking, such as grapes and pieces of hot dog.</p> <p>Help baby learn safe behaviors around stoves and other hot things by saying “Hot” or “No” in a firm, quiet voice and redirecting baby’s attention to other activities.</p> <p>Talk with baby about what he/she is doing and move baby to another place when he/she is in an unsafe situation.</p>
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V. Physical and Motor Development Purpose: To develop physical and motor skills and promote health and well-being.	
Young Toddler (16 to 26 months)	
Indicators	Some Caregiver Strategies
<p>Gross Motor Development</p> <ul style="list-style-type: none"> • Moves body, arms and legs with coordination • Demonstrates large muscle balance, stability, control and coordination • Moves body with purpose to achieve a goal • Develops increasing ability to change positions and move body from place to place <p>Examples: Walks easily or runs from place to place by self.</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self.</p> <p>Walks and sometimes runs across the room to greet people.</p> <p>Jumps into puddles, piles of leaves or sand box.</p> <p>Pushes or pulls a wagon or cart while walking.</p>	<p>Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb.</p> <p>Observe toddler’s increasing ability to walk, run, jump and climb with ease, balance and coordination.</p> <p>Encourage toddler to move to get the things they want, such as, “Let’s go swing and I will push you.”</p> <p>Provide safe opportunities to learn to climb stairs starting with two or three steps at a time.</p>

<p>Fine Motor Development</p> <ul style="list-style-type: none"> • Uses hands or feet to make contact with objects or people • Develops small muscle control and coordination • Coordinates eye and hand movements • Uses different actions on objects • Controls small muscles in hands when doing simple tasks <p>Examples: Kicks or throws a ball toward another child or to an adult.</p> <p>Stacks two or three blocks on top of each other.</p> <p>Holds a crayon or marker and makes vertical lines on paper.</p> <p>Pushes and pats puzzle pieces into place.</p> <p>Digs in sand with spoon or small shovel.</p> <p>Squeezes a sponge and watches water drip on the table.</p>	<p>Provide opportunities for toddler to play and interact with other children.</p> <p>Provide different kinds of balls for toddler to throw and kick.</p> <p>Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards.</p> <p>Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers.</p> <p>Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano.</p> <p>Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper.</p>
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<p>Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Shows characteristics of healthy development • Responds when physical needs are met • Expresses physical needs non-verbally or verbally • Participates in physical care routines • Begins to develop self-help skills • Begins to understand safe and unsafe behaviors <p>Examples: Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth.</p> <p>Points at, says name or uses sign language for what he/she wants to eat or drink, such as “apple” or “milk”.</p> <p>Uses a spoon to feed self or drinks from a glass or cup.</p> <p>Shakes head or says, “Yes” or “No” when asked if he/she is, “All done?”.</p>	<p>Prepare the environment and establish routines to allow toddler to begin to take care of some of his/her own physical needs.</p> <p>Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat.</p> <p>Allow toddler to use gestures and/or spoken language to ask for what he/she wants or needs and to respond to questions.</p> <p>Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing themselves.</p> <p>Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently.</p> <p>Encourage toddler to hold your hand while you are going down stairs.</p>
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V. Physical and Motor Development Purpose: To develop physical and motor skills and promote health and well-being.	
Older Toddler (24 to 36 months)	
Indicators	Some Caregiver Strategies
<p>Gross Motor Development</p> <ul style="list-style-type: none"> • Moves body, arms and legs with coordination • Demonstrates large muscle balance, stability, control and coordination • Moves body with purpose to achieve a goal • Develops increasing ability to change positions and move body from place to place <p>Examples:</p> <p>Climbs on chair or stool to reach toys and other objects that are up high.</p> <p>Enjoys playing on swings, climbers or slides at playground.</p> <p>Climbs stairs using alternate feet.</p> <p>Tries to ride a tricycle or other riding toys with pedals.</p> <p>Likes to run, march around or dance to songs and music.</p>	<p>Recognize toddler’s physical skills that are used in solving problems, playing and interacting with others.</p> <p>Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.</p> <p>Encourage toddler to learn to step up onto a stool so they can wash hands by self.</p> <p>Provide a wagon or cart and riding toys so toddler can learn to use new motor skills.</p> <p>Play large motor games that require coordination of words, movements and actions, such as “Hide and Seek” or “Ring around the Rosy”.</p>

<p>Fine Motor Development</p> <ul style="list-style-type: none"> • Uses hands or feet to make contact with objects or people • Develops small muscle control and coordination • Coordinates eye and hand movements • Uses different actions on objects • Controls small muscles in hands when doing simple tasks <p>Examples: Watches adult to learn hand motions for finger plays. Tears paper into small pieces to glue onto other paper. Uses a crayon or marker to make scribbles or circles on paper. Puts things together, such as Legos or linking toys, using hands and fingers. Uses pincher grasp with thumb and fingers to wind up a toy.</p>	<p>Provide materials and tools, such as play dough, modeling clay, hammers and rolling pins for toddler to roll, pound and make shapes.</p> <p>Encourage toddler to hold spoon or fork with fingers and to grasp a glass or a cup with hand for drinking.</p> <p>Provide paper and blunt-tipped scissors for toddler to practice cutting and tearing.</p> <p>Encourage toddler to play with a variety of building, snapping, linking blocks and toys that require eye and hand coordination.</p>
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<p>Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Shows characteristics of healthy development • Responds when physical needs are met • Expresses physical needs non-verbally or verbally • Participates in physical care routines • Begins to develop self-help skills • Begins to understand safe and unsafe behaviors <p>Examples:</p> <p>Pulls at pants or gives other signs of needing to use the toilet.</p> <p>Holds hands under water to be washed and later insists on washing own hands.</p> <p>Picks up toys after playing or when hears “Clean Up” song.</p> <p>Climbs into car seat when asked and cooperates in getting buckled in.</p> <p>Learns to stop when told, “Stop” and begins to wait for an adult before crossing the street.</p>	<p>Obtain a regular health check-up and ask questions about any areas of concern.</p> <p>Provide a toothbrush and toothpaste and teach toddler how to brush own teeth.</p> <p>Use child-size serving utensils, such as a small pitcher so toddler can pour own milk.</p> <p>Store toddlers toys on a low shelf or in containers so they can put away own toys.</p> <p>State clear expectations for using safe behaviors and closely supervise toddler when he/she is in unsafe situations.</p> <p>Contact the local school district to arrange for Early Childhood Screening when toddler is three years old.</p>
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New Jersey Early Learning Guidelines for Birth to 3 Revised Timeline

A. Preparation and Review of Final Draft (4 months- September- December 2011)

1. Provide “final” drafts for review by sub-committee members and others.
2. Meet with the sub-committee to discuss changes to the final draft and recommendations for further revisions.
3. Create alignment charts with other relevant New Jersey documents with the assistance of sub-committee members and make changes in draft document as needed.
4. Prepare final bibliography citing references and resources used in the development of the document.
5. Meet with the sub-committee for approval of Final Draft.
6. Make any additional revisions to Final Draft during further review by agency personnel and the NJ Council for Young Children

Task	START DATE	END DATE
ECC to provide a FINAL draft to be reviewed by sub-committee members and others.	Sept. 2011	Sept. 2011
ECC to meet with sub-committee to discuss changes to the final draft and recommendations for further revisions.	October 2011	October 2011
ECC to Prepare final bibliography citing references and resources used in the development of the document.	October 2011	October 2011
ECC to meet with sub-committee to discuss changes to the final draft and recommendations for further revisions.	November 2011	November 2011
ECC to Make any additional revisions to Final Draft during further review NJ Council for Young Children	December 2011	December 2011

B. Dissemination and Training Plan (2 months – January-February 2012)

1. Work with graphic artist on appropriate format for content of document and continue to make minor changes as necessary to get a “good fit” for content, format and photos.
2. Work with the sub-committee to create a dissemination plan that identifies key audiences and groups and a timeline for related dissemination activities.
3. Work with the sub-committee to make recommendations for an evaluation plan.
4. Develop and annotate a training guide for the final document which will provide background information to be used in training sessions.

Task	START DATE	END DATE
ECC to provide a FINAL draft to be reviewed by sub-committee members and others.	January 2012	January 2012
ECC to meet with sub-committee to discuss changes to the final draft and recommendations for further revisions.	January 2012	January 2012
ECC to Prepare final bibliography citing references and resources used in the development of the document.	January 2012	January 2012
ECC to meet with sub-committee to discuss changes to the final draft and recommendations for further revisions.	February 2012	February 2012
ECC to Make any additional revisions to Final Draft during further review NJ Council for Young Children	February 2012	February 2012
NJ Council for Young Children to formally adopt Infant/Toddler early learning standards	March 2012	April 2012
ECC to document alignment to Preschool Standards	April 2012	June 2012
Develop training modules that can link with modules focused on NJ’s Preschool Standards	April 2012	June 2012

New Jersey State Department of Education

Preschool Teaching and Learning Standards

2009

ACKNOWLEDGMENTS

The New Jersey Department of Education would like to extend its sincere appreciation to State Board of Education member Dr. Dorothy Strickland of Rutgers University; Dr. Herb Ginsberg of Teachers College, Columbia University; Dr. Lesley M. Morrow of Rutgers University; and Ms. Karen Worth of Education Development Center and Wheelock College, who reviewed the revised preschool standards in Language Arts Literacy, Mathematics, and Science.

Special thanks go to the hundreds of individuals who participated in focus group sessions and responded by letter or email to provide input into the final document.

HISTORY

In April 2000, the Department of Education first developed and published *Early Childhood Program Expectations: Standards* as guidance for adults working with young children. In July 2004, the State Board of Education adopted a revised version of this work, *Preschool Teaching and Learning Expectations: Standards of Quality*. Then, in 2007, the Department embarked on the ambitious project of revising the latter work and aligning the preschool standards directly with New Jersey's K-12 Core Curriculum Content Standards. Finally, in 2009, after extensive review by education experts, stakeholders, and the public, the State Board adopted the current document, now called *Preschool Teaching and Learning Standards*, with additional revisions.

ABOUT THIS DOCUMENT

The first four sections of *Preschool Teaching and Learning Standards* present information on the theoretical background, development, and use of the preschool standards. This information is essential to effectively using the preschool standards to support the particular needs of all young children in a high-quality preschool program.

Next, the preschool standards, along with optimal teaching practices, are provided for the following content areas:

Social/Emotional Development	Language Arts Literacy	Social Studies, Family, and Life Skills
Visual and Performing Arts	Mathematics	World Languages
Health, Safety, and Physical Education	Science	Technology

The document concludes with a bibliography of books, articles, and periodicals that are valuable resources for any professional library.

The Numbering of the Preschool Standards

Each of the preschool standards and indicators is assigned two numbers. First, each is numbered as part of this document, *Preschool Teaching and Learning Standards*. Second, all preschool indicators are included in the P-12 database, where they are numbered using a five-digit code, as follows:

X.X.	X.	X.	X
↑	↑	↑	↑
content area/standard	grade	strand	indicator

Preschool Teaching and Learning Standards presents both numbers for every preschool indicator: (1) the preschool indicator number is in a column to the left of each indicator, and (2) the P-12 database indicator number is in a column to the right of each indicator.

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BACKGROUND

The 2009 preschool teaching and learning standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The *Preschool Teaching and Learning Standards* document:

- Defines supportive learning environments for preschool children.
- Provides guidance on the assessment of young children.
- Articulates optimal relationships between and among families, the community, and preschools.
- Identifies expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

The preschool standards represent what preschool children know and can do in the context of a high quality preschool classroom. Childhood experiences can have long-lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development.

The Standards and the Classroom Curriculum

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Issues of Implementation

This document was developed for implementation in any program serving preschool children. To ensure that all students achieve the standards, the preschool environment, instructional materials, and teaching strategies should be adapted as appropriate to meet the needs of individual children. The needs of preschool learners are diverse. Many learners need specialized and focused interventions to support and sustain their educational progress. In addition, they come from many different cultural and ethnic backgrounds, and in some cases, the dominant language spoken in these homes and communities is not English.

Special Education Needs

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

The preschool standards provide the focus for the development of Individualized Education Plans (IEPs) for preschool children ages three and four with disabilities. Providing appropriate intervention services to such students is in accordance with the Individuals with Disabilities Act Amendments of 2004, which guarantee students with disabilities the right to general education program adaptations, as specified in their IEPs and with parental consent. These federal requirements necessitate the development of adaptations that provide preschool children with disabilities full access to the preschool education program and curriculum. Such adaptations are not intended to compromise the learning outcomes; rather, adaptations provide children with disabilities the opportunity to develop their strengths and compensate for their learning differences as they work toward the learning outcomes set for all children.

Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the IEP.

The specific models used to develop adaptations can range from instruction in inclusive classrooms to instruction in self-contained classrooms; specific adaptations are determined by individual students' needs. Technology is often used to individualize preschool learning experiences and help maximize the degree to which preschool children with disabilities are able to participate in the classroom.

Diversity and Multiculturalism

Opportunities for learning are strengthened as connections across home, school, and community are acknowledged and respected. Sensitivity to and support for diversity in culture, ethnicity, and learning must be woven into the daily activities of the early childhood education program. A high-quality preschool program embraces the heritages of the families being served.

Young children are developing their sense of self and of others within their families, classrooms, and communities. The early childhood education program must therefore provide activities, materials, and experiences that encourage young children to become aware of and appreciate the differences and similarities of the members of the community in which they live. To help children achieve this, it is important that program administrators and staff understand their personal attitudes and biases, be culturally sensitive, and be willing to learn about and accept the range of differences represented in the program.

Professional Development

Implementation of the curriculum to meet the preschool standards is a continuous, ongoing process. Full understanding of the curriculum, and familiarity with the developmentally appropriate practices necessary for its implementation, can be fostered through a well-organized and consistent plan for professional development geared to each stakeholder group. For such a plan to be successful:

- District boards of education and boards of private provider and local Head Start agencies need to make professional development a priority and support it by allocating necessary resources.
- Administrators need to provide curriculum support, resources, materials, and opportunities for staff to improve their teaching practices. Preschool directors, principals, education supervisors, and directors of special education must actively pursue and provide professional development activities, as well as time for teachers to reflect on and refine their practice in light of these activities. Teachers, in turn, must actively engage in the professional development activities.
- Early childhood teachers and assistants, special education teachers, bilingual educators, principals, supervisors, master teachers, support staff, preschool intervention and referral teams, child study team members, and related service providers need to review and develop the professional development plan together.
- Families should be introduced to developmentally appropriate practices and have access to resources that promote their children's learning and development. They also need opportunities to participate in the early childhood education program.
- Colleges and universities should include the preschool standards in their coursework for early childhood educators.

HOME, SCHOOL, AND COMMUNITY PARTNERSHIPS

Introduction

Supportive preschool partnerships help create the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. A well-defined preschool education plan should incorporate a wide range of family involvement and family educational opportunities to foster such partnerships.

Trust and respect are essential to building collaborative relationships between school staff and families. An integral component of the partnership is recognition of families as the experts about their children. The program and its staff must always show respect for the child, the family, and the culture of the home.

In addition, ongoing communication helps ensure that appropriate and effective learning opportunities are available to children at home and in school. The give and take inherent in these relationships promotes both the school's and the family's understanding of the child. The family involvement guidelines of the National Association for the Education of Young Children emphasize the importance of the family/school partnership, particularly when it comes to acquiring knowledge of young learners:

“The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children's families.”

Outlined below is a well-defined plan for establishing and nurturing reciprocal relationships with families and the community.

Governance and Structure

The preschool program design provides structure and policies that encourage and support partnerships between the home and school. In particular:

- Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).
- Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges and universities and/or child advocacy organizations).
- Advisory council meetings and parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).
- Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).

Culture and Diversity

The preschool program design ensures recognition and respect for culture and diversity. In particular:

- Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles, careers, locations, and climates).
- Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed, dietary restrictions are respected, culturally driven reasons for nonparticipation in some school activities are honored).
- The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).
- Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom).

Communication

The preschool program design provides a two-way system of communication that is open and easily accessible, and in which families and community representatives are valued as resources and decision-makers. In particular:

- All program information is provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).
- Ongoing information concerning program/classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community.
- Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.
- Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes.
- Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.

- Pertinent information regarding individual children's progress (e.g., child portfolios, teacher annotations) is provided to receiving schools when children transition from one program to another.
- Registration procedures and documents capture essential information about each child (e.g., family contacts, immunization records, special health needs).

Community Resources and Partnerships

The preschool program design ensures opportunities for building community partnerships and accessing community resources. In particular:

- Information about and referrals to community resources (e.g., employment opportunities, health services, and adult education classes) are provided to families.
- Large corporations, small businesses, and other organizations are invited to collaborate in supporting children and families (e.g., through the creation of a community resource board).
- Collaborations with community agencies help to ensure delivery of services to families who may benefit from them (e.g., a program can offer a meeting space for families to interact with community agencies).

Family Support

The preschool program design recognizes families as the experts about their children. In particular:

- Resources are provided to help families enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips, such as local museums and libraries; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions at which families share information about activities).
- Opportunities are developed to facilitate the creation of support networks among families with children enrolled in the program (e.g., monthly potluck dinners, game days for adults, fairs and craft shows to promote and support the talents of families, babysitting cooperatives).
- Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, in the evening, and on weekends).
- Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events).

LEARNING ENVIRONMENT

Introduction

A supportive preschool learning environment promotes the development of children's critical thinking skills; fosters awareness of diversity and multiculturalism; and supports enthusiasm and engagement as the cornerstones of approaches to learning. The environment must nurture children's capacity to engage deeply in individual and group activities and projects. Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play. Carefully planned instruction, materials, furnishings, and daily routines must be complemented by an extensive range of interpersonal relationships (adults with children, adults with adults, and children with children). In this setting, each child's optimal development across every domain (e.g., language, social, physical, cognitive, and social-emotional) will be supported, sustained, extended and enhanced.

While the adults in the preschool environment provide the conditions and materials that influence how children play and scaffold learning so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play. The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities include daily routines that provide young children with needed stability and familiarity (e.g., circle time, small-group time, and lunch), as well as learning activities that integrate preschool content and achieve specific goals planned by adults. For both structured and unstructured activities, the learning environment must be welcoming, safe, healthy, clean, warm, and stimulating.

Preschool learning materials are arranged to invite purposeful play and thus facilitate learning. They provide opportunities for children to broaden and strengthen their knowledge through a variety of firsthand, developmentally appropriate learning experiences. Inviting preschool materials also help children acquire symbolic knowledge, which allows them to represent their experiences through a variety of age-appropriate media, such as drawing, painting, construction of models, dramatic play, and verbal and written descriptions.

Through its principles of child development and learning that inform developmentally appropriate practice, the National Association for the Education of Young Children provides the foundation for creating learning environments that foster optimal development of young children. Two of these principles hold special significance:

- Development proceeds in predictable directions toward greater complexity, organization, and internalization.
- Play is an important vehicle for, as well as a reflection of, the social, emotional, and cognitive development of all preschool children, including children with disabilities.

A rich and supportive preschool learning environment grows from attention to elements in the physical environment and daily routines. Both of these elements are elaborated in the sections that follow.

Learning Environment

An inviting and supportive learning environment that:

- Provides well-defined, accessible learning centers that encourage integration of multiple content areas (e.g., a library center that includes a range of materials, including child-made books, big books, picture books, books with words for adults to read, books on many topics, headsets with audiotapes, stories on the computer, and so on; a block center that includes many different kinds of building materials, such as large unit blocks, hollow blocks, cardboard vehicles, street signs, dolls, audio tapes, pencil, paper, tape measures, rulers, architectural images).
- Accommodates active and quiet activities (e.g., the library area may be for children that want to read alone, quietly listen to a book read by an adult, or listen to music through headsets, while the block area may encourage movement and discussion related to the planning and completion of projects).
- Provides materials that deepen knowledge of diversity and multiculturalism (e.g., dolls of different ethnicities and races, musical instruments from a variety of cultures, stories that show how one event is interpreted differently by different cultural groups, costumes and props for dramatic play, foods that represent diverse backgrounds).
- Offers individualized adaptations and modifications for preschool children with disabilities.
- Allows children easy access to an ample supply of materials.
- Includes ongoing opportunities for children to help, share and cooperate in a variety of activities, routines and group configurations.
- Offers space and opportunities for solitary, parallel, and small- and large-group play indoors and outdoors and in view of an adult.
- Displays classroom materials at children's eye level.
- Creates a literacy-rich environment through a variety of print, audio, video, and electronic media.
- Includes materials and activities appropriate to a range of developmental levels and interests that encourage children's engagement and persistence.

Daily Routines

Engaging daily routines that:

- Encourage the development of self-confidence by offering children multiple opportunities to make choices, such as deciding projects, selecting centers, or inviting classmates to be a part of an activity.
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration.

- Are implemented flexibly to meet individual needs and provide opportunities for the success of all children (e.g., younger children with short attention spans are not forced to remain for long periods of time in a whole-group activity, dual language learners can demonstrate their abilities in their home language, as well as in English, children with disabilities are offered modifications and adaptations to meet their individualized needs).
- Provide opportunities for conversation and self-expression in English and in the child's home language, if other languages are spoken at home.
- Encourage and model the use of language in different social groups and situations.
- Stimulate questioning and discussion during all activities.
- Include the use of technology, such as computers and smart toys with age-appropriate software, to enhance the development of critical thinking skills.

THE DOCUMENTATION/ASSESSMENT PROCESS

Introduction

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Documentation of children's learning should be directly linked to a set of clearly defined learning goals. Furthermore, the documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. In addition, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple age-appropriate methods over time.

Careful documentation and assessment can increase the teacher's understanding of child development, assist in understanding the needs of the children in a specific class, and enhance the teacher's ability to reflect on the instructional program. Such reflections also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should:

- Build on multiple forms of evidence of the child's learning.
- Take place over a period of time.
- Reflect the understanding of groups, as well as of individual children.
- Show sensitivity to each individual child's special needs, home language, learning style, and developmental stage.

The information collected in the documentation/assessment process should:

- Connect to developmentally appropriate learning goals.
- Add to understanding of the child's growth and development.
- Provide information that can be applied directly to instructional planning.
- Be communicated to the child's family and, to the extent appropriate, to the child.

Achievement Tests

Individual- and group-administered norm-referenced achievement tests are usually inappropriate tools for assessing young children's development. Such instruments are not typically designed to provide information on how children learn, how they might apply their learning to real-life situations, or how the test results relate to the teacher's instructional goals and planning.

Developmental Screening Measures

Developmental screening measures are administered to each child individually and are used as the first step in identifying children who may demonstrate developmental delay with language or motor skills, or problems with vision or hearing. In such cases, the results of the screening measures should be used to determine whether a child needs further comprehensive diagnostic assessment. Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting a child's placement or enrollment. Developmental screenings should be viewed as just one component in a comprehensive early childhood education assessment system. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

Referral for an Evaluation

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (also called a referral) must be submitted to the appropriate school official. This may be the principal of the neighborhood school, the director of special education, or the child study team coordinator for the district in which the child resides.

The parent, preschool teacher, and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) then meet to determine the need for evaluation, and if an evaluation is warranted, to discuss the assessments to be completed. If, after completion of the evaluation, a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team (a parent, a child study team member, a district representative, the case manager, a general education teacher, a special education teacher, and/or private provider). To the maximum extent appropriate, preschoolers with disabilities receive their early childhood education with their nondisabled peers. The IEP team determines modifications, interventions, supports, and supplementary services necessary to ensure the child learns.

The Importance of the Process for Teachers' Professional Development

The documentation/assessment process enhances the teacher's ability to:

- Identify the most appropriate learning experiences for children.
- Make more productive instructional planning decisions (e.g., how to set up the classroom, what to do next, what questions to ask, what resources to provide, how to stimulate each child's development, and what external support systems to use).

- Teach more effectively, using interactive experiences that enhance children's development.
- Meet more of some children's special needs and interests within the classroom. (The ongoing process of identifying, collecting, describing, interpreting, and applying classroom-based evidence can help the teacher to become more aware of and develop a broader repertoire of instructional strategies.)
- Respond more easily and effectively to demands for accountability.

The documentation/assessment process can also help young children to perceive learning to be important and worthwhile, as they see their teachers actively engaged in documenting their learning.

Portfolio Assessment

Portfolio assessment is the systematic and intentional collection of significant samples of each child's work, together with the teacher's comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process should clearly indicate the learning goals, should illustrate and document each child's development over a period of time, should actively involve children, and should reflect each child's individual development.

Some Strategies for Portfolio Assessment

- Determine the developmental area or areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity, peer relationships).
- Identify the documents that best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher's notes, audiotapes, graphs, checklists).
- Regularly create a collection of samples with children's input (e.g., record what the children tell you about a variety of things).
- Develop a storage system for the samples of children's work.
- Describe the documents with colleagues in order to gain additional perspectives on each child's development (e.g., study groups of teachers can be formed to collect and describe samples of children's work).
- Connect the children's work to the learning goals.
- Make sure the samples show the full range of what each child can do.
- Collect data that tells a clear story to the audience.

Observation

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time. In the process of observing children, teachers can make use of the following techniques: rating forms, photography, narrative description, anecdotes, videotaping, journals, and recording of children's conversations and monologues.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

What to Observe

- Patterns in behavior reflecting motivation to learn, explore, or investigate a particular thing. These patterns are evidence that a child consistently exhibits these behaviors.
- Problem-solving strategies.
- Patterns of social interaction (i.e., determine individual preferences for large-group, small-group, or solitary play in the classroom and on the playground).
- Key attributes of the child (i.e., identify and list recurring interests).

How to Observe

- Observe regularly with a specific purpose.
- Observe children at different times of the day.
- Observe children in different settings throughout the school or center.
- Observe the usual demeanor of the child, not unusual behavior or bad days.
- Observe for new possibilities (e.g., if a child is having trouble, could the environment or circumstances be changed to assist the child?).

How to Involve Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when assessing children.
- Build assessment comments about how a child is doing into everyday conversations with parents.
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.
- Write about assessment in a newsletter or a special letter home.
- Demonstrate that parents are valued as respected partners in the behavior and progress of their children.
- Support assessment comments with documentation showing what the child has accomplished over time.

How to Involve Children

Everyone has a view of each child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment:

- Observe and document things the children say and do. Often random statements such as, “I was this big on my last birthday, now I’m THIS big,” are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions in busier settings.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolios. Respect their choices and responses about their work.
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen pictures or collect them in a portfolio.

SOCIAL/EMOTIONAL DEVELOPMENT

Introduction

Young children's social/emotional growth and learning occurs as a result of their interactions with others and is interconnected with their development in the physical and cognitive domains. Relationships with adults and children in the preschool environment exert a powerful positive influence on children's social/emotional development. A high quality preschool program requires dedicated and qualified teaching staff, working in partnership with children's families, to systematically assist children in developing social competence and confidence.

As children move through the preschool day, their teachers carefully observe and listen to them and adapt their responses to suit individual children's social and emotional needs. Preschool teachers support young students' developing self-concepts and self-esteem by talking with them about their actions and accomplishments and by always showing respect for their feelings and cultures. Throughout the day, teachers coach and guide children as they interact with each other, and they support children's social skills and problem-solving abilities. Within this community of learners, children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

There are five preschool standards for social/emotional development:

Standard 0.1: Children demonstrate self-confidence.

Standard 0.2: Children demonstrate self-direction.

Standard 0.3: Children identify and express feelings.

Standard 0.4: Children exhibit positive interactions with other children and adults.

Standard 0.5: Children exhibit pro-social behaviors.

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 0.1: Children demonstrate self-confidence.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives).
- Make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).

- Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages).
- Use children’s ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).
- Use open-ended questions to begin a discussion with individual children or groups of children (e.g., “What might happen if ...?” “What would you do if ...?” or “How would you feel if ...?”).
- Model verbal descriptions of children’s actions and efforts (e.g., “Anna used the paintbrush to make squiggles.”).
- Ask questions that encourage children to describe their actions and efforts (e.g., “Joseph, will you tell Maria how you used the computer mouse to change your drawing?”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.1.1	Express individuality by making independent decisions about which materials to use.	0.1.P.A.1
0.1.2	Express ideas for activities and initiate discussions.	0.1.P.A.2
0.1.3	Actively engage in activities and interactions with teachers and peers.	0.1.P.A.3
0.1.4	Discuss their own actions and efforts.	0.1.P.A.4

Standard 0.2: Children demonstrate self-direction.

Preschool Teaching Practices

Effective preschool teachers:

- Organize the classroom environment and establish a daily routine that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).
- Facilitate open-ended and child-initiated activities to encourage independence and self-direction (e.g., Jorge’s interest in trains might lead a small group of children to build a train station from materials found in the classroom).

- Use songs, rhymes, movement, and pictures to reinforce independent functioning in the classroom (e.g., post pictures that represent the daily schedule, sing songs to cue transition times).
- Limit whole-group activities to short periods of time with interactive involvement (e.g., body movement, singing, finger-plays).
- Keep transitions short to adapt to children’s limited attention spans, and conduct daily routines (e.g. toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence. Limit whole-group transitions and use them as learning times (e.g., “Children who ride the #4 bus may get their coats.” or “Children in the Armadillo group may go wash their hands.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.	0.2.P.A.1
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	0.2.P.A.2
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	0.2.P.A.3
0.2.4	Attend to tasks for a period of time.	0.2.P.A.4

Standard 0.3: Children identify and express feelings.

Preschool Teaching Practices

Effective preschool teachers:

- Develop children’s awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., “The three little kittens lost their mittens. How do you think they felt?”).
- Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.
- Model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions (e.g., “James, tell John how it made you feel when he pushed you. Did it make you angry?” “I felt angry when you pushed me. I didn’t like it!”).

- Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a “safe spot” to relax, listening to soft music, or working with clay).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	0.3.P.A.1
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	0.3.P.A.2
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	0.3.P.A.3

Standard 0.4: Children exhibit positive interactions with other children and adults.

Preschool Teaching Practices

Effective preschool teachers:

- Comment on specific positive behavior instead of giving empty praise (e.g., “Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.”).
- Encourage nurturing behavior through modeling, stories, and songs.
- Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using “please,” “thank you,” and “excuse me”).
- Demonstrate and involve children in respecting the rights of others (e.g., “Devon, first Sheila will take a turn, and then it will be your turn.”).
- Encourage expressing needs verbally by modeling appropriate language (e.g., “Ask Nancy if she can please pass the juice to you.”).
- Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.4.1	Engage appropriately with peers and teachers in classroom activities.	0.4.P.A.1
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	0.4.P.A.2
0.4.3	Say “thank you,” “please,” and “excuse me.”	0.4.P.A.3
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).	0.4.P.A.4
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	0.4.P.A.5
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	0.4.P.A.6

Standard 0.5: Children exhibit pro-social behaviors.***Preschool Teaching Practices***

Effective preschool teachers:

- Pair or group children to foster friendship (e.g., partners, buddies, triads).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).

- Provide opportunities to take turns (e.g., “Maria gets to pull the wagon one time around the yard, and then it is Jack’s turn.”).
- Provide opportunities that encourage children to share toys and materials (e.g., “There is one basket of markers for Christen and Jameer to share.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
0.5.1	Play independently and cooperatively in pairs and small groups.	0.5.P.A.1
0.5.2	Engage in pretend play.	0.5.P.A.2
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.	0.5.P.A.3
0.5.4	Take turns.	0.5.P.A.4
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.	0.5.P.A.5

VISUAL & PERFORMING ARTS

Introduction

The creative arts are children's first language, used to communicate thoughts, ideas, and feelings. Some of the most effective means children have for explaining and understanding their world is through the arts. For young children, the critical component of the arts is the creative process rather than the end result or product. In the creative process, approaches to learning such as initiative, curiosity, engagement, persistence, reasoning, and problem-solving are reinforced through concrete, hands-on, individualized, and group learning experiences.

Environments that stimulate creativity through visual art, music, dramatic play, and creative movement and dance support all aspects of development and learning. In many instances, creative arts in the preschool classroom are inextricably linked to other curriculum areas and can be used as a strategy for learning about local communities, different cultures, and other content. When integrated in a developmentally appropriate way, the creative arts promote memory, cognition, observation, inquiry, and reflection. The arts also help children appreciate beauty in the environment, in their everyday world, and in works of art.

Sometimes feelings or understandings that cannot be expressed well in words can be well expressed through the arts. It is vitally important to provide children with the materials and time necessary to explore, experiment, and create in their own way throughout the day, integrating the arts into all domains and subject areas. Providing children with the freedom to create does not preclude the teacher from supporting children's artistic development by using strategies such as describing, modeling, and providing feedback to scaffold their learning. The teacher should be knowledgeable about artistic traditions of different cultures and should integrate aspects of such cultures throughout the classroom environment and activities.

There are four preschool visual and performing arts standards:

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Standard 1.2: Children express themselves through and develop an appreciation of music.

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to participate in both structured and unstructured dance/movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own dance movements, play musical “freeze” and other games).
- Participate in all movement and dance activities with the children.
- Model different dance movements (e.g., twist, bend, leap, slide).
- Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch).
- Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.
- Observe and encourage children’s approaches to learning dance and movement.
- Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, and others).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.1.1	Move the body in a variety of ways, with and without music.	1.3.P.A.1
1.1.2	Respond to changes in tempo and a variety of musical rhythms through body movement.	1.3.P.A.2
1.1.3	Participate in simple sequences of movements.	1.3.P.A.3
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	1.3.P.A.4
1.1.5	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	1.3.P.A.5

1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.	1.3.P.A.6
1.1.7	Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1
1.1.8	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5

Standard 1.2: Children express themselves through and develop an appreciation of music.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.
- Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments).
- Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody).
- Connect music to curriculum themes, other subject areas, and domains throughout the day.
- Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap).
- Provide opportunities for children to experience musical recordings and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.
- Observe and encourage children's approaches to playing instruments.
- Incorporate music and singing throughout the day, including during transitions (e.g., rhymes, steady beats, chanting songs such as Miss Mary Mack).
- Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.2.1	Sing a variety of songs with expression, independently and with others.	1.3.P.B.1
1.2.2	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	1.3.P.B.2
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.B.3
1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.B.4
1.2.5	Participate in and listen to music from a variety of cultures and times.	1.3.P.B.5
1.2.6	Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.B.6
1.2.7	Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2
1.2.8	Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Preschool Teaching Practices

Effective preschool teachers:

- Provide props and materials that promote children's active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel boards, puppets), and rotate them on a regular basis by theme.
- Create a dramatic play area that is clearly defined, with space to play and for organized storage.
- Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time).
- Schedule daily dramatic play experiences during free play and group activities.

- Join in dramatic play to promote the development of cooperation and self-regulation skills, such as managing emotions, focusing attention, solving problems, and developing empathy.
- Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children’s ideas about playing ‘restaurant’ by suggesting that everyone in the restaurant has an important job to do).
- Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity.
- Connect dramatic play to curriculum themes, content areas, and domains, and use stories and field trips to enrich play.
- Observe and encourage children’s approaches to engagement in dramatic play.
- Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	1.3.P.C.1
1.3.2	Use memory, imagination, creativity, and language to make up new roles and act them out.	1.3.P.C.2
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	1.3.P.C.3
1.3.4	Differentiate between fantasy/pretend play and real events.	1.3.P.C.4
1.3.5	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	1.3.P.C.5
1.3.6	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	1.3.P.C.6
1.3.7	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	1.4.P.A.3
1.3.8	Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.P.A.7

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Preschool Teaching Practices

Effective preschool teachers:

- Provide children with access to a variety of developmentally appropriate art materials (e.g., crayons, paint, clay) and emphasize open-ended, process-oriented activities (e.g., the teacher provides children with watercolor paints, paper, and brushes and encourages them to paint rather than to all make a dinosaur puppet with the same materials).
- Plan art activities that extend children’s understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing).
- Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large-group time).
- Facilitate firsthand experiences that encourage children to develop art concepts and art expression (e.g., going outside to observe and draw a tree during each season).
- Extend children’s use of art tools by asking questions during activities (e.g., when a child is using a marker to create squiggly lines, “What other kinds of lines can you invent?”).
- Use children’s work as a springboard to explore and discuss concepts individually and in small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up).
- Help a child who is stuck break a task into steps (e.g., if the child says, “I don’t know how to draw a puppy,” ask, “What part would you like to start with first? The head? The body?” and then guide the child with an appropriate shape).
- Develop a visual reference library (e.g., photos, museum postcards and prints, books, calendar art, Websites, videos) or provide actual objects that children can refer to for more accurate representation (and as a way to avoid imposing adult solutions on or drawing for the child).
- Make specific, nonjudgmental observations about the qualities of children’s work (e.g., “I see you used long, thin lines for the leaves in your painting.” instead of “I like the pink flower you painted; it’s pretty.”).
- Observe and encourage children’s approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., “You worked so carefully for a long time to figure out how to make a print without smearing the paint.”).
- Connect the visual arts to curriculum themes, other content areas, and domains, including fine-motor skills and eye-hand coordination.
- Expose children to the visual arts from their own communities as well as from different cultures, and introduce different types of artists (e.g., illustrators, mural artists, sculptors, painters, architects, photographers).

- Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.
- Display children’s artwork at eye level, accompanied by children’s explanations about their work.
- Change displays frequently, allowing children to choose artwork for display in the classroom, in the school, or for a project (e.g., a personal book, a class book, or a portfolio).
- Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, “How many things can you think of that are made from clay?” or “What shapes do you see in this painting?”).
- Provide storage space for art projects that children work on over time so that they can revisit and reflect on their work, and if desired, revise or make changes.
- Model the safe and appropriate use and care of art materials and tools.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.	1.3.P.D.1
1.4.2	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	1.3.P.D.2
1.4.3	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	1.3.P.D.3
1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	1.3.P.D.4
1.4.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	1.3.P.D.5
1.4.6	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	1.3.P.D.6
1.4.7	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Introduction

Health, safety, and physical education in the preschool classroom encourage children's sense of self and support their emerging independence. Physical development impacts how children navigate the physical environment. Therefore, the preschool environment should be organized to support both indoor and outdoor activities that maximize each child's opportunities to develop gross- and fine-motor skills as well as health and safety awareness. Teachers should provide a wide range of concrete, developmentally appropriate, indoor and outdoor experiences each day to assist in the development of each child, including planned and spontaneous interactions promoting healthy habits that enhance lifelong well-being.

There are four preschool health, safety, and physical education standards:

Standard 2.1: Children develop self-help and personal hygiene skills.

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 2.1: Children develop self-help and personal hygiene skills.

Preschool Teaching Practices

Effective preschool teachers:

- Explain how germs are spread and instruct children in techniques to limit the spread of infection (e.g., there are germs on our drinking glasses, which is why we don't share drinks).
- Model appropriate hand-washing and supervise children's hand-washing (e.g., before and after meals, after toileting, after blowing their noses, after messy play).
- Promote the habits of regular tooth-brushing and bathing.
- Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time.
- Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	2.1.P.A.1
2.1.2	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	2.1.P.A.2

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to experience a variety of nutritious food choices.
- Encourage families to share foods common to their cultures.
- Make learning materials and activities (e.g., books, play food, food guide pyramid for young children, cooking experiences) available to reinforce nutritious food choices.
- Inform parents about nutritious food choices (e.g., parent conferences, family nights, newsletters) to extend and reinforce children's classroom learning.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.2.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	2.1.P.B.1
2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	2.1.P.B.2

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free.
- Ensure that chemicals, medications, and other hazardous materials are appropriately stored and locked away from children.
- Incorporate information about potential hazards into the curriculum (e.g., using seat belts and car seats, crossing the street safely, staying away from strangers, recognizing the poison symbol).
- Make a mural or chart of things that are and are not safe to touch.
- Practice emergency evacuation procedures with the children.
- Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions.
- Promote children's understanding of safety within the context of everyday routines (e.g., clean up spills to prevent falling), as well as through intentionally planned activities (e.g., provide books, set up streets and crosswalks in the classroom to practice safety, role-play safe play behavior in various situations).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.3.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	2.1.P.D.1
2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	2.1.P.D.2
2.3.3	Identify community helpers who assist in maintaining a safe environment.	2.1.P.D.3
2.3.4	Know how to dial 911 for help.	2.1.P.D.4

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Preschool Teaching Practices

Effective preschool teachers:

- Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving around the classroom without bumping into one another, jumping from a block and landing securely on two feet).
- Guide and support children in the development of gross-motor skills (e.g., starting, stopping, turning, leaping, marching).
- Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay).
- Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
2.4.1	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	2.5.P.A.1
2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	2.5.P.A.2
2.4.3	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	2.5.P.A.3

LANGUAGE ARTS LITERACY

Introduction

Literacy learning has a profound and lasting effect on the social and academic lives of children. Their future educational opportunities and career choices are directly related to literacy ability. Since early childhood is the period when language develops most rapidly, it is imperative that young children are provided with a variety of developmentally appropriate literacy experiences throughout each day, and that the classroom environment is rich with language, both spoken and printed. Early childhood teachers are responsible for both understanding the developmental continuum of language and literacy and for supporting each child's literacy development.

Literacy learning begins at birth and develops rapidly during the preschool period. The main components of literacy—listening, speaking, reading, and writing—should all be encouraged and supported through conversations and activities that are meaningful to the child and that involve adults and peers. Each child's interest and motivation to engage in literacy-related activities are evident before that child is able to read or write conventionally. Children should be provided with environments that encourage literacy exploration, and their emergent reading and writing behaviors should be valued and supported by their teachers.

Effective language and literacy programs provide children who do not speak English with opportunities for listening, speaking, reading, and writing in both English and the home language. It is important for the teacher to recognize the need to make modifications in the presentation of vocabulary, directions, storytelling, reading, and other oral language communication when working with children who do not speak English as their home language. These modifications may include the use of visual aids, scaffolding, repetition, rephrasing, and modeling.

There are four preschool language arts literacy standards:

Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations.

Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.

Standard 3.3: Children demonstrate emergent reading skills.

Standard 3.4: Children demonstrate emergent writing skills.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations.

Preschool Teaching Practices

Effective preschool teachers:

- Give progressively more complex directions during classroom activities.
- Provide a variety of age-appropriate activities that require listening, including stories, songs, rhymes, chants, and individual and group conversations.
- Involve children in listening games in which they identify common objects through the sounds they make (i.e., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, familiar voices).
- Provide opportunities for children to demonstrate understanding through representation (e.g., during dramatic play, while writing stories).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.1.1	Follow oral directions that involve several actions.	3.1.P.A.1
3.1.2	Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).	3.1.P.A.2
3.1.3	Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).	3.1.P.A.3
3.1.4	Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.	3.1.P.A.4

Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.

Preschool Teaching Practices

Effective preschool teachers:

- Engage in many individual and small-group conversations with children throughout the day (e.g., during lunch time, on the playground, while preparing for rest time), as well as during formal instructional time.
- Ask children to explain their ideas and plans.

- Extend children’s language by asking them to make connections between present knowledge and new vocabulary (e.g., “Why do you think that it’s called a *spider* plant?”).
- Organize a variety of age-appropriate activities that encourage oral language development (e.g., by joining in pretend play, encouraging children to talk about their experiences in small groups, providing hands-on science activities).
- Provide materials that encourage oral language development in all areas of the room (e.g., flannel board stories in the library area, puppets and props in the dramatic play area, small plastic figures in the block area).
- Provide opportunities for children to converse with peers throughout the day, and help children initiate, respond to, and sustain conversations.
- Introduce songs, finger-plays, and chants, and engage children in retelling and inventing stories.
- Interact with children using rich vocabulary words, descriptive language, and somewhat more complex language structures than children typically use (e.g., when responding to a child’s comment that it is starting to rain, the teacher can introduce the word *drizzling*).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.2.1	Describe previous experiences and relate them to new experiences or ideas.	3.2.P.A.1
3.2.2	Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).	3.2.P.A.2
3.2.3	Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.	3.2.P.A.3
3.2.4	Use compound sentences (e.g., “I wanted to make a long snake, but Mimi has the scarf.”), if-then statements (e.g., “If I set the table, then you can serve the food.”), and complex sentences (e.g., “Pigs wouldn’t like it on the moon because there isn’t any mud.”).	3.2.P.A.4
3.2.5	Use language to communicate and negotiate ideas and plans for activities.	3.2.P.A.5
3.2.6	Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.	3.2.P.A.6
3.2.7	Ask questions to obtain information.	3.2.P.A.7

3.2.8	Join in singing, finger-plays, chanting, and retelling and inventing stories.	3.2.P.A.8
3.2.9	Connect meanings of new words to vocabulary already known (e.g., “It’s called <i>bookend</i> because the <i>books end</i> .”).	3.2.P.A.9
3.2.10	Use new vocabulary and ask questions to extend understanding of words.	3.2.P.A.10

Standard 3.3: Children demonstrate emergent reading skills.

Preschool Teaching Practices

Effective preschool teachers:

Print Awareness

- Use printed/written words in activities and in the environment (e.g., center labels, rebus, picture recipes, traffic signs) to help children recognize that words are represented by symbols.
- Display child-generated print materials at children’s eye level.
- Present functional print materials in the environment (e.g., labels on objects, signs with clear meaning) at children’s eye level.
- Provide literacy props (e.g., empty food and household containers, menus, recipe cards, phone books, order pads), and place books and other literacy materials in all classroom centers.
- Use varied, integrated methods to help children learn to recognize letters (e.g., help a child locate his/her cubby by finding the first letter of his/her name, read alphabet and other books, use charts that connect pictures and words).

Knowledge and Enjoyment of Books

- Call attention to the functions and features of print while reading and incidentally throughout the day (e.g., if two children argue over the job of snack helper, point out that the person whose name is on the helper chart starts with an uppercase R, or while reading a story, point out that the words are separated by spaces).
- Read to children individually, as well as in small and large groups.
- Read to children daily, using age-appropriate, high-quality literature (e.g., picture books, fantasy books, big books, books that are predictable and repetitive, informational books, culturally diverse books).
- Invite children’s participation during storybook reading (e.g., analyzing visual cues, making predictions, making personal connections).

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., books, magazines, newspapers, catalogs, circulars, letters, and other mail items).
- Place books that extend play in different interest areas of the room (e.g., a book about bridges in the block area).
- Provide books and materials that reflect the identity, home language, culture, and interests of the students in the class.
- Provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

Phonological Awareness

- Lead activities and stories that have repetitive patterns, rhymes, and refrains.
- Draw children's attention to the sounds they hear in words (e.g., by asking whose names start with the "S" sound to go wash their hands for snack, or by using rhythm sticks to tap out the syllables in their names).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
<i>Strand A: Print Awareness</i>		
3.3.A.1	Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).	3.3.P.A.1
3.3.A.2	Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).	3.3.P.A.2
3.3.A.3	Identify some alphabet letters, especially those in his/her own name.	3.3.P.A.3
3.3.A.4	Recognize own name in a variety of contexts.	3.3.P.A.4
3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.	3.3.P.A.5
3.3.A.6	Recognize that it is the print that is read in stories.	3.3.P.A.6
<i>Strand B: Knowledge and Enjoyment of Books</i>		
3.3.B.1	Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).	3.3.P.B.1

3.3.B.2	Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).	3.3.P.B.2
3.3.B.3	Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).	3.3.P.B.3
3.3.B.4	Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : “What do you see the gorilla doing now?”).	3.3.P.B.4
3.3.B.5	Use a familiar book as a cue to retell their version of the story.	3.3.P.B.5
3.3.B.6	Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).	3.3.P.B.6
3.3.B.7	Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.	3.3.P.B.7

Strand C: Phonological Awareness

3.3.C.1	Engage in language play (e.g., manipulate separate and repeating sounds).	3.3.P.C.1
3.3.C.2	Make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”).	3.3.P.C.2
3.3.C.3	Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).	3.3.P.C.3

Standard 3.4: Children demonstrate emergent writing skills.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children’s interest in writing using enjoyable and engaging methods (e.g., by having children dictate stories, helping them make books, encouraging them to attempt to write their names on their own work, helping them make a list of ingredients for a cooking project).
- Respond positively to all writing efforts (e.g., scribbling, letter strings, and nonconventional spelling).
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubberstamps, computers) and surfaces (e.g., paper, cardboard, chalkboard, wood, concrete) in all areas of the classroom.

- Provide children the opportunity to choose and use writing implements daily.
- Model writing in a variety of genres (e.g., lists, messages, dictated stories, charts) and explain the connection between spoken and written words.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
3.4.1	Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).	3.4.P.A.1
3.4.2	“Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).	3.4.P.A.2
3.4.3	Attempt to write own name on work.	3.4.P.A.3
3.4.4	Share and discuss work samples containing drawings, paintings, and pictures.	3.4.P.A.4
3.4.5	Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	3.4.P.A.5

MATHEMATICS

Introduction

Young children experience mathematics naturally and spontaneously as they explore, interact, and try to make sense of their world. Young children in a high-quality preschool classroom are introduced to and actively engage in key mathematical concepts, language, and processes. Teachers observe children's mathematical thinking as they make choices and play in a supportive learning environment, noting their interests and strengths and assessing each child's prior experience and informal knowledge.

Teachers integrate math into all aspects of children's daily routines through individual and small-group choices and transitions; they also allot time for in-depth, planned, small-group experiences that include mathematics interactions, problem-solving, and reflection. Teachers recognize the strong connections among math, literacy, and the other content areas. When children's early interest in math is supported by adults, they develop the foundation and confidence necessary for mathematics enjoyment and proficiency in school and life.

There are four preschool mathematics standards:

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Standard 4.3: Children understand patterns, relationships, and classification.

Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 4.1: Children demonstrate an understanding of numbers and numerical operations.

Preschool Teaching Practices

Effective preschool teachers:

- Make materials and books that promote number exploration (e.g., collections of small objects, cash registers with money, number puzzles, counting books and games, egg cartons and plastic eggs) accessible to children.
- Encourage children to compare numbers frequently through questions (e.g., "Are there more people riding in the bus or in the airplane you made?") and graphing (e.g., favorite colors, pets, etc.).

- Integrate purposeful counting experiences throughout other learning opportunities (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice).
- Encourage and support individual attempts to learn to count numbers to 30 or higher.
- Provide opportunities for children to use estimation skills during daily activities by asking interesting and relevant questions (e.g., “How many strips of paper will you need for the bird’s tail?”).
- Model addition for children by using counting to combine numbers (e.g., “Maria has two blocks and Justin has three. There are five blocks altogether: 1, 2, 3, 4, 5.”).
- Model subtraction for children by using counting to separate numbers (e.g., “There are five cars on the carpet: 1, 2, 3, 4, 5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.”).
- Foster one-to-one correspondence throughout the day (e.g., select a child to give out placemats and napkins at mealtimes, ask a child to get one animal for each cage).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).	4.1.P.A.1
4.1.2	Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).	4.1.P.A.2
4.1.3	Compare groups of objects (e.g., using the terms “more,” “less,” “same”).	4.1.P.A.3
4.1.4	Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.	4.1.P.A.4
4.1.5	Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and (b) separating (“I have four carrot sticks. I’m eating one! Now I have 3!”).	4.1.P.A.5

Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials indoors and outdoors that help children to develop spatial and geometric sense (e.g., items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through).
- Use everyday experiences to foster understanding of spatial sense (e.g., talk about locations in the school, map the classroom).
- Use positional words (e.g., over, under, behind, in front of) to describe the relative position of items and people, and encourage the children to use them (e.g., “Michael is sitting next to Ana.” “I see that you used yellow paint under the blue stripe on your painting.” “Sam is putting his bears under the bowl.” “The car is on the right.”).
- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).
- Provide opportunities for children to explore the differences between two- and three-dimensional shapes and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads).
- Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid).
- Help children to identify symmetry in their block constructions and in photographs and designs.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.2.1	Use and respond to positional words (e.g., in, under, between, down).	4.2.P.A.1
4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).	4.2.P.A.2
4.2.3	Explore three-dimensional shapes by building with blocks and other materials.	4.2.P.A.3
4.2.4	Explore connections between two- and three-dimensional forms (e.g., sphere and circle).	4.2.P.A.4

4.2.5	Identify symmetry during play (e.g., building with blocks).	4.2.P.A.5
4.2.6	Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).	4.2.P.A.6
4.2.7	Explore the use of nonstandard objects for measurement.	4.2.P.A.7
4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).	4.2.P.A.8
4.2.9	Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).	4.2.P.A.9

Standard 4.3: Children understand patterns, relationships, and classification.

Preschool Teaching Practices

Effective preschool teachers:

- Create simple patterns and ask children to repeat or insert missing elements (e.g., “I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?”).
- Call attention to patterns in the environment, including visual and non-visual patterns (e.g., stripes on a child’s shirt, flowers outside, songs, chants).
- Plan and set up activities involving various types of patterns (e.g., songs, musical instruments, transition signals and activities, computer games that engage children in creating or extending patterns).
- Provide materials for children to sort, classify, and order (e.g., buttons, beads, colored craft sticks, bowls, trays).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.3.1	Describe patterns in the environment.	4.3.P.A.1
4.3.2	Represent patterns in a variety of ways.	4.3.P.A.2
4.3.3	Begin to represent data in pictures and drawings.	4.3.P.A.3
4.3.4	Show awareness of the attributes of objects through sorting, ordering, and classifying.	4.3.P.A.4

Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.

Preschool Teaching Practices

Effective preschool teachers:

- Encourage students to use mathematics as a communication tool by modeling mathematical vocabulary and symbolism (e.g., “What would happen if you put the spheres together?”)
- Encourage students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information (e.g., “Tell me about what you did.” “Would you use the same number again?” “What shape did you use?” “What size could you use that will make it stand up better?” “What were you thinking when you put this one over here?”).
- Encourage students to make connections between mathematics and other content areas and real-life situations (e.g., teacher says to Desiree, “Your name is longer than Sam’s because it contains more letters.” “You and Sara go home on the same bus, Number 14.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
4.4.1	Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.	4.4.P.A.1
4.4.2	Solve problems that arise in mathematics and in other contexts.	4.4.P.A.2
4.4.3	Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.	4.4.P.A.3
4.4.4	Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.	4.4.P.A.4
4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).	4.4.P.A.5

SCIENCE

Introduction

Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them. Their science understanding is facilitated and extended by adults whose own sense of wonder is a match for their curiosity. Children are more inclined to observe, question, and reflect about their investigations when encouraged by teachers who are also invested in the process. Thus, throughout the preschool years, children develop and refine their scientific abilities through observing, inquiring, and experimenting during rich and inviting opportunities for open-ended exploration and focused inquiry.

Preschool teachers intentionally encourage science investigations and inquiry based on their observations of children's interests and experiences, as well as based on their professional understanding of appropriate science content and learning outcomes for young children. Teachers actively encourage sustained exploration of a particular topic over as long as four to five weeks of focused inquiry. Teachers understand that purposefully planned experiences within children's immediate environment and daily surroundings provide the best context for science learning. In addition, preschool teachers seize opportunities for enhancing children's learning during exploration that naturally integrates math and science concepts. They purposefully introduce materials, techniques, and technologies that provide natural avenues to science learning.

Families should always be invited to observe and participate in classroom science activities. Teachers can stress the importance of modeling a positive attitude about science by providing activity extensions for families to explore at home. Community partnerships and resources should be valued and used as much as possible. Science centers, working farms, public gardens, and children's museums often have science exhibits or programs that are developmentally appropriate for preschoolers and that expand upon concepts children are exploring in their classrooms. Local businesses, including nurseries, fruit and vegetable markets, and pet stores are all valuable resources for enhancing classroom science investigations.

There are five preschool science standards:

- Standard 5.1: Children develop inquiry skills.**
- Standard 5.2: Children observe and investigate matter and energy.**
- Standard 5.3: Children observe and investigate living things.**
- Standard 5.4: Children observe and investigate the Earth.**
- Standard 5.5: Children gain experience in using technology.**

Each of these five standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 5.1: Children develop inquiry skills.

Preschool Teaching Practices

Effective preschool teachers:

- Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children’s everyday classroom lives and experiences.
- Prepare the classroom with open-ended nature/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of rocks, pinecones, and seed pods during a study of the local environment; nature/science books; nature sequence cards that support an investigation of life cycles; magnifying glasses; collections of measuring tools at the sand table; items that water can flow through at the water table; plants grown from seed; journals for recording; audio-visual materials; computer software).
- Plan intentionally for children’s conceptual learning during small-group science experiences that include a series of related, simple experiments and experiences (e.g., freezing and melting to expose children to states of matter; blowing through straws and hollow tubes on common objects to explore energy and motion; sprouting seeds with and without light to better understand the needs of living things; exploring chemical changes that occur when ingredients are mixed and cooked in an oven; using the senses to explore, compare, and describe variations in textures of various rocks).
- Provide opportunities for focused inquiry over longer time periods (e.g., investigating flow at the water table; exploring light and shadow indoors and out; pursuing a study involving observations of growing things, using a variety of plants grown indoors and out; exploring sound; exploring simple machines, such as wheels, levers, and inclined planes, in everyday classroom contexts).
- Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.
- Help children identify and refine questions that can be explored through science investigations.
- Pose questions that lead to making predictions (e.g., “What do you think will happen if ...?”).
- Provide regular opportunities for children to collect, measure, record, and represent science experiences and data (e.g., collecting natural items that are signs of fall, using lengths of yarn to measure how far a ball rolls, using simple charts).
- Facilitate children’s acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video materials, and Website photographs and information.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	5.1.P.A.1
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	5.1.P.B.1
5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	5.1.P.B.2
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	5.1.P.C.1
5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	5.1.P.D.1

Standard 5.2: Children observe and investigate matter and energy.***Preschool Teaching Practices***

Effective preschool teachers:

- Provide a variety of interesting materials and objects (e.g., solids and liquids) in learning centers to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales).

- Provide opportunities for children to explore changes in matter (e.g., liquids and solids) when substances are combined, heated, or cooled (e.g., when mixing ingredients for cooking, mixing paint colors, preparing recipes that involve heating or cooling, exploring water as a solid and a liquid), including projects or studies over an extended period of time (e.g., an in-depth investigation of water that includes how water moves, what happens when things are mixed with water, and the behavior of drops of water).
- Facilitate children's investigations of forms of energy (sound, heat, and light).
- Provide opportunities for children to explore motion (e.g., objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) in projects or studies over an extended period of time.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	5.2.P.A.1
5.2.2	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	5.2.P.B.1
5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	5.2.P.C.1
5.2.4	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	5.2.P.E.1

Standard 5.3: Children observe and investigate living things.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time.
- Facilitate children's observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g., classifying living and nonliving things found in water or on land).
- Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies).
- Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	5.3.P.A.1
5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	5.2.P.A.2
5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	5.3.P.C.1
5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	5.3.P.D.1

Standard 5.4: Children observe and investigate the Earth.
Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).
- Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects).
- Provide opportunities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).
- Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.4.1	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	5.4.P.C.1
5.4.2	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	5.4.P.E.1
5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	5.4.P.F.1
5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	5.4.P.G.1

Standard 5.5: Children gain experience in using technology.

Preschool Teaching Practices

Effective preschool teachers:

- Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations (e.g., computers; video, audio, and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that extend sensory exploration; simple machines; woodworking tools).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	5.1.P.B.3

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Introduction

The teaching of social studies, family, and life skills in the preschool classroom begins with cultivating all children's understanding of themselves and their place in the family and moves to an understanding of social systems in ever widening circles: from the family to the classroom community, the neighborhood, and the world. Preschool teachers provide a wide range of concrete, developmentally appropriate activities and field trips that offer opportunities to explore and celebrate similarities and differences among children, lifestyles, and cultures. However, teachers understand that young children classify and make concrete connections that sometimes lead to statements that may sound biased. At these times, teachers take the opportunity to discuss racial, culture, and gender biases with children. These discussions help build a foundation for understanding and appreciating diversity.

Social studies, family, and life skills are integrated throughout the preschool day, as teachers endeavor to establish a caring community life based on respect and appreciation of individual differences. The classroom environment is organized to provide opportunities for children to develop independent behaviors and to act out real-life situations. The environment reinforces those skills and concepts that encourage good citizenship and that develop each child's capacity to participate in a culturally diverse, democratic society in an increasingly interdependent world.

Families should be given ongoing opportunities to visit the classroom and share their cultural traditions and experiences throughout the school year. Celebrating cultural diversity should not be limited to holidays.

There are four preschool social studies, family, and life skills standards:

- Standard 6.1: Children identify unique characteristics of themselves, their families, and others.**
- Standard 6.2: Children become contributing members of the classroom community.**
- Standard 6.3: Children demonstrate knowledge of neighborhood and community.**
- Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.**

Each of these four standards is further elaborated in the sections that follow. For each standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.

Preschool Teaching Practices

Effective preschool teachers:

- Engage in one-on-one and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender).
- Encourage children to appreciate individual differences by providing diverse materials, literature, and activities (e.g., mirrors, graphs, height charts; multicultural paints, papers, and crayons).
- Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and nonstereotypic roles (e.g., music, literature, dramatic play props, puzzles, displays).
- Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions.
- Invite family members to come to the classroom to share foods, talents, and traditions.
- Support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area).
- Use language to identify family members, roles, traditions, and artifacts (e.g., “Your Uncle Leo is your daddy’s brother.” “Rabiye’s mother wears a burka.” “Some grandmothers go to work, just like Tony’s. Others stay at home and work.”).
- Encourage children to use materials and supplies in a nonstereotypical manner (e.g., “Both men and women cook and wear aprons.”).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.1.1	Describe characteristics of oneself, one’s family, and others.	6.1.P.D.1
6.1.2	Demonstrate an understanding of family roles and traditions.	6.1.P.D.2
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).	6.1.P.D.3

Standard 6.2: Children become contributing members of the classroom community.

Preschool Teaching Practices

Effective preschool teachers:

- Involve children in developing a few simple rules with an emphasis on positive rules (e.g., “walking feet” instead of “no running”).

- Establish classroom routines and involve children in the upkeep of the classroom (e.g., taking care of the pet, cleaning up, watering plants, washing hands before using the water table to avoid spreading germs).
- Model appropriate behaviors during family-style meals (e.g., sitting during meals, engaging in conversation, asking to be excused from the table when finished eating).
- Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy system).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.2.1	Demonstrate understanding of rules by following most classroom routines.	6.1.P.A.1
6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.	6.1.P.A.2
6.2.3	Demonstrate appropriate behavior when collaborating with others.	6.1.P.A.3

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Preschool Teaching Practices

Effective preschool teachers:

- Provide materials, literature, and activities that explore different types of homes (e.g., apartment buildings, motels, single-family houses, multi-family houses).
- Involve children in first-hand experiences in their community (e.g., field trips in the school or neighborhood) and discuss and involve children in mapping its physical features.
- Invite visitors with community service roles into the class (e.g., business owner, nurse, doctor, postmaster, firefighter, police officer, veterinarian, teacher, secretary).
- Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community (e.g., visit the supermarket then create a classroom store; visit the school office then create a classroom office).
- Involve children in discussions about the homes they live in and the different types of homes in the community (e.g., by taking neighborhood walks).

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.3.1	Develop an awareness of the physical features of the neighborhood/community.	6.1.P.B.1
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.	6.1.P.B.2

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

Preschool Teaching Practices

Effective preschool teachers:

- Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.
- Invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
6.4.1	Learn about and respect other cultures within the classroom and community.	6.1.P.D.4

WORLD LANGUAGES

Introduction

The diverse nature of our society necessitates that children develop an understanding of languages other than their own. The world languages standard addresses this need by describing what all preschool children should learn and what teachers should teach to encourage awareness of different languages.

In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the languages spoken in their homes, and some of this learning will focus on the languages they encounter in their community. With the growing number of young children in New Jersey who speak and understand different home languages, preschool teachers and classrooms must be equipped to support children's learning in more than one language. Being bilingual can be an asset for all children. Teachers can integrate words from languages other than English into the classroom through songs, daily routines, and storybooks. Labels written in languages other than English can be used to identify items within the classroom. Parents and community members who speak languages other than English can be valuable resources in helping children both understand and respect the linguistic diversity present in our culture, and they should be invited to share these languages with the children.

Special consideration must be given to preschool children who already know more than one language. Materials should be available that represent and support the native languages and cultures of the children and adults in the class. Teachers should understand that all languages are learned in context as children interact with and explore their world. In addition, teachers should plan opportunities to extend children's language throughout the day and across all content areas.

There is one preschool world languages standard:

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

This standard is further elaborated in the sections that follow. For this standard, effective preschool teaching practices are listed, followed by the preschool competencies that develop as a result of those practices.

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate contexts (e.g., during dramatic play, in stories, when greeting visitors).
- Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.
- Begin to expose children to language for topics that extend beyond the self, such as simple geography and weather.
- Provide conversations and stories in different languages using a variety of media (e.g., teachers, peers, visitors, songs, videos, computers).
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Put written labels on some items in the room using various languages.
- Use visual aids available in the classroom (e.g., props, pictures, and photos of daily routines) to enhance comprehension of world languages.
- Read and display children's books in different languages.
- Provide rhymes and songs for children in different languages.
- Give simple commands or instructions in a language other than English.

Preschool Learning Outcomes

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	7.1.P.A.1
7.1.2	Say simple greetings, words, and phrases in a language other than their own.	7.1.P.A.2
7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.	7.1.P.A.3
7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	7.1.P.A.4

TECHNOLOGY

Using Technology with Preschool-Age Children

Like blocks, books, and crayons, technology in a preschool classroom offers versatile learning tools that can support children's development in all domains. For example, there are electronic storybooks that can "read" stories to children in multiple languages, adventure games that foster problem-solving skills, story-making programs that encourage literacy and creativity, math-related games that help children count and classify, and science activities that promote inquiry and an understanding of the world through the lens of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should never be used to replace the concrete, real-life experiences that are critical to a young child's learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into children's centers and should be used to enhance their learning and development during choice time as well as during small-group experiences.

The number and type of developmentally appropriate technology-based play options for preschool-age children are increasing on a daily basis. While some of these experiences involve "traditional" desktop computers of the mouse-and keyboard-variety, others take new and sometimes unexpected forms. They may include a toy that talks or responds to a child's touch, an electronic storybook, or a pen-like stylus that can, with a tap, read a word in a variety of languages. There are game consoles that can convert a large screen into a gross-motor game or easel, and a variety of technology-based tools that can enhance a child's exploration or representation, including audio recorders, digital cameras, TV microscopes, or video capture devices.

By the end of preschool, children with technology experience can use pull-down menus to launch programs, can negotiate menus and interfaces, and feel comfortable using computers, digital cameras, smart toys, handheld devices, and game consoles for simulations, art projects, creating stories, and looking up facts. The behaviors listed in the standards below are indicative of these understandings and should never be used as a formal measure of a child's knowledge. In addition, because technology is continually evolving, it is important to use this list in principle and add skills or concepts that reflect the state of the art.

There are five preschool standards for technology:

Standard 8.1: Navigate simple on screen menus.

Standard 8.2: Use electronic devices independently.

Standard 8.3: Begin to use electronic devices to communicate.

Standard 8.4: Use common technology vocabulary.

Standard 8.5: Begin to use electronic devices to gain information.

These standards are further elaborated in the sections that follow. First, effective preschool teaching practices that may apply to multiple standards are listed, followed by the preschool competencies that develop as a result of those practices.

Preschool Teaching Practices

Effective preschool teachers:

- Never formally “teach” technology skills and competencies. Instead, set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.
- Let children pretend with the types of gadgets they see their parents using. Stock the dramatic play area with a nonworking mouse and keyboard, cell phone, and/or electronic music device.
- Look for activities that give children ways to “accidentally succeed,” providing instant feedback and fostering feelings of control. Avoid poorly designed interactive media experiences with long stretches of uninterrupted animation or narration that might frustrate children or cause them to lose interest.
- Keep a camcorder or digital camera handy to capture and display children’s work.
- Set the stage for highly social, active learning by choosing activities that encourage more than one child to play together (e.g., place two to three chairs around computers, place multiple headsets around electronic books, select logic and problem-solving activities that children can work on together).
- Offer technology options in each center of the room during choice and small-group times.
- Model common technology vocabulary, such as email, Internet site, software, hardware, computer, mouse, digital camera, and printer.
- Encourage children to record their activities and projects using digital cameras.
- Introduce new technology during circle time, prior to placing it in a center, and while modeling how to care for the technological device.
- Use strategies to teach children how to monitor their computer usage.
- Mark the left mouse button with a sticker to help children know which button to press.
- Research software, toys, and gadgets before buying by reading reviews, as you would with any other classroom materials.
- Use computers to conduct Internet searches for subjects of interest. Let children participate in the process of coming up with search words, and allow them to see the results in ways they can understand (e.g., as a set of images rather than as text).
- Make technology accessible to all children, including English Language Learners, and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low-tech, mid-tech, and high tech devices (e.g. visual schedule, touch screens, single switch toys).

Preschool Learning Outcomes**Standard 8.1: Navigate simple on screen menus.**

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.1.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	8.1.P.A.1
8.1.2	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	8.1.P.F.1

Standard 8.2: Use electronic devices independently.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.2.1	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	8.1.P.A.3
8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	8.1.P.C.2
8.2.3	Turn smart toys on and/or off.	8.1.P.A.6
8.2.4	Recognize that the number keys are in a row on the top of the keyboard.	8.1.P.A.4
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	8.1.P.C.1
8.2.6	Use a digital camera to take a picture.	8.1.P.B.1

Standard 8.3: Begin to use electronic devices to communicate.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	8.1.P.A.2

Standard 8.4: Use common technology vocabulary.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	8.1.P.A.5

Standard 8.5: Begin to use electronic devices to gain information.

Children will:

Preschool Number	Preschool Indicator	P-12 Database Number
8.5.1	Use the Internet to explore and investigate questions with a teacher's support.	8.1.P.E.1

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Organizations and Agencies

The American Academy of Pediatrics
141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098
<http://www.aap.org/default.htm>

Association Montessori
Internationale Koninginneweg 161
1075 CN Amsterdam
The Netherlands
<http://www.montessori-ami.org>

The Center for the Child Care Workforce
733 15th Street, NW Suite 1037
Washington, DC 20005-2112
<http://www.ccw.org/index.html>

The Center for Early Childhood Leadership, National-Louis University
6310 Capitol Drive
Wheeling, IL 60090
<http://www2.nl.edu/twal/index.htm>

Child Care Bureau
U.S. Department of Health and Human Services
The Administration for Children and Families
Regional Office
26 Federal Plaza, Room 4114
New York, NY 10278
<http://www.acf.hhs.gov/programs/ccb/>

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
<http://www.childrensdefense.org/>

Children's Resources International, Inc.
5039 Connecticut Avenue, NW Suite One
Washington, DC 20008
<http://www.childrensresources.org/>

New Jersey Department of Education
Division of Early Childhood Education
P.O. Box 500
Trenton, NJ 08625-0500
<http://www.state.nj.us/njded/ece/>

The Future of Children
The David and Lucile Packard Foundation
300 Second Street, Suite 200
Los Altos, CA 94022
<http://www.futureofchildren.org>

Generations United
122 C Street, NW Suite 820
Washington, DC 20001
<http://www.gu.org/>

National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
<http://www.naeyc.org>

National Association for Family Child Care
5202 Pinemont Drive

Salt Lake City, UT 84123

<http://www.nafcc.org/>

National Center for Early Development and Learning

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-8185

<http://www.fpg.unc.edu/~ncedl/>

The National Child Care Information Center

U.S. Department of Health and Human Services

The Administration for Children and Families

243 Church Street, NW 2nd Floor

Vienna, VA 22180

<http://nccic.acf.hhs.gov/>

National Head Start Association

1651 Prince Street

Alexandria, VA 22314

<http://www.nhsa.org/>

National Institute on Early Childhood Development and Education

Office of Educational Research and Improvement

U.S. Department of Education

555 New Jersey Avenue, NW

Washington, DC 20208

<http://www.ed.gov/offices/OERI/ECI/index.html>

New Jersey Center for Professional Development for Early Care and Education

Kean University

East Campus, Room 204

1000 Morris Avenue

Union, NJ 07083

<http://www.njpsc.org/pages/mainpage.html>

New Jersey Department of Education

100 River View Plaza

P.O. Box 500, Trenton, NJ 08625-0500

<http://www.state.nj.us/education/>

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-0498

<http://www.ed.gov/>

Urban Institute

2100 M Street, N.W.

Washington, DC 20037

<http://www.urban.org/>

U.S. Department of Health and Human Services

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200 Independence Avenue, S.W.
Washington, DC 20201
<http://www.hhs.gov/>

**Alignment of the New Jersey *Preschool Teaching and Learning Standards*
With
*Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the specific standards, learning outcomes, and indicators in the New Jersey *Preschool Teaching and Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system.

The following objectives and dimensions of *Teaching Strategies GOLD* were not used in this alignment:

9b. Speaks clearly

16b. Uses letter–sound knowledge

31. Explores change related to familiar people or places

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New Jersey <i>Preschool Teaching and Learning Standards</i>	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators
SOCIAL/EMOTIONAL DEVELOPMENT	
STANDARD 0.1: Children demonstrate self-confidence.	
0.1.1 Express individuality by making independent decisions about which materials to use.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
0.1.2 Express ideas for activities and initiate discussions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
0.1.3 Actively engage in activities and interactions with teachers and peers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2c. Interacts with peers 4. uses successful strategies for entering groups
0.1.4 Discuss their own actions and efforts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
STANDARD 0.2: Children demonstrate self-direction.	
0.2.1. Make independent choices and plans from a broad range of diverse interest centers.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
0.2.2 Demonstrate self-help skills (e.g., clean up; pour juice; use- soap when washing hands; put away belongings).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
0.2.4 Attend to tasks for a period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

STANDARD 0.3: Children identify and express feelings.	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
STANDARD 0.4: Children exhibit positive interactions with other children and adults.	
0.4.1 Engage appropriately with peers and teachers in classroom activities.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
0.4.3 Say “thank you,” “please,” and “excuse me.”	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
STANDARD 0.5: Children exhibit pro-social behaviors.	
0.5.1 Play independently and cooperatively in pairs and small groups.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
0.5.2 Engage in pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
0.5.4 Take turns.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
VISUAL & PERFORMING ARTS	
STANDARD 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	
1.1.1 Move the body in a variety of ways, with and without music.	35. Explores dance and movement concepts
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	35. Explores dance and movement concepts
1.1.3 Participate in simple sequences of movements.	35. Explores dance and movement concepts
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	35. Explores dance and movement concepts
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	35. Explores dance and movement concepts
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	35. Explores dance and movement concepts

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1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.	35. Explores dance and movement concepts
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.	35. Explores dance and movement concepts
STANDARD 2: Children express themselves and develop an appreciation of music.	
1.2.1 Sing a variety of songs with expression, independently and with others.	34. Explores musical concepts and expression
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	34. Explores musical concepts and expression
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	34. Explores musical concepts and expression
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.	34. Explores musical concepts and expression
1.2.5 Participate in and listen to music from a variety of cultures and times.	34. Explores musical concepts and expression
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	34. Explores musical concepts and expression
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	34. Explores musical concepts and expression
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.	34. Explores musical concepts and expression
STANDARD 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
1.3.4 Differentiate between fantasy/pretend play and real events.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

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1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	36. Explores drama through actions and language
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	36. Explores drama through actions and language
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	30. Shows basic understanding of people and how they live 36. Explores drama through actions and language
STANDARD 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	33. Explores the visual arts
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	33. Explores the visual arts
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	33. Explores the visual arts
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	33. Explores the visual arts
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11c. Solves problems 6. Solves problems without having to try every possibility
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	33. Explores the visual arts
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	33. Explores the visual arts

HEALTH, SAFETY AND PHYSICAL EDUCATION	
STANDARD 2.1: Children develop self-help and personal hygiene skills.	
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	29. Demonstrates knowledge about self
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
STANDARD 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	29. Demonstrates knowledge about self
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	29. Demonstrates knowledge about self
STANDARD 2.3: Children begin to develop an awareness of potential hazards in their environment.	
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2.3.3 Identify community helpers who assist in maintaining a safe environment.	30. Shows basic understanding of people and how they live
2.3.4 Know how to dial 911 for help.	30. Shows basic understanding of people and how they live
STANDARD 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences

<p>2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p>	<p>4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements</p>
<p>LANGUAGE ARTS/LITERACY</p>	
<p>STANDARD 3.1: Children listen and respond to environmental sounds, directions, and conversations.</p>	
<p>3.1.1 Follow oral directions that involve several actions.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
<p>3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>

STANDARD 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.	
3.2.1 Describe previous experiences and relate them to new experiences or ideas.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
3.2.4 Use compound sentences (e.g., “I wanted to make a long snake, but Mimi has the scarf.”), if-then statements (e.g., “If I set the table, then you can serve the food.”), and complex sentences (e.g., “Pigs wouldn’t like it on the moon because there isn’t any mud.”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
3.2.5 Use language to communicate and negotiate ideas and plans for activities.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
3.2.7 Ask questions to obtain information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<p>3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters</p>
<p>3.2.9 Connect meanings of new words to vocabulary already known (e.g., “It’s called <i>bookend</i> because the <i>books end</i>.”).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<p>3.2.10 Use new vocabulary and ask questions to extend understanding of words.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<p>STANDARD 3.3: Children demonstrate emergent reading skills.</p>	
<p>Strand A: Print Awareness</p>	
<p>3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>3.3.A.3 Identify some alphabet letters, especially those in his/her own name.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p>
<p>3.3.A.4 Recognize own name in a variety of contexts.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>3.3.A.6 Recognize that it is the print that is read in stories.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>

Strand B: Knowledge and Enjoyment of Books

3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page using reading-like intonation
3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : “What do you see the gorilla doing now?”).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
3.3.B.5 Use a familiar book as a cue to retell their version of the story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Strand C: Phonological Awareness	
3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme

3.3.C.3 Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
STANDARD 3.4: Children demonstrate emergent writing skills.	
3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
3.4.2 “Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
3.4.3 Attempt to write own name on work.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
MATHEMATICS	
STANDARD 4.1: Children demonstrate an understanding of numbers and numerical operations.	
4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
4.1.2 Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
4.1.3 Compare groups of objects (e.g., using the terms “more,” “less,” “same”).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

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<p>4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and (b) separating (“I have four carrot sticks. I’m eating one! Now I have 3!”).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>STANDARD 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement).</p>	
<p>4.2.1 Use and respond to positional words (e.g., in, under, between, down).</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>4.2.3 Explore three-dimensional shapes by building with blocks and other materials.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>4.2.5 Identify symmetry during play (e.g., building with blocks).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

4.2.7 Explore the use of nonstandard objects for measurement.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
STANDARD 4.3: Children understand patterns, relationships, and classification.	
4.3.1 Describe patterns in the environment.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
4.3.2 Represent patterns in a variety of ways.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
4.3.3 Begin to represent data in pictures and drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
STANDARD 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment.	
4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
4.4.2 Solve problems that arise in mathematics and in other contexts.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

<p>4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>SCIENCE</p>	
<p>STANDARD 5.1: Children develop inquiry skills.</p>	
<p>5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</p>	<p>24. Uses scientific inquiry skills</p>
<p>5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p>	<p>24. Uses scientific inquiry skills</p>
<p>5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations</p>
<p>5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p>	<p>24. Uses scientific inquiry skills</p>
<p>5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

STANDARD 5.2: Children observe and investigate matter and energy.	
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	26. Demonstrates knowledge of the physical properties of objects and materials
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	26. Demonstrates knowledge of the physical properties of objects and materials
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	26. Demonstrates knowledge of the physical properties of objects and materials
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	26. Demonstrates knowledge of the physical properties of objects and materials
STANDARD 5.3: Children observe and investigate living things.	
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	25. Demonstrates knowledge of the characteristics of living things
5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	25. Demonstrates knowledge of the characteristics of living things
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	25. Demonstrates knowledge of the characteristics of living things

<p>5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>STANDARD 5.4: Children observe and investigate the Earth.</p>	
<p>5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>STANDARD 5.5: Children gain experience in using technology.</p>	
<p>5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</p>	
<p>STANDARD 6.1: Children identify unique characteristics of themselves, their families, and others.</p>	
<p>6.1.1 Describe characteristics of oneself, one’s family, and others.</p>	<p>29. Demonstrates knowledge about self</p>
<p>6.1.2 Demonstrate an understanding of family roles and traditions.</p>	<p>29. Demonstrates knowledge about self</p>
<p>6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).</p>	<p>29. Demonstrates knowledge about self</p>
<p>STANDARD 6.2: Children become contributing members of the classroom community.</p>	
<p>6.2.1 Demonstrate understanding of rules by following most classroom routines.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>

5.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5.2.3 Demonstrate appropriate behavior when collaborating with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
STANDARD 6.3: Children demonstrate knowledge of neighborhood and community.	
5.3.1 Develop an awareness of the physical features of the neighborhood/community.	32. Demonstrates simple geographic knowledge
5.3.2 Identify, discuss, and role-play the duties of a range of community workers.	30. Shows basic understanding of people and how they live
Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.	
5.4.1 Learn about and respect other cultures within the classroom and community.	30. Shows basic understanding of people and how they live
WORLD LANGUAGES	
STANDARD 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	30. Shows basic understanding of people and how they live
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	30. Shows basic understanding of people and how they live
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	37. Demonstrates progress in listening to and understanding English (or another language not his or her own)
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	38. Demonstrates progress in speaking English (or another language not his or her own)
TECHNOLOGY	
STANDARD 8.1: Navigate simple on screen menus.	
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	28. Uses tools and other technology to perform tasks
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	28. Uses tools and other technology to perform tasks
STANDARD 8.2: Use electronic devices independently.	
8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	28. Uses tools and other technology to perform tasks

8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	28. Uses tools and other technology to perform tasks
8.2.3 Turn smart toys on and/or off.	28. Uses tools and other technology to perform tasks
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	28. Uses tools and other technology to perform tasks
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	28. Uses tools and other technology to perform tasks
8.2.6 Use a digital camera to take a picture.	28. Uses tools and other technology to perform tasks
STANDARD 8.3: Begin to use electronic devices to communicate.	
8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	28. Uses tools and other technology to perform tasks
STANDARD 8.4: Use common technology vocabulary.	
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
STANDARD 8.5: Begin to use electronic devices to gain information.	
8.5.1 Use the Internet to explore and investigate questions with a teacher’s support.	28. Uses tools and other technology to perform tasks

<p>Reading: Literature</p>	<p>Key Ideas and Details</p>	<p>R.L.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Children demonstrate emergent reading skills.</p>	<p>3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i>: “What do you see the gorilla doing now?”).</p> <p>3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.</p>
		<p>R.L.K.2 With prompting and support, retell familiar stories, including key details.</p>		<p>3.3.B.5 Use a familiar book as a cue to retell their version of the story.</p>
		<p>R.L.K.3 With prompting and support, identify characters, settings and key events in a story.</p>		<p>3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).</p>
	<p>Craft and Structure</p>	<p>R.L.K.4 Ask and answer questions about unknown words in a text.</p>	<p>Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences.</p>	<p>3.2.9 Connect meanings of new words to vocabulary already known (e.g., “It’s called <i>bookend</i> because the <i>books end</i>.”).</p>
		<p>R.L.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Children demonstrate emergent reading skills.</p>	<p>3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).</p> <p>3.3.A.6 Recognize that it is the print that is read in stories.</p> <p>3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).</p>

				<p>3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).</p> <p>3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).</p>
		R.L.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).
	Integration of Knowledge and Ideas	R.L.K.7 With prompting and support, describe the relationship between the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	<p>3.3.B.5 Use a familiar book as a cue to retell their version of the story.</p> <p>3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.</p>
		R.L.K.8 (Not applicable to literature)		
		R.L.K.9 With prompting and support, compare and contrast the adventures of characters in familiar stories.	<p>Children demonstrate emergent reading skills.</p> <p>Children converse effectively with different audiences... for a variety of purposes related to their experiences.</p>	<p>3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i>: "What do you see the gorilla doing now?").</p> <p>3.2.2 Use language for a variety of purposes (e.g, to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).</p>
\	Range and Level of Text Complexity	R.L.K.10 Actively engage in group reading activities with purpose and understanding.	Children demonstrate emergent reading skills.	<p>3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i>: "What do you see the gorilla doing now?").</p> <p>3.3.B.6 Show an understanding of story</p>

				<p>structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).</p> <p>3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.</p>
Reading: Informational Text	Key Ideas and Details	RI.K.1 With prompting and support, ask and answer questions about key details in a text.		<p>3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i>: "What do you see the gorilla doing now?").</p> <p>3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.</p>
		RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		<p>3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i>: "What do you see the gorilla doing now?").</p> <p>3.3.B.5 Use a familiar book as a cue to retell their version of the story.</p> <p>3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).</p>
		RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		<p>3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.</p>
	Craft and Structure	RI.K.4 With prompting and support, ask and	Children converse effectively	3.3.A.6 Recognize that it is the print that is read

		answer questions about unknown words in a text.	with different audiences... for a variety of purposes related to their experiences.	in stories. 3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences. 3.2.7 Ask questions to obtain information. 3.2.10 Use new vocabulary and ask questions to extend understanding of words.
		RI.K.5 Identify the front cover, back cover, and title page of a book.	Children demonstrate emergent reading skills.	3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
		RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : "What do you see the gorilla doing now?").
	Integration of Knowledge and Ideas	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.
		RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : "What do you see the gorilla doing now?").
		RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences. 3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : "What do you see

				the gorilla doing now?”).
	Range of Reading and Level of Text Complexity	RI.K.10 Actively engage in group reading activities with purpose and understanding.		3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., <i>Goodnight Gorilla</i> : “What do you see the gorilla doing now?”). 3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).
Reading: Foundational Skills	Print Concepts	RF.K.1 Demonstrate understanding of the organization and basic features of print.		3.3.A.6 Recognize that it is the print that is read in stories. 3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
		RF.K.1a Follow words from left to right, top to bottom, and page by page.		3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).
		RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.		3.3.A.6 Recognize that it is the print that is read in stories.
		RF.K.1c Understand that words are separated by spaces in print.		3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
		RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.		3.3.A.3 Identify some alphabet letters, especially those in his/her own name.
	Phonological Awareness	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds). 3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”).

				3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
		RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").
		RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.		3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
		RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.		3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
		RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)		3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
		RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night."). 3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
	Phonics and Word Recognition	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).
		RF.K.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
		RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").
		RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).		3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).

		RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		3.3.C.3 Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).
	Fluency	RF.K.4 Read emergent-reader texts with purpose and understanding.		3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing). 3.3.B.5 Use a familiar book as a cue to retell their version of the story.
Writing	Text Types and Purposes	W.K.1 Use a combination of drawing, scribble writing, and letter-like forms, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is...).	Children converse effectively with different audiences... for a variety of purposes related to their experiences. Children demonstrate emergent writing skills.	3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus). 3.2.2 Use language for a variety of purposes (e.g. to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others). 3.4.1 Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).
		W.K.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.		3.4.2 “Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling). 3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.
		W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.		3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.
	Production and Distribution of Writing	W.K.4 (Begins in grade 3)		3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.
		W.K.5 With guidance and support from adults,	Children converse effectively	3.2.5 Use language to communicate and

		respond to questions and suggestions from peers and add details to strengthen writing as needed.	with different audiences... for a variety of purposes related to their experiences. Children demonstrate emergent reading skills.	negotiate ideas and plans for activities. 3.2.1 Describe previous experiences and relate them to new experiences or ideas. 3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces.
		W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Children converse effectively with different audiences... for a variety of purposes related to their experiences. Children demonstrate emergent reading skills.	3.2.5 Use language to communicate and negotiate ideas and plans for activities. 3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories. 3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces
	Research to Build Knowledge	W.K.7 (Begins in grade 1)		
		W.K.8 Gather information from experiences or provided text sources to answer a specific question.	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.1 Describe previous experiences and relate them to new experiences or ideas. 3.2.7 Ask questions to obtain information.
		W.K.9 (Begins in grade 4)		
	Range in Writing	W.K.10 (Begins in grade 3)		
Speaking and Listening	Comprehension and Collaboration	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		3.2.5 Use language to communicate and negotiate ideas and plans for activities. 3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.
		SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under consideration).		3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
		SL.K.1b Continue a conversation through		3.2.6 Listen and respond appropriately in

		multiple exchanges.		conversations and group interactions by taking turns and generally staying on topic.
		SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		3.2.10 Use new vocabulary and ask questions to extend understanding of words.
		SL.K.3 Ask questions in order to seek help, get information, or clarify something that is not understood.		3.2.7 Ask questions to obtain information.
	Presentation of Knowledge and Ideas	SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	<p>Children listen and respond to environment sounds, directions, and conversations</p> <p>Children converse effectively with different audiences... for a variety of purposes related to their experiences.</p>	<p>3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).</p> <p>3.2.1 Describe previous experiences and relate them to new experiences or ideas.</p>
		SL.K.5 Add drawings or visuals displays to descriptions as desired to provide additional detail.	<p>Children listen and respond to environment sounds, directions, and conversations</p> <p>Children demonstrate emergent writing skills.</p>	<p>3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).</p> <p>3.4.4 Share and discuss work samples containing drawings, paintings, and pictures.</p>
		SL.K.6 Speak audibly and express thoughts feelings and ideas clearly.	<p>Children converse effectively with different audiences... for a variety of purposes related to their experiences.</p> <p>Children listen and respond to environment sounds, directions, and conversations</p>	<p>3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").</p> <p>3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with</p>

				appropriate eye contact, body language, and facial expressions.
Language Standards	Conventions of Standard English	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud."). 3.2.5 Use language to communicate and negotiate ideas and plans for activities.
		L.K.1a Print many upper- and lowercase letters.	Children demonstrate emergent reading skills.	3.3.A.3 Identify some alphabet letters, especially those in his/her own name.
		L.K.1b Use frequently occurring nouns and verbs.		3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
		L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> .").
		L.K.1d Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).		3.2.10 Use new vocabulary and ask questions to extend understanding of words.
		L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in out, on off, for of, by, with).		3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
		L.K.1f Produce and expand complete sentences in shared language activities.		3.2.4 Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
		L.K.2 Demonstrate command of the conventions	Children demonstrate emergent	3.4.2 "Write" messages as part of play and other

		of standard English capitalization, punctuation, and spelling when writing.	writing skills.	activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
		L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i>.		3.4.3 Attempt to write own name on work.
		L.K.2b Recognize and name end punctuation.		3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
		L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).		3.4.2 "Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
		L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Children demonstrate emergent reading skills.	3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds). 3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night."). 3.3.C.3 Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
	Knowledge of Language	L.K.3 (Begins in grade 2)		
	Vocabulary Acquisition and Use	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> .").
		L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> .").
		L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown world	Children demonstrate emergent reading skills.	3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds).

		L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> .").
		L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Children demonstrate emergent reading skills	3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
		L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> .").
		L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Children listen and respond to environment sounds, directions, and conversations Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others). 3.2.9 Connect meanings of new words to vocabulary already known (e.g., "It's called <i>bookend</i> because the <i>books end</i> ."). 3.2.10 Use new vocabulary and ask questions to extend understanding of words.
		L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Children listen and respond to environment sounds, directions, and conversations Children converse effectively with different audiences... for a variety of purposes related to their experiences.	3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others). 3.2.10 Use new vocabulary and ask questions to extend understanding of words. 3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
		L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Children listen and respond to environment sounds, directions, and conversations	3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).

			<p>Children converse effectively with different audiences... for a variety of purposes related to their experiences.</p>	<p>3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).</p> <p>3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.</p> <p>3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.</p> <p>3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories.</p>
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Counting & Cardinality	Know number names and the count sequence.	K.CC.1. Count to 100 by ones and by tens.	Children demonstrate an understanding of numbers and numerical operations.	4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
		K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		
		K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		4.1.2 Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock).
	Count to tell the number of objects.	K.CC.4-1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object		4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting.
		K.CC.4-2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted		
		K.CC.4-3. Understand that each successive number name refers to a quantity that is one larger		
		K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		
	Compare numbers.	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using		4.1.3 Compare groups of objects (e.g., using the terms "more," "less," "same").

		matching and counting strategies. Include groups with up to ten objects.		
		K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.		
Operations & Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem.	Children demonstrate an understanding of numbers and numerical operations.	4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and (b) separating ("I have four carrot sticks. I'm eating one! Now I have 3!").
		K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
		K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		
		K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		
		K.OA.5. Fluently add and subtract within 5.		
Number & Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value.	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		
Measurement & Data	Describe and compare measurable attributes.	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object	Children develop knowledge of spatial concepts.	4.2.7 Explore the use of nonstandard objects for measurement.
		K.MD.2. Directly compare two objects with a measurable attribute in common, to see which		4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight).

		object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>		
	Classify objects and count the number of objects in each category.	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.	Children understand patterns, relationships, and classification.	4.3.3 Begin to represent data in pictures and drawings. 4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	Children develop knowledge of spatial concepts.	4.2.1 Use and respond to positional words (e.g., in, under, between, down). 4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle). 4.3.1 Describe patterns in the environment. 4.3.2 Represent patterns in a variety of ways.
		K.G.2. Correctly name shapes regardless of their orientations or overall size.		
		K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		4.2.3 Explore three-dimensional shapes by building with blocks and other materials.
	Analyze, compare, compose, and create shapes.	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length.		4.2.4 Explore connections between two- and three-dimensional forms (e.g., sphere and circle).
		K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
		K.G.6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”.</i>		4.2.5 Identify symmetry during play (e.g., building with blocks).

			Children use mathematical knowledge to represent, communicate and solve problems in their environment.	4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.
				4.4.2 Solve problems that arise in mathematics and in other contexts.
				4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.
				4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.
				4.4.5 Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).

NJ REGISTRY EARLY CHILDHOOD CAREER LATTICE – CAREER PATHWAYS

The NJ Registry Career Lattice is an easy-to-understand display of steps in a person’s professional development, from entry level through the various degree programs. The NJ Registry Career Lattice reflects various state and national standards and the existing courses of study in New Jersey institutions of higher education. The NJ Registry Career Lattice changes as these standards and programs evolve. Professionals may enter at any level of the NJ Registry Career Lattice as long as they meet the requirements for that particular step.

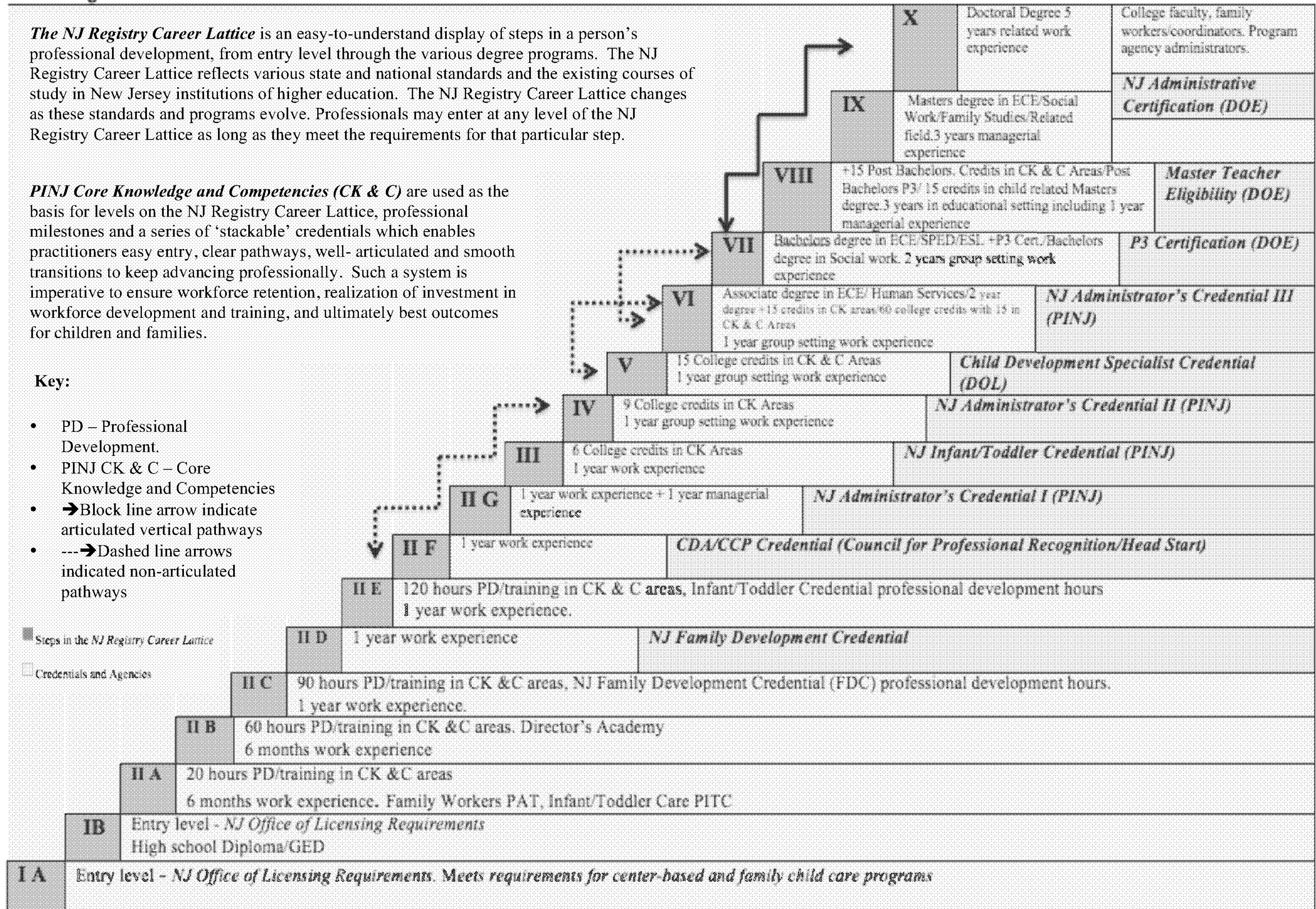
PINJ Core Knowledge and Competencies (CK & C) are used as the basis for levels on the NJ Registry Career Lattice, professional milestones and a series of ‘stackable’ credentials which enables practitioners easy entry, clear pathways, well-articulated and smooth transitions to keep advancing professionally. Such a system is imperative to ensure workforce retention, realization of investment in workforce development and training, and ultimately best outcomes for children and families.

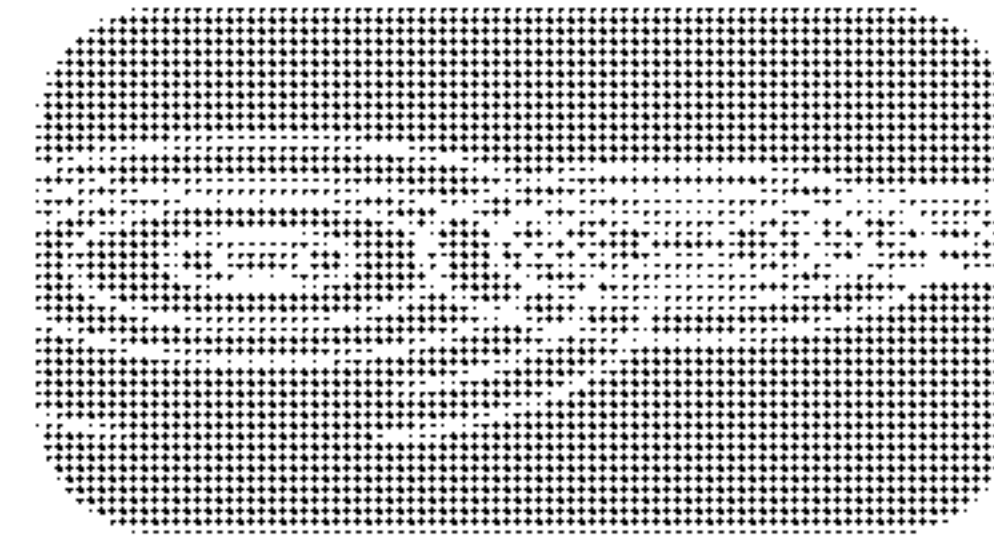
Key:

- PD – Professional Development.
- PINJ CK & C – Core Knowledge and Competencies
- → Block line arrow indicate articulated vertical pathways
- ---→ Dashed line arrows indicated non-articulated pathways

■ Steps in the NJ Registry Career Lattice

□ Credentials and Agencies





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In December 2010, the NJ Registry Career Lattice (Pg 7) was revised to include the Family Worker, Early Intervention/Special Education, Early Head Start, CD Specialists, ESL and Social Work/Family Studies. The *Knowledge Base* areas and *Curriculum Competency Levels* of this publication are currently being retooled to align with these revisions.

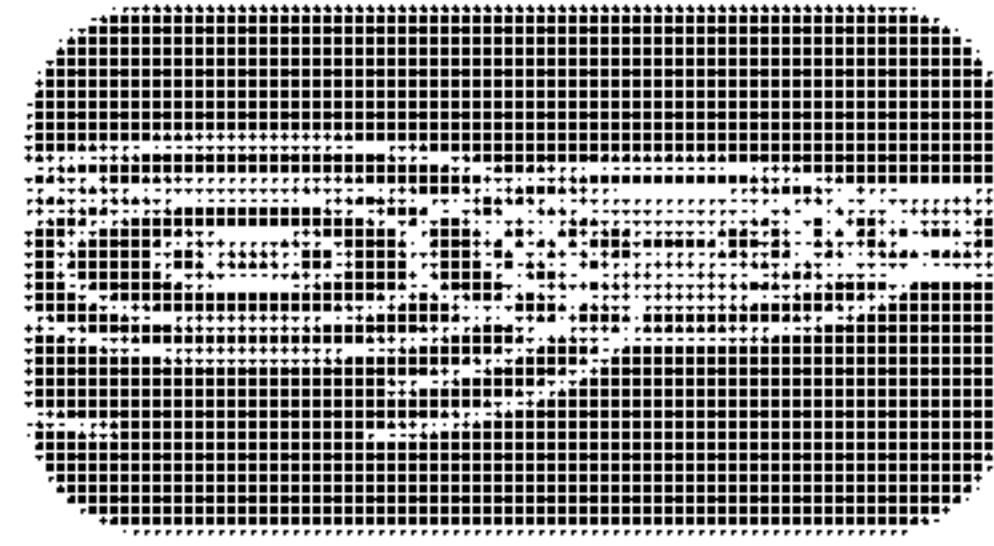
Core Knowledge and Competencies

**PROFESSIONAL STANDARDS FOR WORKING WITH CHILDREN
BIRTH THROUGH AGE EIGHT AND IN AFTERSCHOOL PROGRAMS**

This printing is dedicated in loving memory of

Rosarita A. Annussek (Rose)

Rosarita A. Annussek provided unwavering support for the neediest children in New Jersey. Rose had a gentle voice that stood firm for all children and their families for over thirty years. A well-respected spokesperson on issues of children with disabilities, Mrs. Annussek had a calm and gentle manner that was appreciated and admired by all. Rose served as Co-chair of the Professional Standards Working Committee. For these reasons and many more, we gratefully and humbly dedicate the printing of this document to the memory of Rosarita A. Annussek.



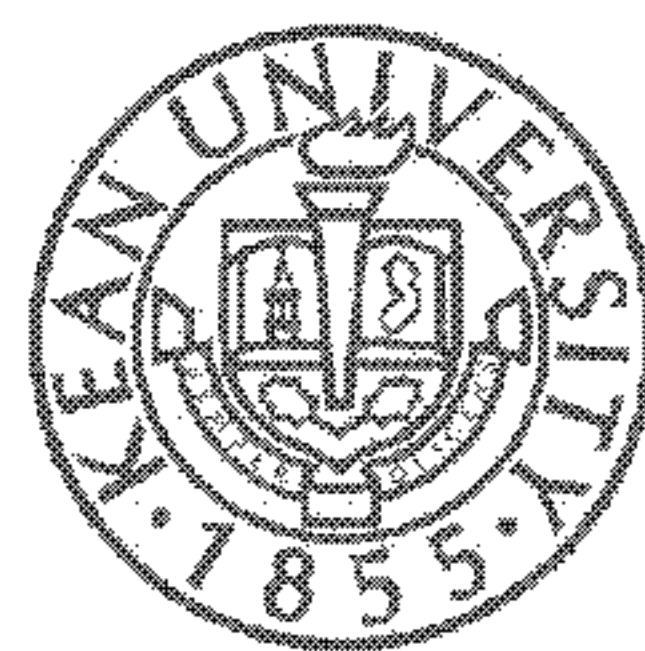
professional
I M P A C T N J

advocating growth for
early childhood educators

Core Knowledge and Competencies

**PROFESSIONAL STANDARDS FOR WORKING WITH CHILDREN
BIRTH THROUGH AGE EIGHT AND IN AFTERSCHOOL PROGRAMS**

Spring 2009



K E A N
UNIVERSITY

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Preface

Professional Impact NJ (formerly the New Jersey Professional Development Center for Early Care and Education) grew out of New Jersey Sows the Seeds for Growth. This statewide initiative, started by the New Jersey Child Care Advisory Council (CCAC) and the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA), established the steps for implementing a system to enhance the preparation and continuing education for all professionals providing care and education to the state's most vulnerable population—our children. The New Jersey Department of Human Services (DHS) awarded a contract to Kean University, working with NJACCRRRA as a grant partner, to create *Professional Impact NJ* and a professional development system.

The *Professional Impact NJ* staff works collaboratively with a Policy Advisory Board composed of representatives from early childhood and primary education, family child care, afterschool, higher education, resource and referral agencies, government, business, and social services agencies. In addition to advisory board members, *Professional Impact NJ* works with more than 100 volunteers from the larger professional community who meet regularly in several working committees: Professional Standards & Articulation, Clearinghouse, Membership, Communications & Marketing, and Legislative, Policy & Emerging Issues.

This publication is recommended for all professionals working with children birth through age eight and children in afterschool programs, as well as those professionals engaged in the teacher preparation system. These standards were developed by the Professional Standards & Articulation Working Committee.

Acknowledgement

Professional Impact NJ would like to acknowledge Pennsylvania's Department of Public Welfare's Office of Child Development for their publication of *Pennsylvania Keys to Professional Development System, Core Body of Knowledge*, specifically their Knowledge Area 7: Health, Safety & Nutrition. This document was used as a reference as the Working Committee developed our Health, Safety, Nutrition and Physical Activities Knowledge Base and Competency Levels.



“As human beings, our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has—or ever will have—something inside that is unique to all time. It is our job to encourage each other to discover that uniqueness and to provide ways of developing its expression.”

—Fred Rogers

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Mission Statement

Professional Impact NJ promotes and coordinates systems for the educational development of early childhood and primary education, family child care, and afterschool program professionals. The Center advocates for policies and standards that result in high quality care and education for the children and families of New Jersey.

Vision

Professional Impact NJ will cultivate an integrated and holistic system of specialized professional development for New Jersey Early Childhood Educators. This system will transform how professionals view themselves and how the larger community values our work on behalf of children and families.

Our Programs

Administrators' Credential
Articulation Initiative
Infant/Toddler Credential

Instructor Approval System
Leadership Institute
NJ Registry

Accreditation Facilitation Project
Accreditation Scholarship Assistance Program
Statewide Professional Development Systems Coordination
www.pinj.org

Overview

The Core Knowledge and Competencies, Professional Standards for Working with Children Birth through Age Eight and In Afterschool Programs, hereafter referred to as “Core Knowledge”, is based on the underlying premises that all children, including children with special health and development needs, learn best in environments where:

- Adults recognize and understand the need for the development of a relationship that will be inclusive of the child’s family.
- Learning opportunities are meaningful and relevant.
- Children can construct their knowledge of the world through activities and interactions with others.
- Children’s individual needs are reflected, recognized, and addressed in accordance with the culture of the children, their families and their communities.
- Health and safety are integral components of child care and educational program activities and learning.

Individual and group needs of children (from birth through eight) in early childhood and primary education settings and family child care settings are qualitatively different from needs of older children. The needs of children in afterschool settings are qualitatively different from those children in formal school settings. Hence, core knowledge areas and competencies needed by professionals working with children in these settings must vary accordingly.

Professionals working with young children use their knowledge to create environments that facilitate a healthy balance in all areas of development and foster the growth of confident and competent individuals. Recognizing that children are served in a variety of settings, including programs in centers, homes, and schools, these standards are an integral part of the mission of *Professional Impact NJ* to establish a state-wide comprehensive professional development system.

This publication supports the following research based standards and frameworks:

1. *New Jersey Sows The Seed for Growth, 1997*—Published findings from brain development research supporting the premise that all persons who work with children, especially those who attend to youngsters from birth through eight and those providing afterschool programs for children up to thirteen years of age, must be skilled in the art and science of facilitating learning at the highest levels with developmentally appropriate practices.

2. *Cost, Quality and Child Outcomes Study Team, 1995*—A strong relationship exists between the specific preparation of early childhood, primary education, family child care, and afterschool professionals, and the quality of early care and education experiences they provide for children.



3. *Tracking Services for Infants, Toddlers & Their Families, 2007*—Research shows that experiences in the earliest years of life play a critical role in children’s ability to grow up healthy and ready to learn. Ensuring that babies have good health, strong families, and positive early learning experiences will lay the foundation for success throughout their lives. We know that for very young children, all the domains of development—physical, cognitive, and social/emotional—are inextricably linked. Therefore, the programs which serve young children and their families should be comprehensive and reflect the interrelated disciplines which impact their development and their lives.

4. *The Child Development Associate (CDA) National Credentialing Program, 2006*—With a focus on the skills of early care and education professionals, the CDA is designed to provide performance-based training, assessment, and credentialing of child care staff, home visitors, and family child care providers. Caregivers demonstrate their ability to nurture children’s physical, social, emotional, and intellectual growth in a child development framework. The six competency goals of the CDA are: to establish and maintain a safe, healthy, learning environment; to advance physical and intellectual competence; to support social and emotional development and provide positive guidance; to establish positive and productive relationships with families; to ensure a well-run, purposeful program responsive to participant needs and to maintain a commitment to professionalism. (www.cdacouncil.org)

5. *Preschool Teaching and Learning Expectations: Standards of Quality, 2004 (NJ Department of Education)*—Sets a standard for preschool learning outcomes and serves as a benchmark for determining how effectively the classroom curriculum is being implemented. The document is grounded in a strong theoretical framework for delivering high quality educational experiences to young children. It articulates the optimal relationships between and among families, the community and schools; describes developmentally appropriate teaching practices; identifies expected learning outcomes for young children; defines supportive learning environments; links indicators within the Expectations document to the NJ Department of Education’s Core Curriculum Content Standards; provides guidance on the assessment of young children; provides examples for both preschool teaching practices and learning outcomes within each domain; and provides specific developmentally appropriate practices within the learning environment. (www.state.nj.us/education/ece/code/expectations)

6. *Caring for Our Children, National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2002*—Health involves more than the absence of illness and injury. To stay healthy, children depend on adults to make healthy choices for them and to teach them to make such choices for themselves over the course of a lifetime. Child development addresses many areas: gross and fine motor skills, language, emotional balance, cognitive capacity, and personal-social skills. Thus, health and safety issues overlap with those considered part of early childhood education and mental health. Such overlap is inevitable and indeed desirable. These standards raise the level of understanding among the general public about what the needs are,

and contribute to a greater willingness to commit more resources to achieve quality child care where children can grow and develop in a healthy and safe environment.

7. National Association for Family Child Care (NAFCC), Quality Standards for NAFCC

Accreditation—NAFCC quality standards are designed to promote and recognize high quality in family child care. NAFCC quality standards are all based on sound developmental principles and best practices in the early childhood field. The quality standards are organized in five sections: Relationships, The Environment, Developmental Learning Activities, Safety and Health, and Professional and Business Practices. (www.nafcc.org)

8. National Association for the Education of Young Children (NAEYC), 2006—NAEYC Accreditation represents the mark of quality in early childhood education. Early childhood education programs are measured against robust and rigorous national standards on education, health and safety. These criteria include: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management. (www.naeyc.org)

9. National Afterschool Association (NAA), 1998—The NAA Standards for School-Age Quality specifically address the indicators of quality programs reflected in current research. Meeting developmentally different needs of youth, ages 5-13 years, these promote a team approach to program improvement and provide a baseline of program quality and the reassurance that programs are committed to providing each child with a unique growth and learning experience. Standards are divided into six areas: Human Relationships; Outdoor Environment; Indoor Environment; Activities; Safety, Health and Nutrition; Administration. (www.naaweb.org)

10. Strengthening Families Through Early Care and Education (SFECE), 2003—The Center for the Study of Social Policy (CSSP), Washington, D.C. with the support of the Doris Duke Charitable Foundation, conducted extensive research of early care and education programs across the country. This documented for the first time the link between early childhood programs and the reduction of child abuse and neglect. This research indicates that the following five protective factors reduce the incidence of child maltreatment: Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, and Social and Emotional Competence of Children. The protective factors are the foundation of the program that provide tools and strategies for early childhood professionals to work collaboratively with families in the community where they live, work and play. (www.strengtheningfamilies.net)

11. The Learning Guide for the New Jersey Infant/Toddler Credential, 2008—New Jersey has a deep commitment to providing quality child care for the state's infants and toddlers evidenced by providing programs that support strong nurturing relationships, cultural competencies and diverse learning styles and needs. The key to quality is the teachers who care for and teach children and families everyday, whether in child care programs, Early Head Start settings or family child care homes.

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

—Marion Wright Edelman

Defining a Seamless System for Professional Development

Core Knowledge identifies specific knowledge base areas that a professional must have and apply when working with children, their families and other professionals. Although presented individually, all areas are intrinsically interrelated and interdependent. The Core Knowledge Areas are:

1. Child Growth and Development
2. Curriculum
3. Family and Community Relationships
4. Assessment and Evaluation
5. Professionalism and Leadership
6. Program Organization and Management
7. Health, Safety, Nutrition and Physical Activities

Competency Levels are the progressive observable skills required for a professional to work effectively with children, their families and other professionals. The seven levels of competencies begin with Level I-A (entry into the profession) and end with Level VII (advanced educational credentials and work experience). Progression from one Competency Level to the next is achieved through increasing amounts of work experience, professional development, and education in the field. It is expected that all individuals working in any environment serving children birth through age thirteen exhibit minimum competency at Level I-A.

The seven Competency Levels are defined in the **NJ Registry Career Lattice** of Professional Impact NJ (see page 7). This career lattice is a tool that guides a path for professional growth and development of individuals working in early childhood, primary education, family child care, and afterschool programs. Progression on the NJ Registry Career Lattice is based on work experience in the field and ongoing professional development including in-service, community-based, coursework completed in two- and four-year accredited institutions and post-graduate work.

The **NJ Registry** records professional growth and development of individuals working in early childhood, primary education, family child care, and afterschool programs by maintaining confidential records for each member of the system. Members are approved at one of the seven Competency Levels of the NJ Registry Career Lattice. The NJ Registry documents each member's education, work experience and achievements by issuing a certificate which includes his/her level on the NJ Registry Career Lattice. Data from the NJ Registry can give a valuable picture of NJ's early childhood, primary education, family child care, and afterschool workforce. The NJ Registry also issues Head Teacher, Group Teacher, and School-age Program Supervisor approvals recognized by the NJ Department of Children and Families, Office of Licensing. These approvals meet the requirements set forth in the NJ's Chapter 122 Manual of Requirements for Child Care Centers and Manual of Requirements for Family Child Care Registration, through the NJ Department of Children and Families, Office of Licensing.



The ***New Jersey Instructor Approval System***, a program of Professional Impact NJ, is designed for mentors and instructors in early childhood and other professions who bring a wide array of experience and skill to professional development. Depending on their NJ Registry level, members are approved at one of four levels: Mentor, Associate Instructor, Instructor or Master Instructor (See page 9-10). This system allows approved mentors and instructors to list their services on the Professional Impact NJ website. In addition this system allows instructors to indicate the level of the courses they teach on the Professional Impact online database of professional development, the Directory of Instructional Resources. This system assists practitioners and providers in locating approved mentors and instructors who provide professional development.

The ***NJ Administrators' Credential***, a program of Professional Impact NJ, is a voluntary credential program that validates competencies required to administer high-quality early care and education programs. Recognized by the National Association for the Education of Young Children (NAEYC), this credential provides a sound knowledge base for leadership in Early Child Care and Education. The credential is accessible through credit-bearing and/or continuing education tracks. (see page 11)

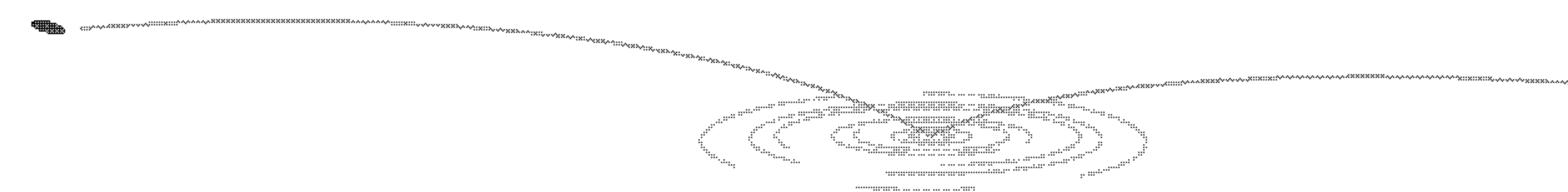
The ***Infant/Toddler Credential***, a collaborative partnership of the Coalition of Infant/Toddler Educators (CITE) and Professional Impact NJ, was created to elevate teachers' knowledge, skills and practice associated with infant/toddler care and education. This credential recognizes the deep commitment to providing quality child care for infants and toddlers by providing programs that support strong nurturing relationships, cultural competencies and diverse learning styles and needs. The Infant/Toddler Credential may be obtained through a variety of options related to the following Key Indicators: Infant Mental Health; Social/Emotional Well Being, Child Development, Curriculum, Environment, Family and Community, Health and Safety, Nutrition, and Professionalism. All candidates must complete six specified college credits. (See page 12)



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The NJ Registry Career Lattice *(Revised 12/21/10)*

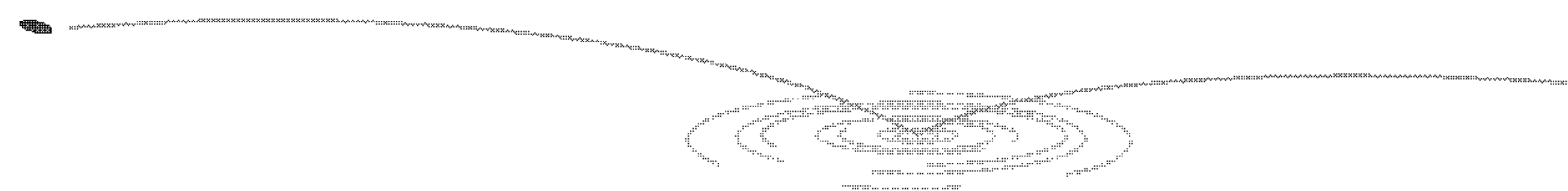
The NJ Registry Career Lattice recognizes your educational achievements and experience in the fields of early childhood education, afterschool, primary school, early intervention, special needs, social work, and other fields related to early childhood education and afterschool. It is also meant to serve as a guide or pathway to advancing to the next level. Levels may be skipped when advancing; i.e. an individual with a CDA who falls at Level IIF will advance to Level VI upon receiving an Associate's degree in Early Childhood Education. Your highest level of education and experience will determine your placement on the NJ Registry Career Lattice.

All degrees and college credits must be from a regionally accredited institution.

Additional career opportunities working with children ages birth to three years who have developmental delays and disabilities are available through the New Jersey Early Intervention System (NJEIS). Personnel standards for NJEIS positions are available at www.state.nj.us/health/fhs/eis.

Level	Experience	Education	Notes
IA	Entry	Any individual who meets the staff requirements established by the <i>Manuals of Requirements for Child Care Centers and/or Family Day Care Registration</i>	<ul style="list-style-type: none"> Individuals at this level must have completed the NJ Office of Licensing requirement for center staff orientation or family child care registration.
IB	Entry	High School Diploma or GED	
IIA	At least six (6) months working with young children and families in a professional setting or related field experience	20 hours of professional development/training in the Core Knowledge areas	<ul style="list-style-type: none"> May include 20 hours of Parents as Teachers (PAT) Training for Family Workers. May include NJ First Steps Program for Infant/Toddler Care (PITC) training. May include DOE-required 24-hour requirement for P-3 coursework.
IIB	At least six (6) months working with young children in a group setting or related field experience	60 hours of professional development/training in the Core Knowledge areas	<ul style="list-style-type: none"> It is recommended that the 60 hours of professional development are distributed across the Core Knowledge areas as follows: Child Growth and Development- 15 hours; Curriculum- 15 hours; Family and Community Relationships- 7.5 hours; Assessment and Evaluation- 7.5 hours; Professionalism and Leadership- 5 hours; Program Organization and Management- 5 hours; Health, Safety, Nutrition and Physical Activities- 5 hours. May include non-credit bearing Directors' Academy.
IIC	At least one (1) year working with young children and families in a professional setting or related field experience	90 hours of professional development/training in the Core Knowledge areas	<ul style="list-style-type: none"> May include 90 hours of professional development for the NJ Family Development Credential (FDC) for Family Workers.
IID	At least one (1) year working with young children and families in a professional setting or related field experience	NJ Family Development Credential	
IIE	At least one (1) year working with young children in a group setting or related field experience	120 hours of professional development/training in the Core Knowledge areas	<ul style="list-style-type: none"> It is recommended that the 120 hours of professional development are distributed across the Core Knowledge areas as follows: Child Growth and Development- 30 hours; Curriculum- 30 hours; Family and Community Relationships- 15 hours; Assessment and Evaluation- 15 hours; Professionalism and Leadership- 10 hours; Program Organization and Management- 10 hours; Health, Safety, Nutrition and Physical Activities- 10 hours. May include 120-hours of NJ Infant/Toddler Credential preparation.

Level	Experience	Education	Notes
IIF	At least one (1) year working with young children in a group setting or with children and families in a professional setting or related field experience	CDA Credential or CCP Credential	<ul style="list-style-type: none"> May include NJ Office of Licensing Group Teacher with CDA or CCP Credential.
IIG	At least one (1) year working with young children and one (1) year managerial and/or supervisory experience	NJ Administrators' Credential I	
III	At least one (1) year working with young children	Six (6) college credits in the Core Knowledge areas in the Core Knowledge areas	<ul style="list-style-type: none"> May include the NJ Infant/Toddler Credential.
IV	At least one (1) year working with young children in a group setting	Nine (9) college credits in the Core Knowledge areas in the Core Knowledge areas	<ul style="list-style-type: none"> May include NJ Administrators' Credential II.
V	At least one (1) year working with young children in a group setting	Fifteen (15) college credits in the Core Knowledge areas in the Core Knowledge areas	<ul style="list-style-type: none"> May include NJ Office of Licensing Group Teacher with six (6) credits in ECE and nine (9) credits in related areas. May include US Department of Labor Child Care Development Specialist Apprentice (For more information go to http://www.doleta.gov/oa/apprentices.cfm).
VI	At least one (1) year working with young children in a group setting or with children and families in a professional setting or related field experience	At least an Associate's Degree in Early Childhood Education or a two year degree with 15 credits in Core Knowledge areas or 60 college credits with 15 credits in Core Knowledge areas or Associate's Degree in Human Services	<ul style="list-style-type: none"> May include NJ Administrators' Credential III with Associate's Degree. May include NJ Infant/Toddler Credential with Associate's Degree. The Associate's Degree in Human Services is for Family Workers only.
VII	At least of two (2) years working with young children in a group setting or student teaching or with children and families in a professional setting or related field experience	At least a Bachelor's Degree with the P-3 Certification (undergraduate) or a Bachelor's Degree and any other approved licensure/certification/endorsement in Early Childhood Education or Special Education or English as a Second Language or related area or a Bachelor's Degree with 27 credits in Core Knowledge areas or a Bachelor's Degree in Social Work or Family Studies	<ul style="list-style-type: none"> May include NJ Administrators' Credential III with Bachelor's Degree. May include NJ Infant/Toddler Credential with Bachelor's Degree. The Bachelor's Degree in Social Work or Family Studies is for Family Workers and Family Worker Coordinators only. May include NJ Office of Licensing Head Teacher.
VIII	At least three (3) years working in an educational setting, including at least one (1) year of managerial and/or supervisory experience	An additional 15 Post-Bachelor's credits in the Core Knowledge areas or 15 credits in a child-related Master's Degree Program or P-3 Certification Post-graduate	
IX	At least three (3) years managerial and/or supervisory experience in a child care program, educational institution, business or program or agency related to children and families	At least a Master's Degree in Early Childhood Education or Social Work or Family Studies or in a child-related field	<ul style="list-style-type: none"> May include Family Worker Coordinators. May include college faculty. May include Master Teachers. May include program or agency administrators.
X	At least five (5) years related work experience	At least a Doctoral Degree in Early Childhood Education or Social Work or Family Studies or in a child-related field	<ul style="list-style-type: none"> May include college faculty. May include program or agency administrators.



Instructor Approval System Criteria

for instructors of non-credit learning courses and workshops

	Mentor	Associate Instructor
Education	<p>ECE and AS*: A minimum of Level II in the NJ Registry, or NAFCC accredited family child care provider, and documented successful completion of Professional Impact NJ 's 6-hour mentor/leadership professional development.</p> <ul style="list-style-type: none"> • ECE – Early Childhood Educators • AS – Afterschool Educator Instructor Approval Criteria 	<p>ECE: A minimum of Level III in the NJ Registry, with an Associates degree in Early Childhood Education or 60 college credits, with a minimum of 6 credits in Early Childhood Education and 9 credits in related courses.</p> <p>AS: A minimum of Level III in the NJ Registry, with an Associates degree in Early Childhood Education, Elementary Education, Recreation, or related Child Development field or 60 college credits, with a minimum of 6 credits in Early Childhood Education, Elementary Education, Recreation, or related Child Development field and 9 credits in related courses.</p>
Work Experience with Children	<p>ECE: A minimum of two years full-time work experience. The work needs to be directly with children in a regulated early childhood setting.</p> <p>AS: A minimum of two school years of work experience. The work needs to be directly with children in a regulated or Professional Impact NJ approved K-8 afterschool program.</p>	<p>ECE: A minimum of three years full-time work experience, with one of those years after completing the above educational requirement. The work needs to be directly with children in a regulated early childhood setting.</p> <p>AS: A minimum of three school-years of work experience, with one of those years after completing the above educational requirement. The work needs to be directly with children in a regulated or approved K-8 afterschool program.</p>
Work Experience as an Instructor	<p>ECE and AS: A minimum of 20 clock hours in the previous year responsible for the professional development of adults, including mentoring and/or professional development coaching, through one-on-one contact, e-mail, written correspondence, or other means.</p>	<p>ECE and AS: A minimum of 40 clock hours within the past five years responsible for the professional development of adults, i.e. mentoring; professional development coaching; presenting at conferences, workshops or staff in-service professional development, including courses for-credit or non-credit.”</p>



Instructor Approval System Criteria (continued)

For instructors of non-credit learning courses and workshops

Instructor	Master Instructor
<p>ECE: A minimum of Level IV in the NJ Registry, with a Bachelors degree in Early Childhood Education, Child Development, Elementary Education or the equivalent, with a minimum of 12 credits in Early Childhood Education.</p> <p>AS: A minimum of Level IV in the NJ Registry, with a Bachelors degree in Early Childhood Education, Child Development, Elementary Education, Recreation, or the equivalent, with a minimum of 12 credits in Early Childhood Education, Elementary Education, or Recreation.</p>	<p>ECE: A minimum of Level VI in the NJ Registry, with a Masters degree in Education with an early childhood concentration in either the Masters or Bachelors program</p> <p>AS: A minimum of Level VI in the NJ Registry, with a Masters degree in Education or Administration in a related field, with a concentration in either the Masters or Bachelors program in Early Childhood Education, Elementary Education, or Recreation.</p>
<p>ECE: A minimum of three years full-time work experience with one year completed after the Bachelors degree, two of which need to have been directly with children in a regulated early childhood setting. Additional years may have been spent in an administrative position directly related to a regulated early childhood setting.</p> <p>AS: A minimum of three years full time work experience with one year completed after the Bachelors degree. The work needs to be directly with children in a regulated or approved K-8 afterschool program or in an administrative position directly related to a regulated or approved K-8 afterschool program.</p>	<p>ECE: A minimum of three years full-time work experience, two of which need to have been directly with children in a regulated early childhood setting. Additional years may have been spent in an administrative position directly related to a regulated early childhood setting.</p> <p>AS: A minimum of three years full-time work experience. The work needs to be directly with children in a regulated or approved K-8 afterschool program or in an administrative position in a regulated or approved K-8 afterschool program.</p>
<p>ECE and AS: A minimum of 100 clock hours within the past five years responsible for the professional development of adults, i.e. mentoring; professional development coaching; presenting at conferences, workshops or staff in-service professional development, including courses for-credit or non-credit.*</p>	<p>ECE and AS: A minimum of 300 clock hours within the past five years responsible for the professional development of adults, i.e. mentoring; professional development coaching; presenting at conferences, workshops or staff in-service professional development, including courses for-credit or non-credit.*</p>

* Courses given by new instructors may be approved if offered under the umbrella of an approved Sponsoring Agency

New Jersey Administrators' Credential Framework at a Glance			
Administrators Credential Level	ACL I	ACL II	ACL III
General Education	Non-Credit Bearing Directors' Academy	Credit Bearing Directors' Academy	AA or BA Degree with fifteen Credits in Early Childhood Education
Early Childhood Core Knowledge and Skills (I)	A minimum of thirty hours of knowledge and skills areas	A minimum of three credits of knowledge and skills areas	A minimum of three credits of knowledge and skills areas
Management Knowledge and Skills (I)	A minimum of ninety hours of knowledge and skills areas	A minimum of five credits with at least one point in each of three knowledge and skill areas	A minimum of five credits with at least one point in each of three knowledge and skill areas
Practicum Plus PDS, PIP, PPF (2)	A minimum of twenty-four hours to document knowledge of competencies*	A minimum of one credit of practicum to document knowledge of competencies (3)	A minimum of one credit of practicum to document knowledge of competencies (3)
Experience Working With Children	A minimum of one year	A minimum of one year	A minimum of one year
Management Experience	One Year of ECE management experience	One Year of ECE management experience	Two Years of ECE management experience
Professional Contributions (4)	A minimum of 2 professional activities in at least two contribution areas Total of four	A minimum of 2 professional activities in at least three contribution areas Total of six	A minimum of 4 professional activities in at least four contribution areas and evidence of specialized expertise Total of sixteen
Minimum NJ Registry Level	Level II	Level II	Level III

1. Knowledge and skill areas include: Historical and Philosophical Foundations, Child Growth and Development, Observation and Assessment, Personal and Professional Self-Awareness, Staff Supervision and Human Relations, Educational Programming, Oral and Written Communication, Health, Safety and Nutrition, Family Support and Community Relationships, Legal and Fiscal Management Concepts, Marketing and Public Relations, Program Operations and Facilities Management and Leadership and Advocacy

2. Competencies for non-credit bearing include: Program Administration Scale, Program Improvement Plan and Professional Resource File

3. Competencies for credit bearing include: Communication, Technology, Child Psychology, Human Development, Human Psychology, Developmental Psychology, Child Growth and Development, Child Observation and Assessment, Historical and Philosophical Foundations, Professionalism, Learning Environments, Principles of Financial Accounting, Principles of Marketing, Principles of Management, Organizational Management and Leadership, Supervision and Evaluation, Administration, Marriage and Family (Family Child Care), and Educational Research Projects

4. Contribution areas include: Service in a Leadership Role, Committee Membership and Participation, Presentation/Training, Advocacy, Program Improvement, Writing and Publication, and Research/Grant Writing

For further information, visit Professional Impact NJ website www.pinj.org.



The New Jersey Infant/Toddler Credential

Educational and Professional Development Options		Additional Requirements
<p>Options for Preliminary Educational Requirements</p> <ol style="list-style-type: none"> 1. 9 college credits related to NJ Infant/Toddler Credential Key Indicators* or 2. 120 approved non-credit professional development hours or 3. CDA or 4. BA in child development, human development, or related field 	<p>PLUS</p>	<p>Required 6 college credits <i>Social & Emotional Development: Infant Mental Health for Practitioners</i> (3 credits) and <i>Supervised Field Work in Infant and Toddler Settings</i> (3 credits)</p> <ol style="list-style-type: none"> 1. Portfolio demonstrating how knowledge is applied to program implementation (options for documenting competency—video, photo journal, written child study, ethical dilemmas) and 2. Documentation of appropriate work experience and 3. Advisor’s feedback on observation and field experience (course instructor or other appointed advisor) and 4. Two letters of recommendation: One from a parent in program and one from a supervisor (For family child care providers—2 letters from parents) and 5. Reflective personal essay and statement of commitment

* The NJ Infant/Toddler Credential Key Indicators are:

- Working with Infants and Toddlers in Diverse Settings (Child Development)
- Curriculum for Infants and Toddlers in Group Care
- Social & Emotional Development: Infant Mental Health for Practitioners
- Understanding Families and Communities
- Supervised Field Work in Infant and Toddler Settings

The NJ Infant/Toddler Credential will be effective for four years. To maintain the credential, candidates will be required to meet renewal criteria established by the Coalition for Infant and Toddler Educators (CITE).

“If a child is to keep alive an inborn sense of wonder, (s)he needs the companionship of at least one adult who can share it, rediscovering with him (her) the joy, excitement and mystery of the world we live in.”

—Rachel Carson

The Core Knowledge Areas with their Competency Levels

TARGET AUDIENCES

The Core Knowledge and Competencies is a resource to strengthen early care and education practices in New Jersey and to support all efforts leading to high quality early childhood, primary education, family child care, and afterschool programs. Use of the New Jersey Core Knowledge and Competencies benefits:

1. Program Administrators —inclusive of a variety of titles used in New Jersey’s early childhood, primary education, family child care and afterschool programs to describe the individual responsible for planning, implementing, and evaluating an early care and education program. The role of administrator covers both leadership and management functions. (directors, site supervisors, sponsors, owners, etc.)

2. Direct Service Professionals —providers of direct early care and education working in any environment serving children birth through age thirteen, including afterschool programs. (lead/head teachers, group teachers, teacher assistants, aides, volunteers, etc.)

3. Professional Support Staff —the direct service individual who provides specific health, social, and/or educational services to children and their families and direct service professionals (nurses, consultants, social workers, nutritionists, family workers, therapists, etc.).

4. Providers of Professional Development —approved instructors who provide on-going professional development and education including in-service or community-based professional development through private consultants, resource and referral agencies, two- and four-year accredited institutions and post-graduate work.

5. Regulatory/Policy/Funding Entities —those who regulate and/or make policies, as well as those who provide funding to the early care and education industry, including afterschool programs. (state leaders, DOE/DCF/DHS department heads, division heads, etc..)

6. Parents and the General Public —stakeholders concerned with or involved in quality early care and education for all children in their communities.

Information in the Core Knowledge and Competencies publication may be applied in concrete and practical ways such as:

- a) administrators, managers and leaders in the early childhood profession who are creating a learning community of children and adults that promotes optimal child development, healthy families, and prepared educators
- b) those involved in hiring early childhood education professionals
- c) centers, family child care providers and afterschool programs preparing for accreditation
- d) teacher educators planning programs to prepare early care and education professionals
- e) consultants to early care and education programs providing assessment and recommendations to enhance program quality
- f) regulatory agencies establishing and monitoring standards
- g) corporations sponsoring and supporting child care and early education programs
- h) individuals and groups preparing professional care career development plans
- i) families needing to make child care decisions
- j) individuals considering entering the field of early care and education



A Snapshot of Practical Applications of The Core Knowledge Document

Program Administrators

- Create job classifications
- Develop job descriptions
- Recruit and hire staff
- Evaluate, appraise and retain staff
- Plan professional development
- Set and monitor policies
- Guide and track career path
- Collect and interpret data

Direct Service Professionals

- Enter into the early childhood professional development system
- Guide career advancement
- Conduct a self-evaluation of professional growth within levels
- Explore options for professional growth across levels

Professional Support Staff

- Determine professional growth within levels
- Develop lesson plans for professional development provided to directors and caregivers
- Support and update information developed as guidance material for directors and caregivers
- Guide consultation and resulting recommendations to providers and caregivers

Regulatory/Policy/Funding Entities

- Influence recommendations provided to enhance quality in regulated child care and education programs
- Assess, evaluate, and maintain regulations and policies related to administrative and programmatic issues for the scope of child care and education programs
- Provide guidance to funders who support enhanced quality programs for children ages birth to 13

Providers of Professional Development

- Develop course work, professional developments/workshops and conferences
- Mentor, advise and counsel students
- Assess competency levels
- Disseminate research

Parents and Community Stakeholders

- Provide guidance to parents for developing an understanding of the scope of child care and early education
- Assist parents in making informed choices about child care and early educational opportunities for their children
- Garner support from the entire community for quality early care and education programs for all children

“Babies are such a nice way to start people.”

—Don Herold

Child Growth and Development

KNOWLEDGE BASE

Professionals providing early childhood education, primary education, family child care and afterschool care require knowledge of child growth and development to ensure developmentally appropriate practice for all children, including children with special developmental, linguistic, cultural, learning and medical needs. All children must have a safe and healthy learning environment that is both consistent and predictable as they grow and learn socially, emotionally, physically, cognitively, linguistically, and creatively.

A. Between birth and age eight, children have an enormous capacity to grow and learn that requires a specialized approach

1. Child development, although subject to different interpretations by different theorists, generally encompasses physical-sensory-motor, social-emotional, cognitive-intellectual, language, and creative development
2. As children grow, mature and gain experience, these aspects of development become more differentiated although still interdependent. These include social, emotional, physical, cognitive, linguistic, and creative aspects of development
3. Biological and environmental factors affect children's development

B. Growth, development, and learning are progressive.

1. Each stage has distinct characteristics
2. Development builds upon prior stages, occurs over a period of time, and varies from child to child
3. Children acquire knowledge in a spiraled and integrated fashion, moving from the simple to the complex

C. Optimal periods exist for certain types of development and learning in areas such as language, fine and gross motor, social/emotional, and cognitive/intellectual areas.

Development proceeds at varying rates from child to child. Individual variations are expected and valued.

1. The amount of time it takes to transition from one stage to the next is unique to the individual child
2. Children's pattern of development through a stage is dependent upon individual capabilities, personal aptitudes, individual learning styles, culture, and life experiences

D. Children are active learners, drawing on direct physical and social experience, as well as culturally-conveyed knowledge, to construct their own understandings of the world around them.

E. Play provides the opportunity for children's individualized social, emotional, creative, physical, and cognitive development. Through play, children acquire and practice skills to function and make positive contributions to their community.

1. Child-initiated, teacher-supported play is an essential component of appropriate practice
2. As they explore their community and the world around them, children develop sensory, perceptual, and cognitive understandings and skills
3. Children develop both small-muscle and large-muscle coordination best through play
4. Children develop positive and effective communication skills as they interact with their peers, other children and adults
5. Children develop the ability to think and solve problems as they play
6. Children develop creativity as they use their imaginations to create new possibilities and solve problems

F. Development and learning occur in and are influenced by social and cultural environments.

1. Children grow, learn, and develop in a variety of family structures. These may include a mother and father, single parents, grandparent guardians, lesbian or gay parents, interracial parents, adoptive families, step-families and a wide range of possible constructions
2. With adult support, children are capable of learning to successfully function in more than one cultural environment
3. Children's learning is enriched in settings that reflect, accept and explore diversity, including ethnicity, family structure and cultural practices (and any other areas of difference)

G. In an environment of mutual respect, nurturing adults promote healthy learning and development.

1. Children acquire feelings of competence and self-worth, which enable them to develop self-regulation and take initiative
2. Children learn to interact effectively in a social environment



H. Children demonstrate learning and development in a variety of ways; therefore assessment must mirror the ways children learn and develop.

1. Professionals must be able to recognize and understand the variety of ways that children display developmental milestones
2. Professionals need to know and understand how to assess children's development
3. Professionals use a wide variety of assessment tools to accurately and fully document the growth and development of each child. Methods may include, but are not limited to, cumulative portfolios of children's work, recorded observations of children (teacher's reflective journals about children and anecdotal narratives) and formal evaluations through testing by professionals when deemed appropriate
4. All assessments of children must be confidential
5. Parents/guardians must be an integral part of the educational team in the assessment process

CHILD GROWTH AND DEVELOPMENT COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Child Growth and Development:

Level IA & Level IB

- a) know that there are developmental stages of childhood
- b) recognize the importance of play in children's growth and development
- c) recognize, respect and support each child's needs and individual differences
- d) know that there are legal requirements for children with special developmental, cultural, learning and medical needs
- e) understand the importance of a language-rich environment

Level IIA, Level IIB and Level IIC – *All competencies in previous level plus:*

- a) demonstrate understanding of the developmental stages of childhood and variations in growth and development
- b) understand that children develop skills and abilities through play
- c) be familiar with methods to support and address individual children's developmental needs
- d) with support, exhibit appropriate inclusive practices for children with special needs
- e) recognize that a variety of strategies are used to support children's growth and development

Level III – *All competencies in previous levels plus:*

- a) plan and implement developmentally appropriate activities for assigned groups
- b) provide diverse experiences to enhance language development
- c) support the social/emotional aspects of development through responsive interaction with each child and his/her family and through teaching social skills

Level IV – *All competencies in previous levels plus:*

- a) be responsible for individualized goal-setting and curriculum planning
- b) implement classroom curriculum that addresses and integrates all areas of growth and development

Level V – *All competencies in previous levels plus:*

- a) recognize the unique developmental needs of individual children through the program curriculum
- b) promote language development by integrating diverse language experiences into all areas of the program curriculum

Level VI – *All competencies in previous levels plus:*

- a) understand the fundamentals of child growth and development principles and applications
- b) understand current child growth and development research and its application to curriculum and overall programming

Level VII – *All competencies in previous levels plus:*

- a) apply thorough understanding of child growth and development to create quality programs for all ages served
- b) encourage and support child growth and development research
- c) initiate and conduct child growth and development research



Curriculum

KNOWLEDGE BASE

Curriculum refers to carefully selected materials and thoughtfully planned activities to support children in acquiring and constructing skills, concepts, attitudes and dispositions through their interactions with adults and other children. Knowledge of content areas informs decisions and guides the development of curriculum. Content areas typically refer to the organized bodies of knowledge, concepts, and skills associated with language, the arts, science and technology, mathematics, social sciences, health and physical education, and social/emotional experiences. Curriculum promotes not only the acquisition of skills but also the disposition to use these skills and to continue learning.

The foundation of curriculum planning and implementation is established through the knowledge of child growth and development. Effective educational programs create environments that reflect the cultural diversity of families and society. They provide developmentally appropriate activities and experiences that foster growth in social, emotional, physical, cognitive, linguistic, and creative development for each child. Curriculum content and the learning environment are interdependent in providing developmentally appropriate early childhood programs. Curriculum planning is also dependent on ongoing observation and assessment of each child's learning and development within the group. Assessing and teaching comprise a circular process. When children are assessed as part of the teaching-learning process, the information is used to assist classroom staff to build curriculum and modify instructional practices. In this way, curriculum is reflective not only of the ages and stages of the children but also of the individual strengths and interests of each child. Success in one curricular area influences success in other curriculum areas.

A. Since children vary in background, development, learning styles, and interests, learning environments must offer a variety of approaches to enable all children to acquire and construct knowledge, skills, and understanding. Effective strategies include:

1. hands-on, real-life experiences integrated into projects and activities that encourage curiosity, critical thinking, and problem solving
2. opportunities for exploring and interacting with materials in the learning environment that are individually-suited and age-appropriate
3. opportunities for actions and interactions between and among children and adults

B. A responsive, healthy learning environment and its associated curriculum are based upon:

1. implementing professionally accepted principles of child growth, development and learning
2. conducting ongoing observations and authentic assessments of children's learning
3. adapting the physical environment and planning activities to foster growth in all areas of development
4. ensuring physical safety
5. promoting feelings of confidence, competence, and self-worth through social interactions and recognition of group and individual accomplishments
6. encouraging decision-making and choices within social, emotional, physical, cognitive, and creative contexts
7. recognizing, respecting and reflecting cultural and family diversity in activities and materials
8. providing opportunities for all children to explore, construct, and create using two-and three-dimensional materials
9. providing a balance between active and quiet times, social and private times, making individual choices and following the lead of others, and helping others and being helped

C. Curriculum provides opportunities for effective communication among children and adults. Effective communication is characterized by:

1. mutual trust and respect for diverse values, interests, attitudes, expectations, families and cultures of other individuals
2. active listening
3. appropriate responses that extend and enrich the child's verbal and nonverbal language and communication skills
4. awareness of and willingness to overcome communication barriers

D. The development of social skills is an essential part of the curriculum, and is facilitated when adults:

1. provide opportunities for individual, small group, and large group activities
2. support cooperative play and team building
3. promote and model positive strategies for conflict resolution



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4. encourage problem solving in social relationships
 5. foster a sense of community within and beyond the classroom
 6. foster an environment where children are encouraged to take learning risks

E. Children require opportunities to use language in a supportive environment that encourages the development of enhanced language and literacy skills. This can be accomplished by:

1. providing children with an active program with daily opportunities to converse with each other and with adults while engaged in a variety of informal and formal activities
2. providing a language-rich environment that promotes children's emerging literacy skills
3. using a variety of strategies to extend children's real lives and meaningful experiences
4. modeling appropriate language and expressions in response to children's learning
5. building rich partnerships with families and community resources
6. providing opportunities for children to express their knowledge and observation in all areas of the curriculum

F. Literacy is more than just learning to read and write. It is a complex and dynamic process that incorporates listening, talking, viewing, visually- representing and thinking skills. Children need developmentally appropriate experiences and instruction to support literacy learning such as:

1. sharing books with children individually and in small groups
2. providing appropriate materials to support literacy development
3. modeling reading and writing behavior
4. providing opportunities to engage in play that incorporate literacy tools such as making signs for block structures, writing restaurant orders in dramatic play, or book-making
5. talking about what is read and focusing on the sounds and parts of words as well as the meaning
6. using teaching strategies that enhance phonemic awareness such as songs, fingerplays, rhymes, games, poems, and stories
7. integrating components of math, science and technology to build upon emergent literacy

G. Literacy development provides the strong foundation necessary to support math, science, technology, creative arts, and health and physical education. These are all necessary components of a high-quality curriculum.

CURRICULUM COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Curriculum:

Level IA & Level IB

- a) recognize the importance of ensuring each child's safety and well-being at all times
- b) participate in carrying out daily routines
- c) speak, write and read clearly and fluently
- d) be familiar with and assist with implementing planned curriculum

Level IIA – *All competencies in previous level plus:*

- a) implement activities under supervision
- b) with assistance, modify environments and structure experiences based on the needs of individual children

Level IIB & Level IIC – *All competencies in previous levels plus:*

- a) manage a classroom as a member of a team
- b) use resources such as the Department of Education Preschool Teaching & Learning Expectations: Standards of Quality and the NJ Core Curriculum Content Standards, National Association for the Education of Children (NAEYC), National School-Age Care Alliance (NASA) Standards For Quality School-Age Care, National Association for Family Child Care (NAFCC)

Level III – *All competencies in previous levels plus:*

- a) plan and implement activities as a member of a teaching team
- b) structure a classroom environment that supports the development of self-awareness and understanding of families, friends, and community
- c) establish and maintain an environment that facilitates self-discipline in a nurturing atmosphere while showing appreciation for individual differences
- d) create an environment that reflects appropriate professional practice and the overall program philosophy
- e) support curriculum that includes modifications and adaptations for children with disabilities, appreciation for similarities and differences, and validates the heritage, family and culture of each child
- f) develop an environment in collaboration with other members of a teaching team that embeds health and safety into daily practices and routines, and demonstrates effective use of physical space



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- g) adhere to emergency procedures as a shared responsibility with program staff, and ensure these procedures are posted for use by staff, volunteers, and substitutes

Level IV – *All competencies in previous levels plus:*

- a) develop curriculum that reflects Department of Education Preschool Teaching & Learning Expectations: Standards of Quality and NJ Core Curriculum Content Standards, National Association for the Education of Children (NAEYC), National School-Age Care Alliance (NASA) Standards For Quality School-Age Care, National Association for Family Child Care (NAFCC)
- b) plan and implement curriculum that advances all areas of children’s learning and development daily
- c) conduct ongoing developmentally appropriate assessment of children’s learning and development to inform instructional practices
- d) ensure a safe, healthy, and inclusive learning environment for children which complies with all legal and regulatory mandates and is consistent with professional guidelines and best practice
- e) implement and ensure an inclusive program environment that supports child development and learning, and positive relationships across the classroom, all families, and the community
- f) develop and maintain supportive relationships with children and staff, through the implementation of developmentally appropriate techniques of guidance and group management
- g) assess, review, and secure developmentally appropriate materials for program implementation
- h) support and/or assist administration in evaluating program effectiveness
- i) support and/or assist administration in establishing and maintaining a safe and healthy facility and learning environment
- j) develop and monitor action plans based on program evaluation

Level V – *All competencies in previous levels plus:*

- a) review and interpret data, tools, techniques and practices for assessing program operations to ensure that children’s developmental needs are met
- b) use appropriate techniques of guidance and group management to develop and maintain supportive relationships with children and staff
- c) oversee and provide direction for best practice and programs that advance all areas of children’s learning and development

Level VI – *All competencies in previous levels plus:*

- a) develop, review and interpret data, tools, techniques and developmentally appropriate practices for assessing and enhancing program operations to ensure that all children's developmental needs are met
- b) research and communicate findings for curriculum enhancement

Level VII – *All competencies in previous levels plus:*

- a) understand fundamentals of curriculum principles and applications
- b) encourage and support research in curriculum development and implementation
- c) initiate and conduct research in curriculum development and implementation



Family and Community Relationships

KNOWLEDGE BASE

Families are the primary context for children's development and learning. Early childhood, primary education, family child care, and afterschool programs provide the vital secondary contexts for children's growth and development. Partnerships with families and the community are essential for effective programs. Families are highly diverse in structure and internal dynamics. They are constructed in many ways (a mom and a dad, single mom/dad, grandparents as guardians, interracial, lesbian or gay parents, step-families, blended families, adoptive families and a host of other configurations) and need to be reflected in the daily lives of children in early care and education settings. Communities are dynamic and expand the context for children's development. Professionals demonstrate the ability to communicate effectively with families and community, educating and including them in the importance of quality early childhood programming.

A. Children develop and learn best when professionals:

1. respect, appreciate and represent the family and culture of each child
2. provide continuity of expectations and experiences between a child's family and the educational program
3. build partnerships with family members in which each recognizes the valuable contributions of the other
4. involve family members actively and meaningfully in program planning, activities, and evaluation
5. provide educational experiences that include each child's language and family/home culture
6. promote the value of open and inclusive environments

B. Effective partnerships with family and community are characterized by:

1. mutual trust and respect for the values, attitudes, expectations, and culture of other individuals
2. awareness of and willingness to support each individual family's involvement
3. use of language that can be understood by all
4. connection of families to services and opportunities in their community

C. Educational programs that are an integral part of the community benefit children, families and the broader community

FAMILY AND COMMUNITY RELATIONSHIPS COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Family and Community Relationships:

Level IA & Level IB

- a) recognize the family as the primary context for a child's development and learning and become a partner in the child's care and education
- b) be respectful of and value diversity
- c) maintain confidentiality for individual children and families
- d) relate positively to all children and their families
- e) be aware of strategies that support unique needs of children and families as related to family and cultural backgrounds
- f) understand the legal requirements to recognize and report suspected cases of child abuse or neglect, pursuant to the Child Abuse and Neglect Law (see N.J.S.A. 9:6-8.9, 8.10, 8.13 and 8.14)
- g) communicate with families and community members in a manner consistent with program policies, procedures and philosophy

Level IIA, Level IIB & Level IIC – *All competencies in previous level plus:*

- a) be aware of and value language and cultural diversity and relate positively to children, families, and communities
- b) support unique needs of children and families as related to family and cultural backgrounds
- c) develop skills and techniques for appropriate discussions with parents/guardians
- d) represent all families in classroom activities and home/school communications
- e) assist with and model administrative responsibilities related to the daily operation of early child care, primary education, family child care, and afterschool programs
- f) build five "protective factors" as defined in Strengthening Families Initiative to strengthen families and prevent child abuse and neglect

Level III – *All competencies in previous levels plus:*

- a) demonstrate respect for, value the diversity of and make visible all family structures, lifestyles and the cultural backgrounds of the children and families served
- b) model respect for linguistic and cultural diversity and relate positively to children and families in the broader community
- c) establish effective communication strategies inclusive of all families both verbally and in written materials



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- d) share strategies that support unique needs and strengths of children and families as related to family and cultural backgrounds
 - e) demonstrate an understanding of the family as the primary context for children's development and learning
 - f) share information with families on child's progress through scheduled and on-demand conferences
 - g) encourage parents to advocate for their children's and families' needs
 - h) collaborate with other members of the teaching team to plan experiences for children that facilitate the development of knowledge about the community as well as interaction between children and community

Level IV – *All competencies in previous levels plus:*

- a) respect and accommodate differences in families and cultural backgrounds in planning schedules and activities
- b) adapt teaching roles and strategies to reflect differences in children's needs as related to family and cultural backgrounds
- c) develop trust and respect by establishing and maintaining positive and confidential communication and collaborative relationships with families
- d) identify and use community resources to promote collaboration
- e) demonstrate an understanding that families come in different forms and cultural backgrounds
- f) select materials and incorporate activities to enrich the experience of all children and involve families when appropriate
- g) provide resources and support to families in making decisions related to their parenting practices and their child's development and learning
- h) communicate regularly with family members and colleagues, involving them in discussions and decisions regarding their children, program and philosophy

Level V – *All competencies in previous levels plus:*

- a) utilize a range of strategies to incorporate the differing cultural contexts of children and their families into the daily program
- b) commit to regular and ongoing opportunities for family involvement in the program
- c) develop programs for children reflective of the families and community served
- d) provide appropriate resources, using referrals when necessary
- e) establish a leadership role in strengthening communication among staff, families, colleagues and the community

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- f) demonstrate leadership on ethical issues related to children and families
 - g) develop partnerships with the broader community to support children and families
 - h) understand the roles and responsibilities of different types of boards and advisory councils

Level VI – *All competencies in previous levels plus:*

- a) provide opportunities for family involvement in program's decision making processes
- b) ensure that all families and cultures are equally included in the classroom and curriculum
- c) evaluate and recommend programs for children from varied cultural and linguistic backgrounds
- d) be conversant with major theories, current research and issues in early care and education linked with effective family involvement
- e) advocate for and promote accessible and affordable high quality programs and services for families and children on local, state, and national levels
- f) collaborate with colleagues and the community to improve programs and practices for young children and their families
- g) meet regularly with board and advisory councils (when applicable)
- h) develop and implement a public relations plan including public speaking opportunities
- i) research and communicate findings for family and community relationships

Level VII – *All competencies in previous levels plus:*

- a) be knowledgeable of and understand the fundamental principles of family and community relationships and their applications
- b) encourage and support research in family and community relationships
- c) initiate and conduct research in family and community relationships



Assessment and Evaluation

KNOWLEDGE BASE

Assessment and evaluation of children, personnel, and programs are necessary to identify strengths and to determine areas needing improvement. Assessment is conducted over a period of time while maintaining confidentiality. Information is gathered through a variety of methods. Assessment and evaluation of data is used in an ethical manner when making decisions about future planning, intervention, referrals, and/or teaching strategies. All efforts are made to avoid labeling and stereotyping.

A. Authentic assessment is conducted through objective observations of a child in a natural situation using a variety of techniques, such as:

1. running records, anecdotal records, time samplings, event samplings, and observational checklists
2. individual portfolios containing samples of the child's work and play, including drawings, paintings, constructions or other art work; journals, stories/dictation or other samples of writing; examples of projects related to the child's interests, play, or content areas; photos, video and audio tapes of the child engaged in activities

B. Information is obtained from the child's family including family members, the child's activities, interests, and behavior; the child's development and health from birth to the present; and pertinent family information

C. Formal standardized assessment instruments should be used only in conjunction with other assessment tools based on the need for specific individual information

D. Assessment information is analyzed and interpreted in collaboration with all persons involved with the child

E. Assessment and evaluation of personnel is a collaborative and circular process of setting and evaluating goals for ongoing development to improve professional practices

F. Assessment and evaluation of programs is completed by all stakeholders to ensure goals for children and program personnel are being met

G. Realistic action plans are based on findings of timely assessment and evaluation

ASSESSMENT AND EVALUATION COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Assessment and Evaluation:

Level IA & Level IB

- a) communicate information to supervisor for assessment process by sharing personal observations and interactions with children
- b) participate in action plans for program improvement relative to job responsibilities and as requested by supervisor
- c) maintain confidentiality of children's information and other confidential records, such as assessment and evaluation records
- d) maintain daily classroom records as needed such as diapering, accidents, bites, sun block, lunches, attendance and all other documentation as required

Level IIA – *All competencies in previous levels plus:*

- a) demonstrate an understanding of the assessment process for children, personnel, and program goals and requirements
- b) assist with maintaining individual child portfolios by filing work samples and other materials/entries as appropriate
- c) demonstrate an awareness of the Individual Family Service Plan, Individual Education Plan or 504 Plans for children with disabilities
- d) gather samples of child's work and play for individual child portfolios as a part of the team

Level IIB & Level IIC – *All competencies in previous levels plus:*

- a) observe children on a regular basis and record information, as a shared responsibility of the classroom teaching team

Level III – *All competencies in previous levels plus:*

- a) collaborate with colleagues on maintaining individual child portfolios and devising system for sharing contents with parents/guardians
- b) interpret assessment information on children, seeking input from others involved and assistance when needed
- c) adhere to the Individual Family Service Plan, Individual Education Plan or 504 Plans for children with disabilities
- d) consult regularly with professionals who provide services for children with special needs



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- e) refer children for professional evaluation, as needed, after consultation with classroom teaching team, other staff, supervisor and child's family, in compliance with procedural documents

Level IV – All competencies in previous levels plus:

- a) initiate process to develop and maintain child portfolios
- b) interpret child data and develop action plans based on findings, seeking input and assistance when needed
- c) supervise and provide feedback regarding staff as appropriate
- d) participate in review of program's assessment practices/procedures and contribute to revisions of process as needed

Level V – All competencies in previous levels plus:

- a) review and interpret children's assessment/evaluation data with team to ensure that each child's developmental needs are met and to maintain informed practices
- b) demonstrate an awareness and understanding of assessment tools and processes that may be used in educational programs and acquire knowledge of their appropriate use, administration, and effective interpretation (child assessment and program assessment)
- c) assess and evaluate program and develop action plans for areas in need of quality improvement, based on data findings
- d) review program's assessment practices/procedures and revise process as necessary
- e) supervise and participate in evaluation of staff by mutually developing recommendations for a professional growth plan

Level VI – All competencies in previous levels plus:

- a) develop and implement a system for tracking program's success rate in achieving program mission and identified goals for children
- b) oversee performance appraisals and professional growth plans for all personnel
- c) adhere to timely evaluation cycles as outlined in policy manual

Level VII – All competencies in previous levels plus:

- a) be knowledgeable of and understand the fundamentals of assessment and evaluation principles and their application
- b) encourage and support research in assessment and evaluation
- c) initiate and conduct research in assessment and evaluation

“The purpose of life is to discover your gift. The meaning of life is to give it away.”

—David Viscott

Professionalism and Leadership

KNOWLEDGE BASE

Professionalism and leadership in early care and education, primary education, family child care, and after-school programs focus on integrating quality standards and practices in the development, implementation, and management of educational programs. Everyone, in all capacities, influences quality care and education and exercises leadership. Professional leaders make decisions concerning program planning and practice based on current federal, state, and local laws and regulations, quality standards of the field and the dynamics of the cultural background of the community served.

Professionalism reflects commitment to professional knowledge, continuing professional development, advocacy and leadership, and The NAEYC Code of Ethical Conduct.

- A. Professionalism and leadership require knowledge and competency in all areas of child growth and development, educational strategies, and the skills to develop, implement, and manage high-quality programs
- B. Professionalism and leadership require a commitment to ongoing professional development for all staff to enhance skills and the ability to explain professional practice as it relates to research, theory, and professional guidelines and standards
- C. Professionalism and leadership promote leadership skills that advocate for high quality programs
- D. Professionalism and leadership require the use of research data to impact legislative and regulatory systems for the advancement of the field as well as to promote policies which positively impact children, families and professionals
- E. Professionalism and leadership promote effective communication with staff, families, and the broader community
- F. Professionalism and leadership require integration of reflective teaching practice into daily program operations
- G. Professionalism and leadership require a commitment to The NAEYC Code of Ethical Conduct
- H. Professionalism and leadership involve the ability to interact with colleagues, families, board members, and community and to build authentic partnerships and collaborative relationships

PROFESSIONALISM AND LEADERSHIP COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Professionalism and Leadership. These competencies serve as the basis of the Professional Impact NJ Administrators' Credential.

Level IA & Level IB

- a) support and promote staff and personal professional development in accordance with Professional Impact NJ Core Knowledge and Competencies Areas
- b) develop an understanding of and comply with all legal and regulatory mandates related to daily practice
- c) demonstrate effective communication and interpersonal skills with children, families, adults, and community
- d) show awareness of and compliance with program philosophy
- e) be knowledgeable of NAEYC's Code of Ethical Conduct & Statement of Commitment
- f) begin to engage in reflective practices, create goals for self, and develop a plan with input from supervisor to participate in ongoing professional development activities
- g) understand the need for and maintain confidentiality at all times
- h) be familiar with and understand policies, procedures and practices required by state laws and local regulatory agencies that promote a safe, healthy, and an inclusive learning environment for children and staff
- i) be aware of and understand requirements pursuant to the Child Abuse and Neglect Law and personal obligation for reporting
- j) participate in a collegial work environment with two-way communication, team building and collaboration
- k) begin to develop a personal educational philosophy

Level IIA & Level IIB – *All competencies in previous level plus:*

- a) demonstrate a commitment to NAEYC's Code of Ethical Conduct
- b) acquire additional knowledge and competencies through participation in staff development, involvement in professional organizations, reading professional journals and publications and formal course work
- c) provide feedback in planning, assessing and evaluating the program
- d) evaluate daily classroom experience through reflective conversation with supervisor
- e) model reflective practice



Level IIC – All competencies in previous levels plus:

- a) articulate personal educational philosophy
- b) continue participation in professional organizations
- c) advocate for children and families with colleagues and in the community

Level III – All competencies in previous levels plus:

- a) demonstrate collaborative behavior and teamwork in meetings and consultations with co-workers
- b) evaluate daily classroom experience based on reflective practice with the classroom teaching team
- c) continue professional development activities for self
- d) support professional growth of Levels I and II staff through periodic staff meetings and other activities
- e) use existing resources effectively and access new resources
- f) understand and apply knowledge of theories of child growth, development and learning
- g) serve as coach, mentor and a resource for less experienced staff

Level IV – All competencies in previous levels plus:

- a) advocate for high quality programs and services for all families and children at local, state, and national levels
- b) provide leadership through developing and implementing action plans to fulfill the program's vision
- c) support child development, learning, and positive relationships across the classroom, program, families, and the community
- d) contribute to goal setting/professional development plans
- e) recognize and promote leadership potential among staff through advising and mentoring opportunities
- f) use and model reflective practice for ongoing professional growth of self and staff

Level V – All competencies in previous levels plus:

- a) create and implement organizational action plans with common goals
- b) build professional partnerships with program staff and community resources
- c) create environment and activities for building partnerships with families and communities
- d) demonstrate leadership by supporting professional growth and development of others in the field

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- e) develop and/or implement policies, procedures and practices required by federal and state laws and regulations
 - f) create and implement a safe, healthy, and inclusive learning environment for children in compliance with all legal and regulatory mandates and consistent with professional guidelines and best practices
 - g) integrate child development theory and practice using current knowledge of research and reflections
 - h) ensure a collegial work environment, two-way communication and team building and collaboration
 - i) communicate effectively, both verbally and in writing, regarding issues affecting early care and education programs
 - j) participate in ongoing professional growth activities on local, state, and national levels

Level VI – *All competencies in previous level plus:*

- a) provide leadership through strategic planning (vision, mission and action steps) and assume responsibility for implementation
- b) assume primary responsibility for establishing safe and healthy learning environments that comply with legal and regulatory mandates and are consistent with professional guidelines and best practice
- c) establish organizational climate that fosters child development, learning and positive relations within the organization and community
- d) collaborate with colleagues and others to improve programs and practices for young children and their families
- e) be a spokesperson on ethical issues related to children and families
- f) promote coordinated, accessible and affordable quality services for children and families
- g) develop and implement personnel practices that promote professional development that affects change
- h) understand diverse adult learning styles
- i) oversee ongoing professional growth plan for staff and yourself
- j) access and distribute information regarding tax laws that affect personnel and families in early care and education programs
- k) advocate for public policy that promotes quality early education and care



Level VII – *All competencies in previous levels plus:*

- a) be knowledgeable of and understand fundamental principles of professionalism and leadership and their applications
- b) encourage and support research in professionalism and leadership
- c) initiate and conduct research in professionalism and leadership
- d) understand the interrelationship of early childhood systems
- e) be responsive to a changing world (events, innovations, attitudes, research) and its impact on early childhood practice

“Learning, I become someone new. Now we need a new definition of self:
I am not what I know, but what I am willing to learn.”

—M.C. Bateson

Program Organization and Management

KNOWLEDGE BASE

Research substantiates that skilled administrators understand federal, state, and local legal and regulatory requirements establishing safe, nurturing, inclusive, and enriching programs and ensures compliance with state and local guidelines. This includes program policies and procedures that support all staff and ensures quality care and education for all children. Knowledge and skills are required regarding policies and procedures related to leadership, management, fiscal accountability, health, nutrition, and safety, personnel, and program evaluation. Competency in the area of Program Organization and Management will continually support and promote strategic planning consistent with the mission and vision of the program.

PROGRAM ORGANIZATION AND MANAGEMENT COMPETENCY LEVELS

Early childhood, primary education, family child care, and afterschool program professionals shall demonstrate the following competencies in Program Organization and Management. These competencies serve as the basis of the Professional Impact NJ Administrators' Credential.

Level IA & Level IB

- a) develop an understanding of and comply with all legal and regulatory mandates related to daily practice
- b) demonstrate and articulate effective communication and interpersonal skills with children, families, adults, and community
- c) understand and maintain confidentiality at all times
- d) understand and implement policies, procedures and practices required by state laws and regulatory agencies that promote a safe and healthy learning environment for children and staff, including emergency procedures

Level IIA & Level IIB – *All competencies in previous level plus:*

- a) learn to set up and maintain daily record keeping of information required pursuant to Chapter 122 Manual of Requirements for Child Care Centers and Chapter 126 Manual of Requirements for Family Child Care Registration
- b) follow established program policies for the handling of money, official documents, or vouchers
- c) maintain a collegial work environment, two-way communication, team building and collaboration

Level IIC – All competencies in previous levels plus:

- a) collaborate as a team member in establishing policies and procedures for the program
- b) identify and use existing and new resources effectively

Level III – All competencies in previous levels plus:

- a) demonstrate collaborative behavior and teamwork in regularly scheduled meetings and consultations with co-workers
- b) facilitate professional growth of less experienced staff through periodic staff meetings and activities that adhere to established policies
- c) conduct reflective practice in providing feedback to less experienced staff that ensures program compliance
- d) serve as mentor, coach, and resource for less experienced staff

Level IV – All competencies in previous levels plus:

- a) develop action plans in accordance with all federal, state and local regulatory agencies
- b) establish an inclusive program environment that holistically supports each child and their family
- c) allocate resources (personnel, budget, grants, community) that contribute to goal setting and professional development plans for staff
- d) demonstrate effective administrative skills related to daily *operation of an educational program*

Level V – All competencies in previous levels plus:

- a) evaluate program action plans and common goals
- b) create and implement safe, healthy, and inclusive learning environments that comply with all legal and regulatory mandates and are consistent with professional guidelines and best practice
- c) effectively communicate, both verbally and in writing, about issues that affect early care and education
- d) advocate about ethical issues related to children and families that directly impact local, state, and federal policies



Level VI – *All competencies in previous levels plus:*

- a) develop program practices and procedures responsive to federal, state, and local laws and regulations
- b) develop recommendations regarding financial and legal resources in the community that affect families, children and program effectiveness
- c) advocate public policy that promotes quality early care and education by analyzing internal and external programs and policies and making appropriate and timely recommendations for change

Level VII – *All competencies in previous levels plus:*

- a) be knowledgeable of and understand fundamentals of program organization and management principles and their applications
- b) encourage and support research in program organization and management
- c) initiate and conduct research in program organization and management

“Education is the most powerful weapon which you can use to change the world.”

—**Nelson Mandela**

Health, Safety, Nutrition and Physical Activities

KNOWLEDGE BASE

Meeting health, safety, and nutritional needs of children is a very important component of early care and education programs. Consideration to health (physical, social-emotional, nutritional, oral, environmental and spiritual) should be an integral component in partnering and supporting families so that their children grow healthy and ready to succeed. This can be accomplished when early care and education professionals:

- 1) provide nutritious food that meets metabolic, growth, and energy needs and physical activity and movement experiences on a daily basis
- 2) keep children safe from hazards and potential injuries including both unintentional injuries (falls from swings and slides) and intentional injuries (aggressive acts such as biting and hitting)
- 3) protect children from infectious diseases (measles, meningitis, hepatitis, and gastroenteritis) and minimize the transmission of common infections and the potential for serious infectious diseases
- 4) establish policies and practices promoting partnerships among early care and education professionals, families, and health professionals to support healthy lifestyles
 - A. Health, safety, nutrition, and physical activity policies must comply with state child care regulations and requirements and strive to meet national health and safety performance
 - B. Routine observations identify and minimize program hazards and reduce the risk of injury
 - C. Current environmental recommendations and sanitary practices will reduce the spread of infectious disease
 - D. Physical well being of children and families is promoted by providing and monitoring ongoing preventive health services and managing acute and chronic illness. This can be addressed by documenting and maintaining information regarding:
 1. children's health and development (medical, mental, nutritional, and oral health)
 2. staff health that affects job performance or poses a risk to other individuals
 3. family health issues that pose a risk to children or adults in child care
 - E. Health records and information on each child are accurately maintained and recorded and ensure individually appropriate care. These records include:
 1. up-to-date immunizations and screenings
 2. individualized medication administration and injury logs or reports
 3. health and nutrition management plans for conditions (allergies, asthma, physical, developmental, behavioral) that require specialized care

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- F. Emotional well-being of children and their families is supported by positive relationships that involve:
 - 1. inviting families to share information about their family, their children's needs and their aspirations for their children
 - 2. providing parenting information on relevant topics (preventive health services, nutrition, physical activity, sleep patterns, conflict resolution, discipline and others) routinely and when requested by staff and families
 - 3. linking families to services and opportunities as needed
 - 4. encouraging family members to address their needs appropriately by referring them to community resources (economic supports, food pantries, mental health services, domestic violence services, community support systems, legal assistance)
 - G. Promote developmentally appropriate, healthy daily habits for children (tooth brushing, toileting, hand washing, resting, eating healthy, being physically active, mastering self-help skills, managing stress)
 - H. Develop emergency preparedness policies, procedures, and practices
 - I. Report child abuse and neglect as mandated
 - J. Maintain confidentiality of staff and children's records with written policies that ensure information will not be disclosed without written consent of parent/s, legal guardian/s or staff

HEALTH, SAFETY, NUTRITION AND PHYSICAL ACTIVITIES COMPETENCY LEVELS

Early childhood, primary education, family child care and afterschool program professionals shall demonstrate the following competencies in Health, Safety, Nutrition and Physical Activities:

Level IA and Level IB

- a) identify health, safety, nutrition and physical activity standards
- b) recognize and report potential hazards in program environment
- c) define and perform recommended sanitary practices that prevent and reduce the spread of disease
- d) have knowledge of health considerations for each child
- e) be knowledgeable of issues related to excludable and reportable communicable diseases
- f) support management of acute and chronic illness in children
- g) foster emotional growth and health of children and their families
- h) support developmentally appropriate essential daily health habits



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- i) understand and implement program emergency preparedness plan
 - j) recognize signs and symptoms of child abuse and neglect
 - k) comply with center policies for mandatory reporting of child abuse and neglect
 - l) maintain confidentiality for all children, families and staff

Level IIA, Level IIB and Level IIC– *All competencies in previous levels plus:*

- a) regularly review health and safety practices for compliance
- b) implement health and safety practices to reduce injury and illness
- c) determine what health notifications must be shared with families and staff
- d) record appropriate health information regarding day-to-day issues (accident reports, bites)
- e) collect information on community resources and make available to families as needed
- f) incorporate health, safety, nutrition, and physical activities in the daily curriculum

Level III – *All competencies in previous levels plus:*

- a) support and advocate for healthy and safe early care and education programs
- b) assess the environment for health and safety hazards
- c) evaluate current practices for conformity with local and national health and safety performance standards for child care and institute corrective actions where needed
- d) design processes to ensure appropriate exchange of staff and child health information in compliance with confidentiality policies and procedures
- e) document a plan for meeting health care needs of individual children
- f) assess effectiveness of relationships with families regarding health issues
- g) evaluate program's emergency preparedness plan to determine relevance, scope, and feasibility
- h) evaluate and ensure consideration of health, safety, nutrition, and physical activity issues in planning the overall program

Level IV – All competencies in previous levels plus:

- a) assume responsibility for program's health, safety, nutrition and physical activity practices and compliance with state and national standards
- b) establish and monitor infectious disease control practices
- c) ensure appropriate health information is recorded in children's records and shared with families and staff as appropriate
- d) consult with pediatric health professionals and community safety experts on health, safety, nutrition and physical activity practices and issues relevant to program operation

Level V – All competencies in previous levels plus:

- a) support and advocate healthy and safe early childhood programs
- b) assess policies and procedures for continuous monitoring of environment for health and safety hazards
- c) oversee program-wide evaluation of current practices for effectiveness and conformity with national health and safety performance standards and institute corrective actions where needed
- d) design and monitor processes to ensure appropriate exchange of staff and child health information and for meeting health care needs of individual children
- e) analyze policies and support systems that minimize staff illness and injury

Level VI – All competencies in previous levels plus:

- a) create policies and procedures embedding state and national recommendations for health, safety, nutrition, and physical activity practices
- b) encourage staff and families to utilize community health resources as needed

Level VII – All competencies in previous levels plus:

- a) engage families and staff in evaluating current practices for conformity with national health and safety performance standards for child care
- b) initiate and conduct research regarding health, safety, nutrition and physical activities



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“A teacher affects eternity; s/he can never tell where this influence stops.”

—Henry B. Adams

WHEREAS, preparing all of New Jersey's students for college and career is a critical mission for this Administration; and

WHEREAS, meeting that mission requires all of New Jersey's children to enjoy access to high-quality early education and development programs to prepare them for the challenges of life and learning; and

WHEREAS, providing high-quality early learning and development programs requires exceptional educators, a comprehensive curriculum, meaningful standards for measuring child growth and development, and the support of strong community programs to assist families; and

WHEREAS, providing these critical resources requires the combined efforts and expertise of several State agencies, including the Departments of Education, Children and Families, Health and Senior Services, and Human Services; and

WHEREAS, coordination and collaboration across multiple State Departments, including the Departments of Education, Children and Families, Health and Senior Services, and Human Services are therefore required to provide high-quality early learning and development programs;

NOW, THEREFORE, I, CHRIS CHRISTIE, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby ORDER and DIRECT:

1. There is hereby created the New Jersey Commission for Early Learning and Development, hereinafter referred to as the "Early Learning Commission."

2. The Early Learning Commission shall consist of five members as follows: the Commissioner of the Department of Education; the Commissioner of the Department of Children and Families or her designee; the Commissioner of the Department of Health and Senior Services or her designee; the Commissioner of the Department of Human Services or her designee; and the chairperson of the New Jersey Council for Young Children. The Commissioner of the Department of Education shall serve as the chairperson of the Early Learning Commission.

3. The Early Learning Commission shall organize as soon as practicable, but in no event shall it convene its first meeting later than one month following the effective date of this Order. Thereafter, the Early Learning Commission shall meet at least once each month, and more often if needed.

4. The Early Learning Commission is charged with recommending improvements to the quality of, and access to, early learning and development programs in the State of New Jersey in the most cost-effective manner possible.

5. In meeting that charge, the Early Learning Commission must, at a minimum:

a. Review existing programs and budgets across the Departments of Education, Children and Families, Health and Senior Services, and Human Services and determine the best way to coordinate those programs and budgets, as well as the delivery of services, to expand the number of high-quality early learning and development programs in New Jersey in the most cost-effective manner possible;

b. Identify ways to promote New Jersey's Quality Rating Improvement System, Grow NJ, in order to provide parents with

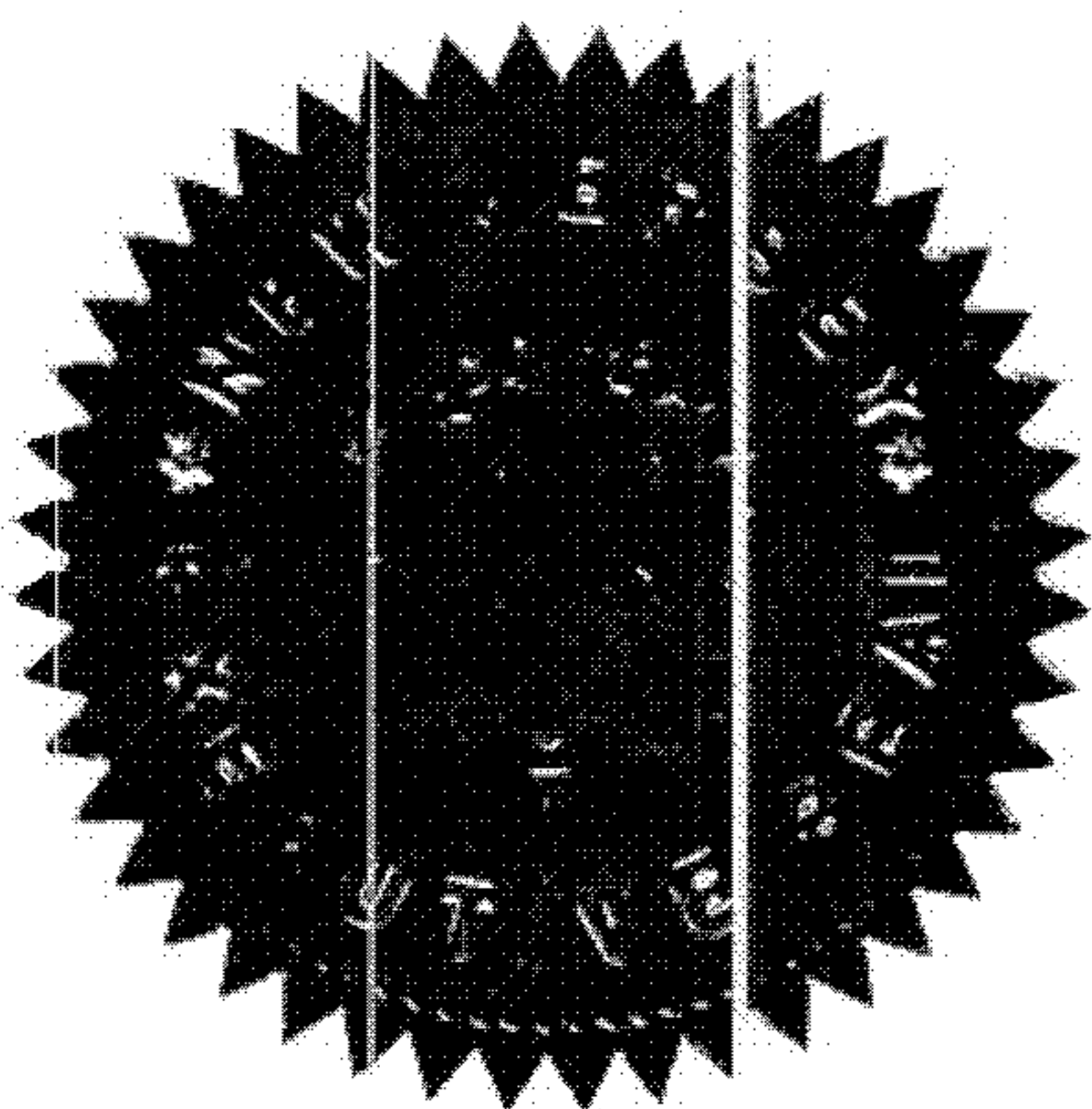
meaningful information on the quality of early learning and development programs throughout the State;

c. Enhance curricular and other supports for early childhood educators by, among other things, developing best practices and training modules and disseminating those practices and modules to early learning and development programs;

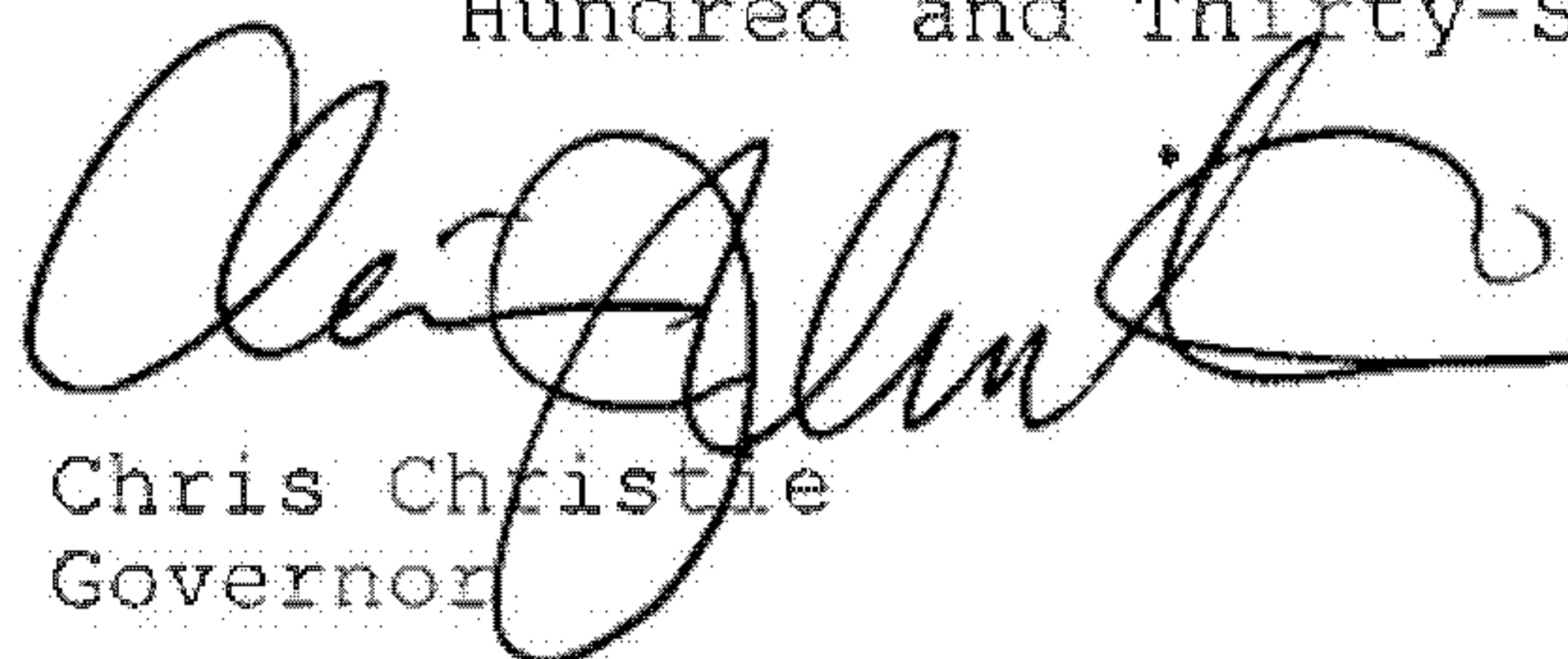
d. Coordinate social, health, and family supports for children with high needs enrolled in early learning and development programs by, to the extent permitted by Federal and State law, integrating data systems maintained by the Departments of Education, Children and Families, Health and Senior Services, and Human Services connected to early childhood programs; and

e. Regularly consult with the New Jersey Council for Young Children and the Coordinating Council for Part C of IDEA in discharging the above-enumerated duties.

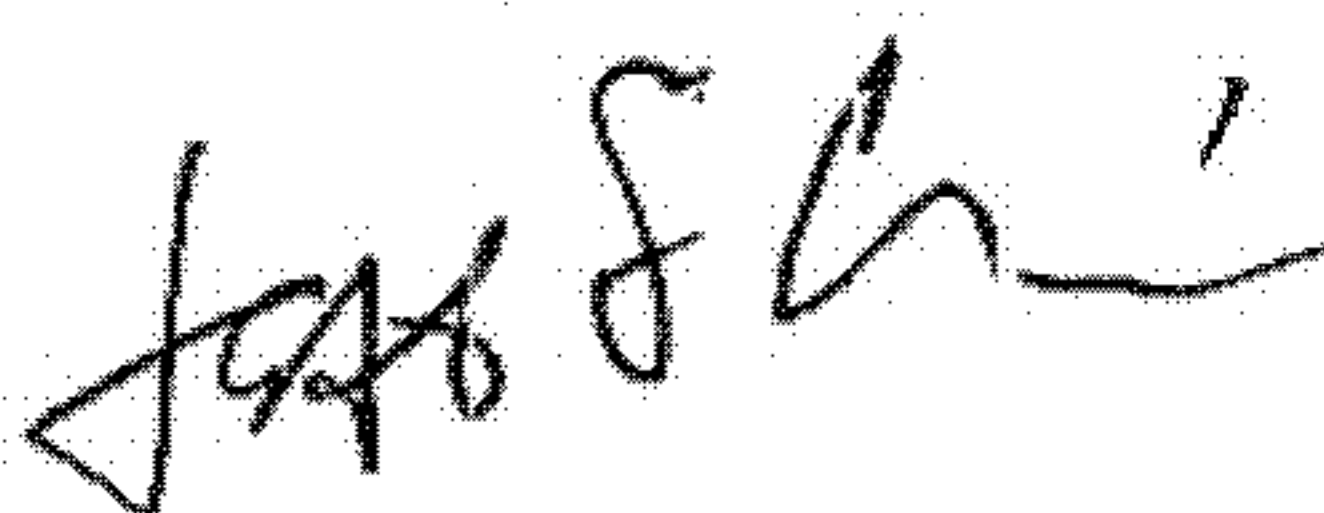
6. This Order shall take effect immediately.



GIVEN, under my hand and seal this
^{18th} day of *October*,
Two Thousand and Eleven,
and of the Independence of
the United States, the Two
Hundred and Thirty-Sixth.


Chris Christie
Governor

Attest:


Jeffrey S. Chiesa
Chief Counsel to the Governor

Job Description for Race to the Top – Early Learning Challenge

Executive Director

Under the direction of the Commission for Early Learning, the Executive Director will lead implementation of the Race to the Top – Early Learning Challenge grant and New Jersey’s State Plan. Specific responsibilities are as follows:

- Oversee grant allocation
- Lead RTT-ELC Leadership Team, oversee Agency Leaders, regularly convene all working groups (NJ-EASEL Development Team, Early Learning Improvement Consortium, County Technical Assistance Teams, County Councils, Professional Development and Preparation Network)
- Ensure that mechanisms to support interagency coordination and collaboration are in place
- Ensure stakeholder investment and participation in implementation of the State Plan
- Review and assess the progress of the grant goals, performance targets, and benchmarks
- Review and analyze the data from the Tiered Quality Rating and Improvement System, Grow NJ
- Provide bi-monthly reports to the Commission for Early Learning and Development regarding program of Plan implementation
- Work with the Chair of the New Jersey Council for Young Children and the Head Start Collaboration Director to support the work of the Council

Qualifications

Education:

Graduation from an accredited college or university with a Master’s degree in Education, Early Childhood Education or a related field

Experience:

Experience in the role of a Executive Director in agencies that address the needs of infants, toddlers or preschool-age children and/or experience in early care and education programs in communities or schools, working with infants and young children from birth through age eight preferred. Demonstrated leadership and organizational transformation skills a must. Must be adept at working with budgets, and experience with handling grants helpful.

Job Description for Race to the Top – Early Learning Challenge

Agency Leader

Under the direction of the Race to the Top-Early Learning Challenge Executive Director, Agency Leaders will lead implementation of New Jersey's State Plan. Specific responsibilities are as follows:

- Put systems in place to improve coordination across agencies
- Oversee staff working to implement the Plan and provide content training and resources to the County Technical Assistance Teams
- Oversee Plan projects and associated resources
- Support County TA Teams in building and executing communications plans
- Write RFPs and shepherd procurement process, as necessary
- Review and assess the progress of the grant goals, performance targets, and benchmarks
- Supervise the design, production, and delivery of curricula, training, program improvement, and related services to County TA Teams to ensure achievement of mandated goals and to meet existing and emerging needs
- Confer with County TA Team members to plan for and provide professional development for all early childhood educators
- Provide individualized follow-up support and facilitate small group meetings/trainings for TA Team members by core content area
- Review and analyze the data from the Tiered Quality Rating and Improvement System, Grow NJ
- Attend meetings of the Commission for Early Learning and Development, as needed
- Track and monitor expenditures

Qualifications

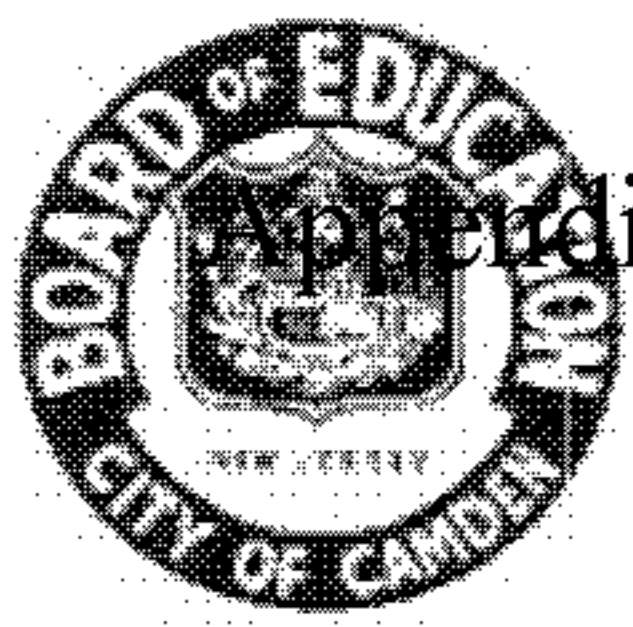
Education:

Graduation from an accredited college or university with a Bachelor's degree in Education, Early Childhood Education or a related field; Master's degree strongly preferred.

Experience:

Three to five years experience of managing staff and projects and providing professional development in agencies that address the needs of infants, toddlers or preschool-age children. Experience in implementation of appropriate curricula and demonstrated leadership and organizational transformation skills a must.

Must be adept at working with budgets. Must demonstrate ability to manage staff and drive team performance. Must demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level; Must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.



Camden City Public Schools
Division of Elementary Education - Curriculum and Instruction
Office of Early Childhood
201 N. Front Street
Camden, N.J. 08102

Telephone: 856-966-2345

Fax: 856-966-2331

DR. B. LEFRA YOUNG
SUPERINTENDENT OF SCHOOLS

ANDREA KIRWIN
ASSISTANT SUPERINTENDENT

OFFICE OF EARLY CHILDHOOD

LINDA A. BAILEY
DIRECTOR

MICHELE MCRAE
GLADYS SCHNEIDER
SUPERVISORS

EDUCATIONAL PROGRAM SPECIALISTS

BARBARA ALLEY
CARMEN DAVIS
ANDREA DELECCE
JAMES DESIMONE
COLLEEN FRANCIS-TANKSLEY
HOA LY
DEBORAH MIMMS
MARKEETA NESMITH
RYAN RATAJSKI
JOHARI SYKES
LAVINIA TAYLOR
LINDA TOMASZEWSKI

COMMUNITY/PARENT INVOLVEMENT SPECIALIST

CHERYL CHAVIS

SOCIAL WORKERS

MIGNA GONZALEZ
SHANDRA HINES
KAY SOLTERO

PRESCHOOL INTERVENTION & REFERRAL TEAM

JENNIFER BROZOSKI
SUSAN CURRY
NICHOLE DESESSO
LORAY DOBSON
VIRGINIA FLANIGAN
VANESSA HILL
GAILLEN HUFF
ALISON MARCHESANO
MARILUS PAGAN
CHERYL SCOTT
MISSY TAMAGNO
DONIELLE WESLEY-WALLACE

FISCAL SPECIALIST

JENNIFER GUNSON

TECHNICIAN

TERRANCE FLUELLEN

October 6, 2011

To Whom It May Concern,

The Camden City Board of Education/Early Childhood Department offers support for the Race to the Top Early Learning Challenge Grant. We agree with the department's focus of the grant, which is to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

Some of the New Jersey gains that have been accomplished for our preschool children ages three to five have been accomplished by:

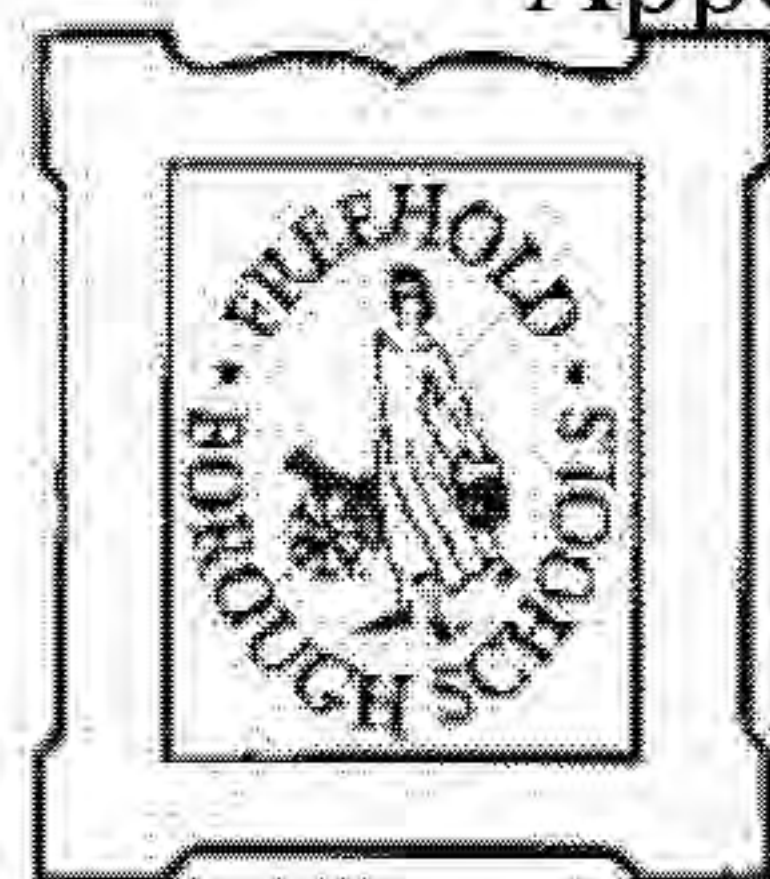
- Continuing the implementation of high quality preschool classrooms with increased ECERS, PCMI and SELA scores through on-going classroom support by the Early Childhood Team (Director, Supervisors, Master Teachers, PIRT, Social Workers and CPIS)
- Ongoing collaborations between the Early Childhood Department's highly qualified team (Director, Supervisors, Master Teachers, PIRT, Social Workers and CPIS) and district administrators, providers, staff, families and community
- Providing support to teachers, paraprofessionals and teacher assistants that ensures organized and positive learning environments in each classroom
- Providing a researched-based curriculum that is aligned to our New Jersey Preschool Standards for Learning and the New Jersey Core Curriculum Content Standards
- Providing continuous and effective professional development for the entire Early Childhood Department.

We are extremely excited about the proposed grant that will prepare our children as lifelong learners. It is our vision that the grant will ensure many more children will receive the benefits of high quality early learning programs.

Sincerely,

Linda A. Bailey,
Director of Early Childhood
Camden City School District

Appendix 313



Borough of Freehold Public Schools

280 PARK AVENUE
FREEHOLD, NEW JERSEY 07728
<http://www.freeholdboro.k12.nj.us>

ELIZABETH J. O'CONNELL
SUPERINTENDENT

PHONE 732/761-2100
FAX 732/462-8954

October 7, 2011

Ms. Ellen Wolock, Ed.D
Division of Early Childhood Education
New Jersey Department of Education
100 Riverview Plaza
Trenton, NJ 08625

Dear Dr. Wolock:

I am enthusiastically writing this letter in support of New Jersey's application for the U.S. Department of Education and Health and Human Services Race to the Top Early Challenge Grant. For the past six years, I have been trying to expand preschool services in my district to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

The Freehold Borough Public School District has only been able to serve a limited number of students each year due to lack of funding (less the 50 students annually). Our population is 70% economically disadvantaged. I have tracked the children who attended our preschool program, and every child demonstrated proficiency and advanced proficiency on the Grade 3 NJ ASK high stakes test.

There are numerous programs and services provided to infants, young children, and their families throughout the state. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system.

Sincerely,

(b)(6)

Elizabeth J. O'Connell, CSA

LITTLE EGG HARBOR TOWNSHIP SCHOOL DISTRICT

Administrative Offices

307 Frog Pond Road • Little Egg Harbor, NJ 08087

FRANK KASYAN, Ed.D.

Superintendent of Schools

Office of the Superintendent

(609) 296-1719

Fax (609) 296-3225

LYNN COATES

Business Administrator

Board of Education

(609) 296-1719

Fax (609) 296-2570

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

October 6, 2011

To Whom This May Concern,

RE: RACE TO THE TOP EARLY LEARNING CHALLENGE

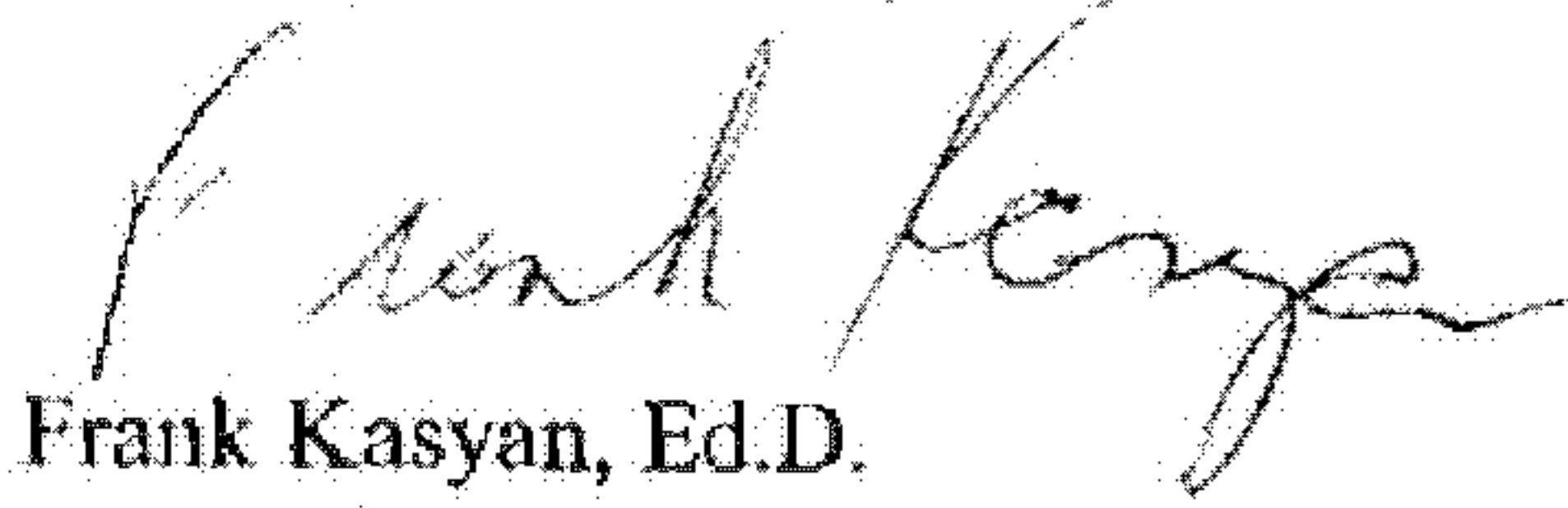
On behalf of the Little Egg Harbor Board of Education, and the Little Egg Harbor School District, I am writing this letter in support of the *“Race To The Top Early Learning Challenge.”* The Little Egg Harbor School District was one of the first school districts to be included in the universal preschool in the State of New Jersey. This program has been remarkable for the preschool students and their parents in Little Egg Harbor Township. By approving the Early Learning Challenge this will allow the outstanding work that was done by our school district and other Abbott preschool programs, to bring these high quality standards to other ages, sites and settings through the implementation of a Quality Rating Improvement System.

The project being funded by the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant should be offered to all New Jersey Schools. This will help to improve success in school and life by increasing access to high quality early learning programs for “high need” children ages birth to five and by implementing a coordinated system of services. As you know, many of these children are at risk students who many times come from low income and or dysfunctional families. These children do not receive the services they are entitled to because their parents do not know about them or how to apply for them. By providing a program of this nature we will improve readiness for kindergarten by increasing access to high quality early learning programs for high need children ages birth to five.

What will New Jersey gain by having access to such a program? There are numerous child care and preschool settings for infants, young children and their families throughout the state. Many of these programs, however, are low in quality, and are unlikely to have educational benefits for young children. This grant will provide a statewide means of improving the quality of all settings serving “high need” children from birth to five. Elevating the quality of settings and services for high need young children, will result in greater learning and development, reduction of the achievement gap, improved readiness for kindergarten and later school achievement.

The grant also requires that states align the numerous early learning and development programs and services that co-exist within New Jersey's state agencies, ultimately, delivering a higher quality and better coordinated set of services. If you should need any additional information, please do not hesitate to contact me. I am more than happy to meet with you in regards to this important program.

Yours in Education,

A handwritten signature in cursive script, appearing to read "Frank Kasyan".

Frank Kasyan, Ed.D.
Superintendent of Schools

FK/mr

cc: Little Egg Harbor Board of Education
Administrative Team
Chron

**Mercer County Special Services School District
Special Child Health Services
1068 Old Trenton Road
Hamilton, NJ 08690
(609) 631-6594
FAX (609) 631-6592**

Kimberly J. Schneider
Superintendent

Maryann Moller
Supervisor

October 14, 2011

Ms. Ellen Wolock
Administrator, Division of Early Childhood Education
New Jersey Department of Education
100 River View Plaza
Trenton, NJ 08625

Re: Project Name: US Departments of Education, Health and Human Services
Race to the Top Early Learning Challenge Grant

Dear Ms. Wolock:

The Mercer County Special Child Health Services (SCHS) Case Management Unit maintains its commitment to assist families caring for children from birth to 21 years of age with complex, long-term medical needs and developmental disabilities. For these “special needs” children, prompt attention to their condition early in life helps assure that they will lead healthier lives when they are older. To that end, Mercer County SCHS Case Management supports the concept of improving access to quality services for children with special needs and connecting families to critical services upon entry to the early care and education system.

For over 30 years, the Mercer County SCHS Case Management Unit has been committed to serving children with special needs. Jointly funded by the Department of Health and Senior Services and the Mercer County Office for the Disabled, the SCHS Case Managers work with the child’s parents and physicians/health professionals to evaluate an affected child’s strengths and needs; and develop an individual service plan for the child and family. Medical, educational, developmental, social and economic needs of the child and family are targeted. Collaboration with community-based partners, State and federal agencies and most importantly parents and families build a safety net to ensure that an affected child’s needs are met.

Ellen Wolock

Page 2

October 14, 2011

Despite success in assisting children to meet their complex needs, challenges remain in accessing affordable, high quality care for children and youth with special needs. Enhanced capacity to ensure timely access to community-based services is needed to ensure that children make timely and successful transitions. In addition, access to primary and specialty care and family support remain challenges

We look forward to enhanced collaboration with community-based partners to ensure access to improved services for children with special needs.

Sincerely,

Debra Medvedik
Coordinator

NEPTUNE TOWNSHIP SCHOOL DISTRICT



60 NEPTUNE BOULEVARD
NEPTUNE, NJ 07753-4836
TELEPHONE: 732.776.2000

October 11, 2011

Dr. Ellen Wolock, Administrator
NJ Department of Education
Early Childhood Division
P. O. Box 500
Trenton, NJ 08625-0500

ELECTRONICALLY SUBMITTED 10/11/11

Re: Letter of Support - Race to the Top
Early Learning Challenge Grant

Dear Dr. Wolock:

As Superintendent of the Neptune Township School District, I have witnessed first-hand the advantages of providing early childhood education to a high need, urban population. Our experience with the New Jersey Department of Education in implementing a high quality, early childhood learning program has shown marked improvement in the abilities of these young children as they advance to the upper grades by performing work at, or in most cases, above grade level expectations.

I strongly support the Early Learning Challenge Grant to provide needed programs and services in support of New Jersey's children and their families.

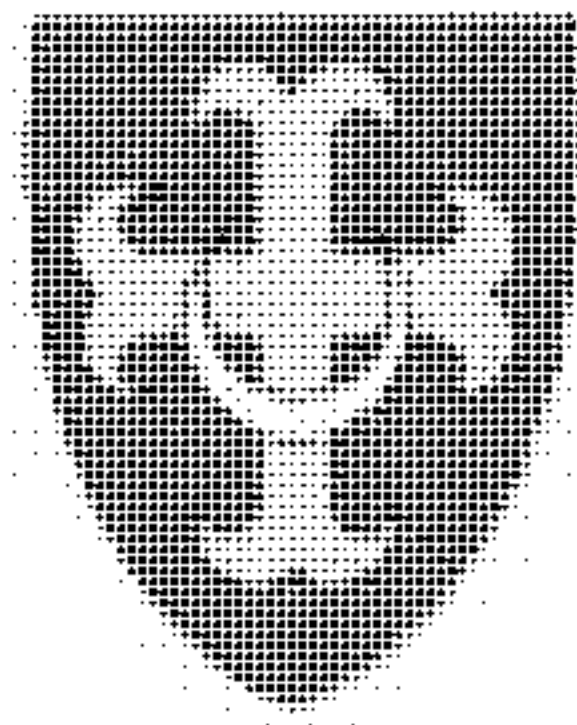
Should you have additional questions, please contact this office directly.

Sincerely,

A handwritten signature in cursive script, reading "David A. Mooij".

David A. Mooij
Superintendent of Schools

DAM:dmh



DIOCESE OF
TRENTON

Office of Catholic Schools

New Jersey Department of Education
Division of Early Childhood Education
100 Riverview Plaza, P.O. Box 500
Trenton, New Jersey 08625
Att: Ellen Wolock, Division of Early Childhood Education

Re: U.S. Department of Education and Health and Human Services
Race to the Top Early Learning Challenge Grant Opportunity

September 12, 2011

Dear Mrs. Wolock:

I am writing this letter to express interest and support for the New Jersey Department of Education Grant Proposal entitled "Race to the Top Early Learning Challenge." The Office of Catholic Schools in the Diocese of Trenton believes that the RTT ELC grant will be critical in helping our schools advance towards the goal of promoting school readiness for families whose children have a high level of need.

The collaboration outlined in the aforementioned proposal will allow our elementary schools to offer a high quality early learning program for children from the ages of birth to five. As the Superintendent of Catholic Schools, I seek opportunities which will assist our schools to develop and manage early learning development programs that will have an impact on students' well-being and learning potential. This grant will allow our schools to offer an early learning quality program to our "high need" children and connect families with services as they enroll in early care and education.

The Office of Catholic Schools of the Diocese of Trenton will support the RTT ELC throughout the grant award with data collection and reporting, with the development and implementation of early learning standards, scholarships for teachers, classroom materials, technical assistance and professional development, maintenance of electronic rating system, and additional components needed to make RTT ELC grant a success.

It will be my privilege to be a part of this initiative and to help spread its impact across the State of New Jersey for years to come.

Sincerely,



JoAnn Tier

Superintendent of Catholic Schools

Appendix 320

**NEW BRUNSWICK PUBLIC SCHOOLS
OFFICE OF EARLY CHILDHOOD EDUCATION**
21 Van Dyke Ave.
McKinley Kindergarten Center
New Brunswick, New Jersey 08901
Phone: (732) 745-5300 ext. 4060 Fax: (732) 565-7660

Richard M. Kaplan
Superintendent

Denese J. Sanders
Supervisor
Early Childhood Education

October 11, 2011

To Whom It May Concern,

Please accept this letter in strong support of the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant for the State of New Jersey.


The State of New Jersey has already demonstrated a high level of dedication and success toward implementing and supporting high quality learning programs for high need children ages birth to five.

The work done in our Abbott programs underscores what can be accomplished and maintained throughout New Jersey. Collectively, the components of our Abbott program have increased teachers' abilities to reduce the likelihood of future school problems and increase readiness for kindergarten and beyond. Additionally, our young children and their families have been provided with enhanced access to community supports via coordinated efforts between our early childhood program and community agencies. Moreover, our program has facilitated early identification and intervention for children at greatest risk. Quite notably, our program has significantly reduced the number of referrals to special education services by developing all stakeholders' abilities to recognize the impact and importance of a high quality early learning environment on learning and development. Continued curriculum-embedded staff development and a focus on increased use of research-based best practices are of utmost importance.

Access to additional funding would expand New Jersey's ability to improve success in school and in life by increasing access to high quality early learning programs for all high need children by implementing a coordinated system of services. Current services throughout the state to these children vary in quality and are often disconnected from each other. It is imperative that we be able to improve the quality of all early learning environments to match the level of our Abbott programs and be able to link children and their families to critical services upon entry to early childhood programs.

If I can offer you any additional information in support of the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant for the State of New Jersey, please do not hesitate to contact me.

Sincerely,


Denese J. Sanders
Early Childhood Education Supervisor

Colleen La Rocca Malleo, Ed.D., Supervisor

(973) 574-2170
Fax: (973) 815-8531

October 7, 2011

Mr. Chris Cerf, Commissioner
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am writing in support of the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. As you are well aware a strong foundation for learning begins in the early years of a child's life. If one could learn a lesson from the strides that New Jersey has made delivering high quality early learning programs for high need children one would know the value gained by attaining this grant. The Abbott Preschool Program Longitudinal Effects Study (APPLES) and the subsequent Interim Report dated June 2009 clearly point out that children who attended the high quality Abbott Pre-k continue to outperform their peers. To that fact we should as a statewide initiative continue to and expand on high quality programs for infants, young children and their families.

The Top Early Learning Challenge Grant would allow for coordination and transition between programs and services. This is an area of great need. This would enable the State of New Jersey to help close the achievement gap.

If one knew the extensive data, training, guidelines and implementation of the Abbott Preschool Programs in the State of New Jersey it only stands to reason that this grant would be a natural progression and a seamless continuum of the program.

The data attained through the structured observation tools such as those used in Abbott Preschool Programs has allowed for this program to grow rapidly. Such tools would help to promote quality and enable to develop a system of early care and education.

Passaic School District Preschool Mission/Philosophy

In partnership with the parents and the community, our mission is to provide a high quality preschool education for all children in the City of Passaic, creating a program which provides experiences that are developmentally appropriate, inclusive, diversified, multicultural and enriching to instill a love of learning.

Colleen La Rocca Malleo, Ed.D., Supervisor

(973) 574-2170
Fax: (973) 815-8531

As educators we know that families have a direct impact on student outcomes. This is especially true in settings of at-risk students. A grant such as the Race to the Top Early Challenge would address the whole child focusing on a coordinate initiative inclusive of child, school, services and parent.

I have seen initiatives come and go. However, the Abbott ruling in 1999 brought forth an initiative to implement preschool in the 31 poorest districts in the state. This initiative is one that I truly know has made a difference in the lives of many of our poorest children. There are lesson to be learned from the Abbott Preschool Program that all children can benefit.

Sincerely,

(b)(6)

Dr. Colleen La Rocca Malleo

Passaic School District Preschool Mission/Philosophy

In partnership with the parents and the community, our mission is to provide a high quality preschool education for all children in the City of Passaic, creating a program which provides experiences that are developmentally appropriate, inclusive, diversified, multicultural and enriching to instill a love of learning.

Red Bank Borough Schools

Laura C. Morana, Ed.D. ~ Superintendent

76 Branch Avenue – Red Bank, New Jersey 07701 – (732) 758-1507 – FAX (732) 212-1358

September 13, 2011

Dr. Ellen Wolock
Early Childhood Division Administrator
New Jersey State Department of Education
100 Riverview Plaza
Trenton, New Jersey

Dear Ellen:

This is intended as a letter of support for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. As the Superintendent of the Red Bank Borough School System, I strongly support the concept design and implementation model designed to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

Red Bank is a small suburban community with urban-like characteristics, and with a student population that is rich in ethnic, socio-economic and linguistic diversity, and where 73 % of our students are eligible for free/reduced lunch and approximately 50% of our students in Pre-Kindergarten and Kindergarten classes are eligible for Bilingual/ESL services. As a district, we have had a long-standing working relationship with the New Jersey State Department of Education, as it implements a high-quality early childhood education program which is being made possible by funds the district receives through the New Jersey Pre-School Expansion Initiative. The Early Learning Challenge Grant will offer New Jersey's children and their families with ample and needed programs and services that are aligned to support their development and learning that can be sustained through third grade and beyond.

Our experience with the New Jersey State Department of Education has revealed that it has both the capacity and expertise to design, implement, and evaluate comprehensive systems that are responsive to the needs of our youngest children and their families.

If you have any questions, please contact me directly at (732) 758-1507.

Sincerely,

Laura

Laura C. Morana



OFFICE OF THE PRESIDENT
PETER B. CONTINI, Ed.D.

October 3, 2011

Dr. Ellen Wolock, Director
NJ Department of Education
Office of Early Childhood Education
Division of Dearly Childhood Education
100 River View Plaza
P. O. Box 500
Trenton, NJ 08625

Dear Dr. Wolock,

It is a pleasure to offer this letter of support on behalf of Salem Community College for the New Jersey Race to the Top Early Learning Challenge Grant.

Clearly, the primary purpose of this grant, to improve the success in school and life by increasing access to high quality early learning programs for high need children ages birth to five, is one that is critical for our state.

As an educator with over 45 years of experience at every level of the educational system, I appreciate the value and the need for an effective coordinated system of services for this population.

Salem Community College is prepared to assist in the implementation and success of this grant through teacher preparation and on-going professional development.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Peter B. Contini".

Peter B. Contini, Ed.D.
President

PBC/s



Union City
Board of Education

39.2 Bergen Turnpike, Union City, New Jersey

Stanley Sanger
Superintendent of Schools

201-348-5851 • Fax 201-330-1736

October 12, 2011

Ellen Wolock, Ed. D
Administrator
Division of Early Childhood Education
New Jersey Department of Education

Subject: US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant

Dear Dr. Wolock,


In response to your request, the Union City Board of Education is pleased to provide a letter of support to New Jersey Department of Education's proposal to US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant, an exciting and innovative proposal that will improve readiness for kindergarten by increasing access to high quality early learning programs for "high need" children ages birth to five.

The proposed proposal will critically build upon what we have learned with New Jersey's Abbott Preschool Program's successful efforts by formalizing partnerships with state agencies and stakeholders to provide a coordinated system of early care and education in high quality settings and services for infants, toddlers, preschoolers and their families- that results in enhanced learning and development and later school achievement.

On behalf of the thousands of Union City students and their families, we are writing to express our strong support for maintaining New Jersey's existing high quality early care and education system. We recognize the strong need for New Jersey to continue to build upon the great work of the Abbott preschool program and replicate and implement the high quality standards to other ages, sites and settings through the implementation of a Quality Rating Improvement System.

Union City is an urban district that has benefitted from the early educational opportunities and its quality preschool program has prepared our youngest children for a successful academic future. By providing a statewide means of both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system, this grant will enhance the cohesive commitment/collaborations that will fulfill the vision of this project and insure academic success to New Jersey's youngest population.

Respectfully yours,


Stanley M. Sanger
Superintendent of Schools

WOODBINE BOARD OF EDUCATION

“Where there’s Progress in the Making”

801 Webster Street

Woodbine, New Jersey 08270

(609)-861-5174

FAX (609)-861-0723

October 4, 2011

Dear Sir or Madam:

The Woodbine School District is a rural school system that educates about 225 students in grades pre-kindergarten through the eighth grade. Currently, 84% of our students qualify for free or reduced lunch and our school has been designated as a Title I School wide district.

For seven years, our district benefitted from a full-day four year old program and a full day kindergarten program. We utilized a research-based curriculum in both classes that greatly improved our students’ readiness levels for the first grade and beyond.

In 2008, our district applied to New Jersey Department of Education for the preschool expansion grant – to include a full day three year old program along with the four year old classroom and the kindergarten program.

What a difference the preschool program has made to the academic achievement of our at-risk students! The high quality early childhood program that has been implemented along with a series of effective evaluation instruments has raised the academic and social success of our early childhood program.

In addition, components of the preschool program, offer family outreach opportunities through the New Jersey Council for Young Children as well as other local business partners and supporters.

Through ongoing tracking of literacy and mathematics data in the PK-3 programs, our district has seen a 17% reduction in the number of students not reading at grade level by the second grade. These students are the children who attended the district’s full-day three year old and four year old preschool program.

With the coordination of the district's preschool CPI and the results of the parent survey, many of the preschool parents have participated in a series of "lunch and learn" workshops; the workshops have attracted many of our working parents.

Another strength of the preschool program is the role of our preschool intervention and referral team (PIRT); it has allowed our school to coordinate in-district and out of district services early in the children's academic experience. Many of our special needs students remain in the regular education classroom and we have significantly reduced the number of Special Education referrals by offering various academic interventions – based upon the data from the preschool program – in the kindergarten and the first grade programs.

Currently, we are examining a cohort of African-American male preschool students who experienced behavioral challenges in the three year old class are performing below benchmark levels in the four year old classroom. Our preschool team of teachers are reading research on specific learning styles and strategies that will reach boys first and, more specifically, African American males; our goal is to present this information to their parents and engage ourselves in a series of strategies that will hopefully "close the academic gap" before they reach the third grade.

There are many opportunities such as these that can be pursued by school districts who educate "high needs" students if grants such as the Race to the Top Early Learning Challenge Grant are available.

As a dedicated and committed school leader, I fully endorse the New Jersey Department of Education's application to obtain funds that will coordinate social services and high quality learning programs to other school districts that will benefit from the support to close the educational gap for our most disadvantaged students.

I remain optimistic and hopeful that our state is successful in obtaining this grant award.

Respectfully,

Lynda Anderson-Towns, Superintendent

Woodbine School District

October 6, 2011

Dear US Departments of Education and Health Services Race to the Top Early Learning Challenge Grant committee members,

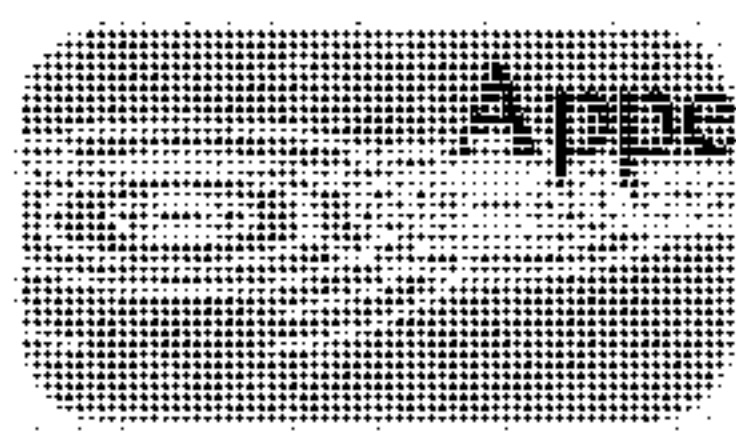
I am writing to you both as a parent and a professional in support of the Early Learning Challenge in order to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

As an early childhood professional in an at risk district, I have been seen the advantages of the implementation of a high quality preschool program. In 2008, my district was afforded the opportunity to take part in the Preschool Expansion Grant. Since then our preschool program has serviced 45 three and four-year old students. As a result of the additional early interventions that we have been able to extend to our students and families, we have seen more children reaching benchmark levels on the DIBELS upon entry to Kindergarten, the numbers of Kindergarten students that are receiving basic skills support, as well as, I&RS referral for both academic and behavioral concerns has decreased, and our parent involvement has increased. The use of structured observational tools provides teachers with concrete guideline for best practices and meeting the student's needs in all of the developmental domains. We are meeting the needs of the whole child.

There are currently numerous programs and services provided to infants, young children and their families throughout the state. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings

serving “high need” children, and connecting families to critical services upon entry to the early care and education system. Teachers and parents make a strong investment in the education of their children and all children should be afforded the opportunity to receive a high quality education. For our children and families that have “high needs” that investment needs to be even larger. These children need additional supports and programs to assist them in school success and by providing a statewide standard for high quality care all of our high needs children will have an equal opportunity to spread their wings and achieve academic and life-long success.

Celine M. Kaelble, Early Childhood Supervisor
Woodbine Elementary School
801 Webster Avenue
Woodbine, NJ 08270



September 13, 2011

Dr. Ellen Wolock, Director
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, New Jersey 08625

On behalf of Professional Impact New Jersey, I am writing to support the New Jersey State Department of Education's Race to the Top Early Learning Challenge Grant. This grant provides for the coordination of existing state programs and services to improve the quality of all settings serving "high need" children birth to age five, and connecting to the early care and education system.

Professional Impact New Jersey located at Kean University, is a statewide initiative implementing systems to enhance preparation and continuing education of early childhood and afterschool practitioners. In partnership with the NJ Association of Child Care Resource and Referral Agencies (NJACCRRRA), PINJ initiatives are funded through the Department of Human Services' Division of Family Development.

A primary objective of Professional Impact NJ is to maximize the impact of funding and delivery systems. To the extent that our services and products are necessary to expand and increase a higher quality workforce better able to serve and meet the needs of young children birth to five in New Jersey, PINJ will work with the State Department of Education in the administration and coordination of this grant to deliver our services to the early care and education workforce. Our commitment to the field is to:

- Represent a diverse and unified vision of quality care for children and families
- Build integrated systems with our partner agencies throughout the state
- Influence policies reflective of the realities of the workforce
- Ensure that practice reflects policy
- Build seamless systems of delivery
- Make New Jersey the best it can be for our children and families and the workforce that cares for them

Professional Impact NJ has developed carefully constructed alliances with our state partners that include:



- Division of Family Development (DFD)
- Office of Licensing (OOL)
- Department of Education (DOE)
- Child Care Resource and Referral Agencies (CCR&Rs)
- Approved collaborative training entities
- Higher Education
- Head Start
- Center-based, Family Child Care and Afterschool Care Systems
- Foundation and Corporate Sponsors

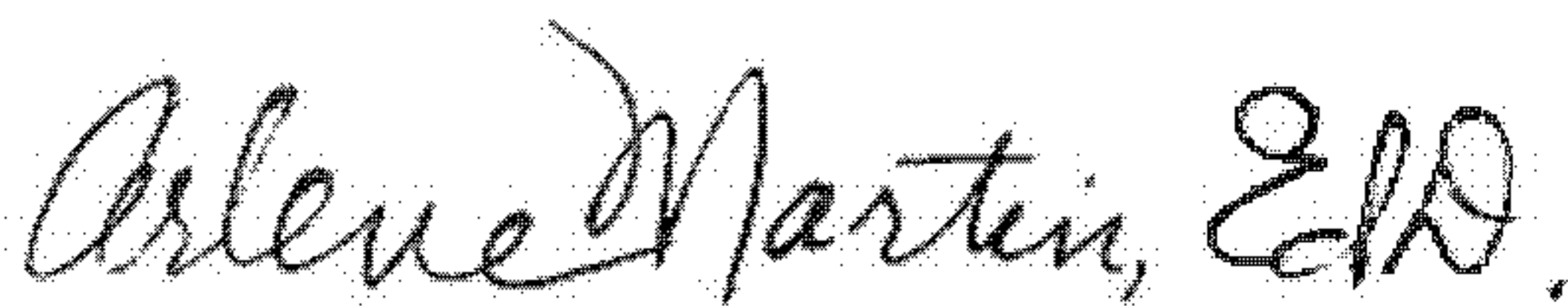
PINJ manages the New Jersey Registry for Early Childhood Professionals Serving Children Birth through Age Thirteen. This system has recently undergone a rigorous upgrade with enhancements that create a state of the art data system which tracks, collects and reports on the early childhood workforce. As a result, the NJ Registry recently received accreditation through the National Registry Alliance in its successful completion of the Partnership Eligibility Review. The NJ Registry is one of six state registries to receive this accreditation.

The NJ Registry is a part of the PINJ Clearinghouse of Services and Resources and Quality Initiatives. These include:

- Scholarships
- Accreditation Facilitation Projects (Center-based and Family Child Care)
- The NJ Registry Instructor Approval System
- The NJ Infant/Toddler Credential
- The Administrator's Credential
- Cross Sector System Building
- Articulation
- Professional Standards
- Core Knowledge and Competencies

Professional Impact NJ is ready to assist and serve the Department of Education as it moves forward in instituting a seamless system in the early childhood infrastructure to improve program quality and services that help young NJ children meet school success, bridge the achievement gap and gain an overall improved quality of life as a result of these efforts.

Sincerely,



Dr. Arlene Martin, Executive Director

Professional Impact NJ, Kean University of New Jersey



**MONTCLAIR
STATE
UNIVERSITY**

College of Education and Human Services
Office of the Dean
Voice: 973-655-5167
Fax: 973-655-7638

September 21, 2011

U.S. Department of Education
Race to the Top - Early Learning Challenge
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

To Whom It May Concern:

On behalf of the College of Education and Human Services (CEHS) at Montclair State University (MSU), I am pleased to support the State of New Jersey's application to the U.S. Department of Education Race to the Top Early Learning Challenge Grant Opportunity. Since its founding in 1908, Montclair State University has had a rich history of innovation, distinction, and growth. Montclair State, a vital educational force, is ranked as one of the top universities in the region. Graduates from Montclair State University are well equipped with the skills needed to respond to today's dynamic environment, as well as future challenges and opportunities. As the second-largest and fastest-growing state institution of higher education in New Jersey, Montclair State University continues to successfully prepare the early childhood educators, counselors, family life specialists, nutritionists and other highly-trained professionals that work with our youngest children every day.

On a state level, there are numerous programs and services provided to infants, young children and their families. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings serving high-need children, and connecting families to critical services upon entry to the early care and education system. We are in full support of the mission of the grant: to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

The College of Education and Human Services (CEHS) at MSU is committed to supporting the project in several ways. CEHS has several well-established and comprehensive centers and educational programs focused on early childhood. Several of these centers and programs are described below.

Department of Early Childhood, Elementary and Literacy Education

The mission of the Early Childhood, Elementary and Literacy Education department within CEHS is to prepare professionals who possess the knowledge, skills, and dispositions to transform early childhood, elementary, and life-long literacy education in the service of social justice and democratic ideals. As a department, the faculty and staff strive collectively to ensure that their students understand that:

- Learning and teaching are social processes with political implications.
- Teaching/learning is a life-long process.
- Educators, to be effective, must effectively engage their students.
- Educators are cultural and political workers who accept an active role in democracy and the promotion of social justice locally, nationally and globally.
- Critical education is a process that works to change "what is" while simultaneously preparing people to participate in "what is yet to be."
- Respect for the value and educability of every person is a fundamental principle of teaching/learning.

P-3 Modified Alternate Route Program

The P-3 Modified Alternate Route Program is designed for working teachers who have already earned a bachelor's degree and would like to complete the courses necessary to apply for a Certificate of Eligibility from the New Jersey Department of Education for preschool through third grade (P-3). Upon the completion of this program and as soon as the teacher is hired as a head or lead teacher, she/he will be able to apply for a provisional and then a standard P-3 certification from the New Jersey Department of Education.

Infant-Toddler Certificate

CEHS is in the final stages of developing an Infant-Toddler Certificate program, a first of its kind within the state of New Jersey. The infant/toddler certificate program will address an important issue in the State of New Jersey: quality caretakers and educators for our youngest children. Courses content includes the promotion of infant toddler social emotional well-being in educational settings, supervised field work in infant and toddler educational settings and other special topics that ultimately foster an understanding of child development, early care and education of young children birth to age three.

Reading Specialist, Bilingual and Special Education Masters and Certificate Programs

Montclair State University and Paterson Public Schools has a multi-year contractual agreement to prepare over 60 *early childhood (P-5)* Paterson Public School teachers as Reading Specialists, Bilingual and Bicultural and Special Education experts. All classes are taught on-site at the Paterson Public Schools. The first cohort will become Reading Specialists through participation in a 33 credit Master's Program that is designed for early childhood and elementary school teachers. This unique program will prepare educators to meet present and future demands as literacy leaders in the Paterson Public School District. The second cohort will participate in a 12-credit certificate program focused on the theory and practice of bilingual and bicultural education during the P-3 period, building on our most current understanding of effective supports for English language learner's bilingual development and academic achievement. At the same time, the program's unique focus on the early childhood period will provide teachers with expertise in practices that directly support their everyday success with the English language learners in their preschool classrooms. The third cohort will participate in a 12-credit certificate program on inclusive early childhood education (educating young children with and without disabilities together). This program prepares early childhood special educators to work in primary grades, pre-school or early intervention settings serving children with special needs and their families. Students will be provided with a strong foundation in child development, early childhood

programs and practices, working with families, collaboration and consultation, and adapting instruction for individual needs.

Center for Autism and Early Childhood Mental Health

We are pleased to announce the formation of the Center for Autism and Early Childhood Mental Health (CAECMH), which will serve as a center for professional development, education, clinical services and research around the issues of autism, infant and childhood development and mental health. The Center is led by Dr. Gerard Costa as Director. Dr. Costa is a widely respected expert on both autism and infant/early childhood mental health. Dr. Costa was the Founding Director of the YCS Institute for Infant and Preschool Mental Health, a training and consultation, clinical service and research center concerned with the optimal development in all areas of infants and young children within the context of their relationships, located in East Orange, NJ. He is a member Board of Directors, DIR and Graduate Faculty of the Interdisciplinary Council on Developmental and Learning Disorders as well as a member of the NJ Council for Young Children. He also serves as a national consultant and trainer for Coming Together around Military Families, a ZERO TO THREE initiative to help staff who work with families of infants and young children affected by deployment. He is a former Head Start Director and has worked as a psychologist in Early Intervention for over 25 years. He is a recipient of many awards for his service in the areas of early intervention and childhood mental health.

The Center is anchored in a developmental approach to meet the needs of infants, children, adolescents and their families, and will be supported by theoretical education, research-based methods and clinical application. Central to the creation of the CAECMH is the role of social-emotional/mental health development at the core of developmental and educational progress, and the fields of Infant and Early Childhood mental health and mental health consultation provide a host of strategies to incorporate mental health and "relationship-based" approaches to development and education. To be most effective, childhood mental health issues must be integrated throughout education and human services. The Center will include academic programs, promotion, prevention and intervention services and partnerships with faculty members from related departments throughout the University.

Center of Pedagogy

The Center of Pedagogy is one of Montclair State University's most notable innovations. Montclair State University was the first university in the nation to create a formal structure in which faculty and administrators from arts and sciences, education, and the public schools, known as the Tripartite, are equally involved in the ongoing work of teacher education. The Center of Pedagogy is charged with initiating and coordinating all aspects of teacher education at the University, and is guided by the belief that high quality public education is critical to creating and sustaining a political and social democracy.

The mission of the Center of Pedagogy is the continuing development of educators who promote students' critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center's members recognize their roles and ethical responsibilities in the enculturation of students into our emerging political and social democracy. The Center provides a vehicle for collaboration in an environment where all members can participate as equals. Through the Center of Pedagogy, the teacher education program, schools,

and communities engage in simultaneous and collaborative renewal in order to make the vision of education for social justice a reality.

Montclair State University Network for Educational Renewal

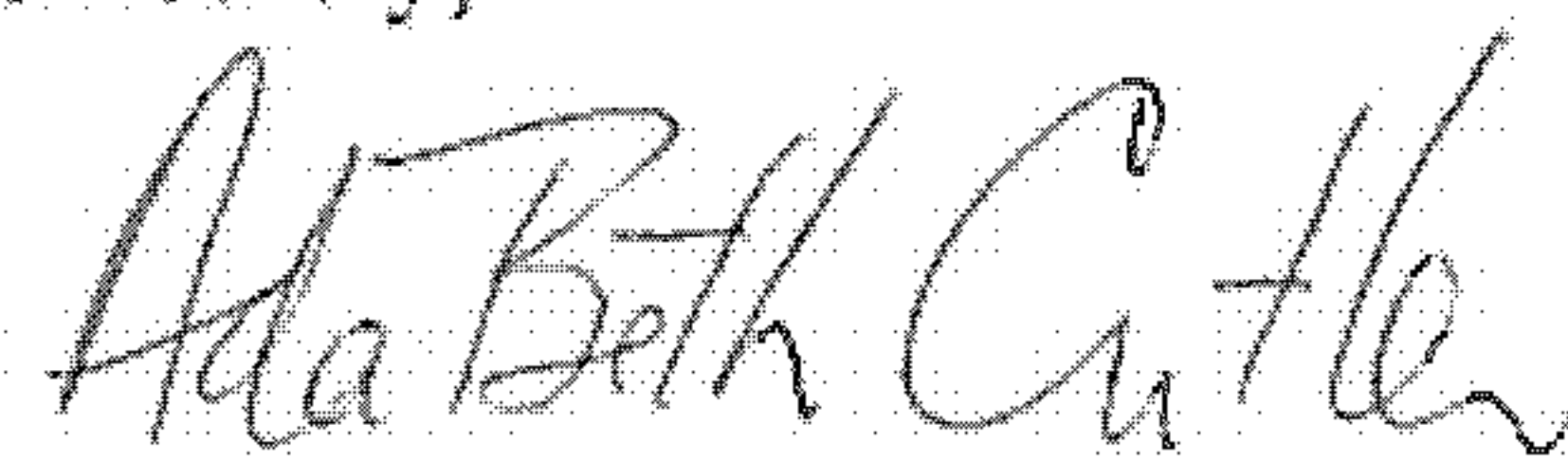
The Montclair State University Network for Educational Renewal (MSUNER), one of the foremost university-school partnerships in the nation, promotes the simultaneous renewal of schools and teacher education through collaboration between and among the University and our 28 member school districts. Montclair State University faculty members from education and the arts and sciences teach courses and provide professional development and coaching to teachers on-site in partner schools. Teachers and administrators in member districts have the opportunity to work with national and local experts on school and teacher education reform and to collaborate with neighboring schools and districts. The MSUNER sponsors professional development activities for more than 11,000 teachers and administrators in its member districts. Over the past 20 years, the MSUNER has developed an extensive research-based professional development program offering members an array of opportunities for professional and intellectual growth.

Center for Research and Evaluation in Education and Human Services

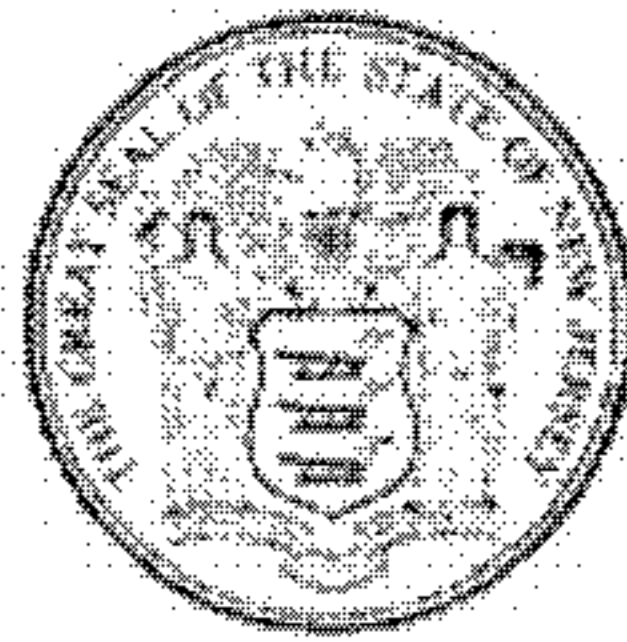
The Center for Research and Evaluation on Education and Human Services (CREEHS) conducts high quality multi-disciplinary and multi-method research and evaluation studies to produce useable knowledge in education and human services, and to contribute to public policy that addresses the most pressing issues in education and human services. CREEHS collaborates with and provides services to educational agencies and institutions, community organizations, and health-related government and human services agencies. CREEHS is housed within the College of Education and Human Services providing a venue for researchers, faculty, and graduate students to collaborate in carrying out thoughtful and responsive evaluation and research studies. CREEHS seeks to provide useful answers to questions about organizational and programmatic processes, contexts, and outcomes by performing or assisting with multiple types of assessment, evaluation, and research using various research methodologies. CREEHS staff members also provide training and technical assistance to help organizations and programs build their capacity to interpret and use evaluation results and other types of data to improve their services and outcomes. CREEHS can specially be involved in providing faculty and evaluation expertise to assist in the state's validity study of the Quality Rating Improving System.

In total, the College of Education and Human Services at Montclair State University is well positioned to assist and support the successful implementation of the grant project. We look forward to working collaboratively with the State of New Jersey, state departments and agencies as well as other institutions of higher education.

Sincerely,



Ada Beth Cutler, Dean
College of Education and Human Services



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Acting Commissioner

LETTER OF INTENT

Ada Beth Cutler, Dean
Montclair State University
College of Education and Human Services
1 Normal Avenue
Montclair, NJ 07043

Dear Dr. Cutler:

This letter confirms The New Jersey Department of Education (NJDOE) and Montclair State University, which is a public institution of baccalaureate education, agreement to participate in the State Plan, as described in the State's Race to the Top-Early Learning Challenge application.

The scope of work to be followed in implementing the project are described in Exhibit I, Preliminary Scope of Work, Higher Education, attached hereto and incorporated herein. The scope of work is a framework of collaboration, outlining preliminary roles and responsibilities of the NJDOE and Montclair State University in support of the State in its implementation of the Race to the Top-Early Learning Challenge grant project.

The NJDOE will provide a Final Scope of Work only if the NJDOE's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded. The NJDOE will describe specific goals, activities, timelines, and budgets in a manner that is consistent with the Preliminary Scope of Work and the Budget included in section VIII of the State Plan.

If the foregoing terms and conditions are acceptable to you, please indicate so by signing this letter of intent along with the enclosed Preliminary Scope of Work and returning it to the attention of the undersigned.


Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Wolock".

Ellen Wolock, Ed. D
Administrator, Division of Early Childhood Education
New Jersey Department of Education

ACCEPTED AND AGREED

Authorized Representative of NJDOE:

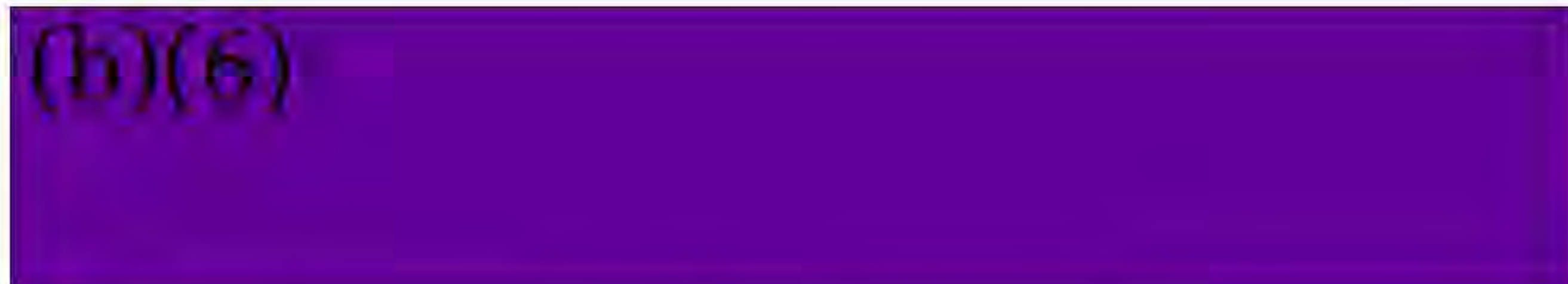


Signature 10/17/11
Date

Ellen Wolock

Print Name 10/17/11
Date

Authorized Representative of Montclair State University



Signature 10/12/11
Date

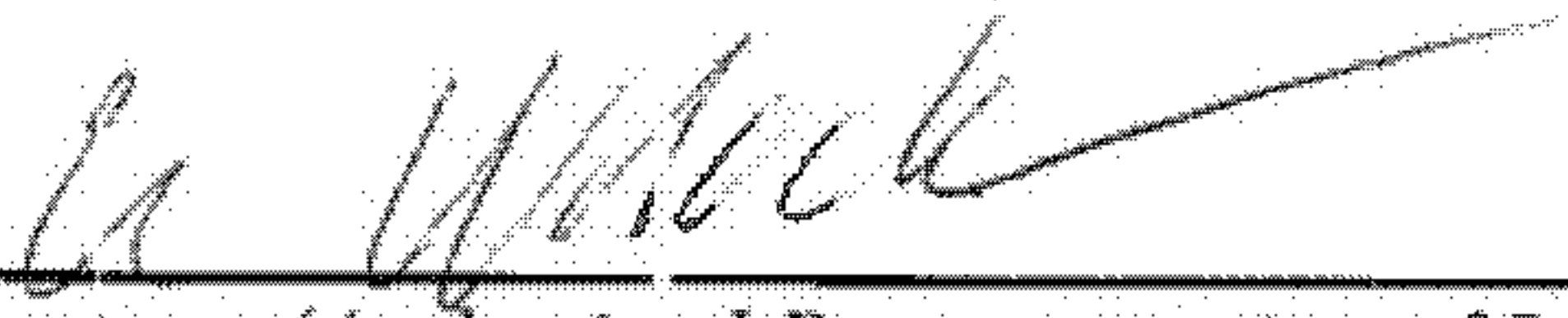
Ada Beth Cutler

Print Name 10/12/11
Date

EXHIBIT I – PRELIMINARY SCOPE OF WORK,**Higher Education**

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

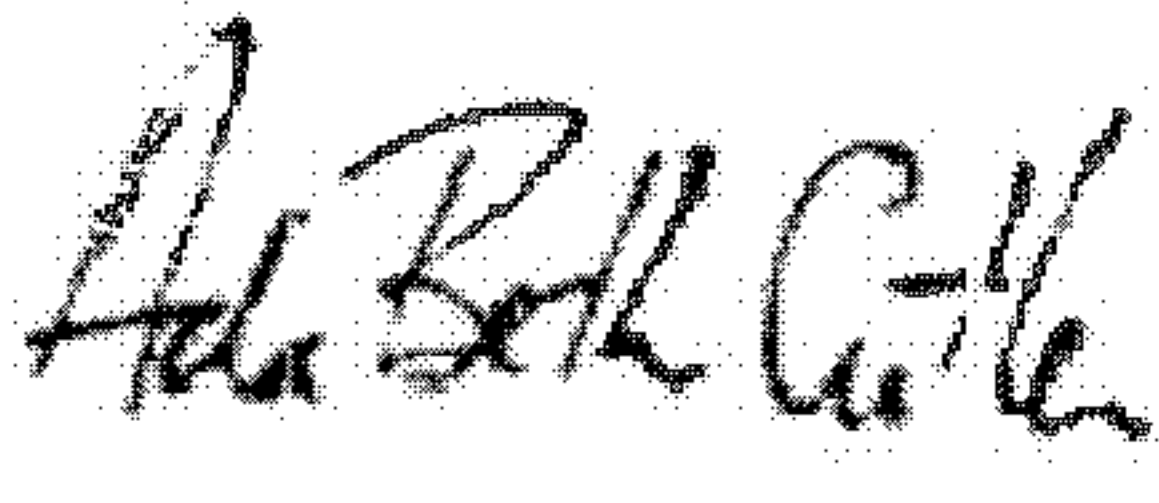
Selection Criterion	Participating Party	Type of Participation
(B)(1)	Four year universities Two year colleges	Promote common standards in coursework through career lattice and workforce progression
(B)(2)		
(B)(3)	Four year universities Two year colleges	Conduct the observations and site visits to provide the information in order to rate the sites using the Grow NJ rating system
(B)(4)	Four year universities Two year colleges	Promote use of the NJ Workforce Registry and career ladder progression Provide modules and training for coaches, and other positions, as needed
(B)(5)	Four year universities Two year colleges	Serve on the Early Learning Improvement Consortium to conduct the validation study
(C)(1)	Four year universities Two year colleges	Use common standards in coursework
(C)(2)	Four year universities Two year colleges	Serve on the comprehensive assessment steering committee
(C)(3) NA	Four year universities Two year colleges	Use common health standards in coursework
(C)(4)	Four year universities Two year colleges	Use common family standards in coursework
(D)(1)	Four year universities Two year colleges	Promote Workforce Registry participation Promote Core Knowledge and Competency framework and career lattice
(D)(2)	Four year universities Two year colleges	Provide regional coursework to program staff to facilitate advancement of core competencies and credentials Offer coursework and degrees specific to early childhood education
(E)(1)	Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
(E)(2)		



Signature (Authorized Representative of Lead Agency)

10/17/11

Date



Signature (Authorized Representative of Institution of Higher Education)

10/12/11

Date



Department of Teacher Education
Memorial Hall, Suite 102
2083 Lawrenceville Road
Lawrenceville, NJ 08648-3099
T: 609-895-5444
F: 609-895-5483
www.rider.edu

15 September 2011

RE: New Jersey State Department of Education Grant Proposal for Race to the Top Early Learning Challenge.

We are pleased to support New Jersey's Race to the Top Early Learning Challenge grant. Your project will build upon the work of the New Jersey Council for Young Children to improve success in school and life by increasing access to high quality early learning programs and a comprehensive and coordinated system of services for children with high needs, aged birth to five.

Numerous programs and services are provided to infants, young children, and their families throughout New Jersey. The services, however, vary in quality, accessibility, and coordination. This grant will provide a statewide means of both improving the quality of all settings serving children with high needs and connecting families to critical services upon entry to the early care and education system.

As participants of the New Jersey Council for Young Children, Early Learning and Program Standards Sub-Committee, it is clear that this project is well-aligned with the targeted reforms in Race to the Top and emphasizes the importance of the committee's work. We look forward to our continued collaboration on this effort.

Sincerely,

Tamar Jacobson, Ph.D.
Associate Professor
Chair, Department of Teacher Education
Director of the Early Childhood Program
Memorial Hall 102D
Phone: 609-895-5403
Email: tjacobson@rider.edu
Website: <http://web.mae.com/tamarj1/>
<http://www.google.com/profiles/tamarj60>

Joanne P. Vesay, Ph.D.
Assistant Professor
Department of Teacher Education
Special Education and Early
Childhood Faculty
Memorial Hall 102O
jvesay@rider.edu
609.895.5495



Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place • New Brunswick • New Jersey 08901-1183

October 3, 2011

Ellen Wolock
Director of the Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
Trenton NJ 08625

Rutgers University is pleased to be partnering with the New Jersey Department of Education on the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity.

Rutgers University is committed to supporting any initiative that aims to improve the expertise and qualifications of New Jersey's early childhood workforce. It is clear that New Jersey plans to use The Race to the Top Early Learning Challenge Grant funds to increase access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services that aim to improve children's success in school and in life. Rutgers University will work with the New Jersey Department of Education's Division of Early Childhood Education as part of that coordinated system and provide assistance in meeting this goal both during and after the grant.

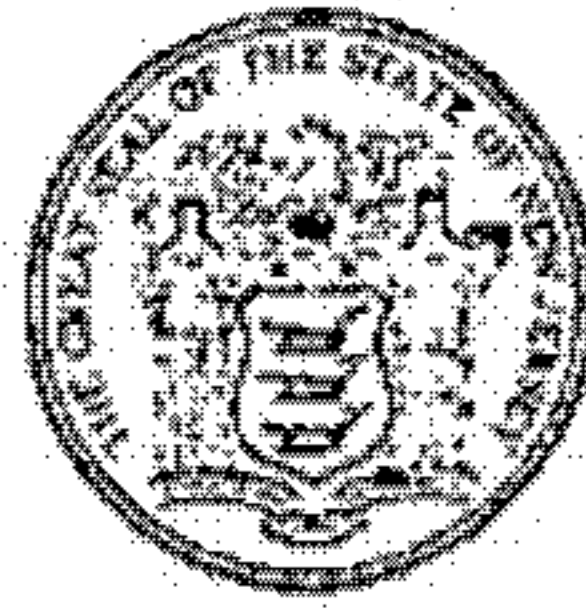
We want the New Jersey Department of Education to know that we support its effort to receive Race to the Top Early Learning Challenge Grant funds to improve the quality of all early childhood educational settings serving "high need" children and connect families to critical services upon entry to the early care and education system. We see improvement in the expertise and qualifications of the early childhood workforce as indispensable to this effort and our faculty look forward to working with the Department of Education on workforce and professional development initiatives.

We look forward to working with you on this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Sharon Ryan". The signature is stylized with a large, sweeping loop and a long horizontal tail.

Sharon Ryan Ed.D.
Associate Dean



State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Acting Commissioner

LETTER OF INTENT

Sharon Ryan, Associate Dean
Rutgers, Graduate School of Education
Department of Learning and Teaching
10 Seminary Place
New Brunswick, NJ 08901

Dear Dr. Ryan:

This letter confirms The New Jersey Department of Education (NJDOE) and Rutgers, Graduate School of Education, which is a public institution of post-baccalaureate education, agreement to participate in the State Plan, as described in the State's Race to the Top-Early Learning Challenge application.

The scope of work to be followed in implementing the project are described in Exhibit I, Preliminary Scope of Work, Higher Education, attached hereto and incorporated herein. The scope of work is a framework of collaboration, outlining preliminary roles and responsibilities of the NJDOE and Rutgers, The Graduate School of Education in support of the State in its implementation of the Race to the Top-Early Learning Challenge grant project.

The NJDOE will provide a Final Scope of Work only if the NJDOE's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded. The NJDOE will describe specific goals, activities, timelines, and budgets in a manner that is consistent with the Preliminary Scope of Work and the Budget included in section VIII of the State Plan.

If the foregoing terms and conditions are acceptable to you, please indicate so by signing this letter of intent along with the enclosed Preliminary Scope of Work and returning it to the attention of the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Wolock".

Ellen Wolock, Ed. D
Administrator, Division of Early Childhood Education
New Jersey Department of Education

ACCEPTED AND AGREED

Authorized Representative of NJDOE:

 10/17/11
Signature Date

Ellen Wolock 10/17/11
Print Name Date

Authorized Representative of Rutgers, Graduate School of Education

(b)(6) 10/13/11
Signature Date

Daniel A. Grady 10/13/11
Print Name Date

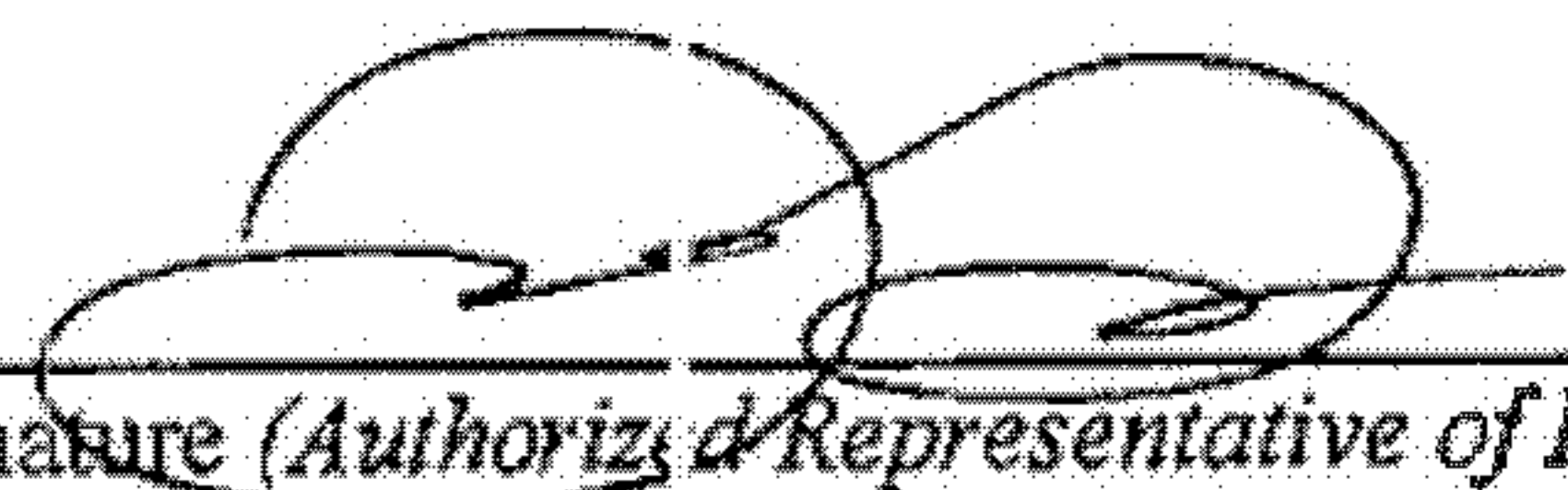
EXHIBIT I – PRELIMINARY SCOPE OF WORK,**Higher Education**

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

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(B)(1)	Four year universities Two year colleges	Promote common standards in coursework through career lattice and workforce progression
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(E)(1)	Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
(E)(2)		



Signature (*Authorized Representative of Lead Agency*) 10/17/11
Date



Signature (*Authorized Representative of Institution of Higher Education*) 10/13/11
Date

Salem City School District

205 Walnut Street
Salem, New Jersey 08079
Telephone 856.935.3800 Fax 856.935.6977

Dr. Amiot Patrick Michel
Superintendent

Deborah A. Piccirillo
Business Administrator

Pamela Bates Thomas
Director of Special Services

October 4, 2011

US Departments of Education and health and Human Services
400 Maryland Avenue, SW
Washington, DC 20202

Re: Race to the Top Early Learning Challenge Grant

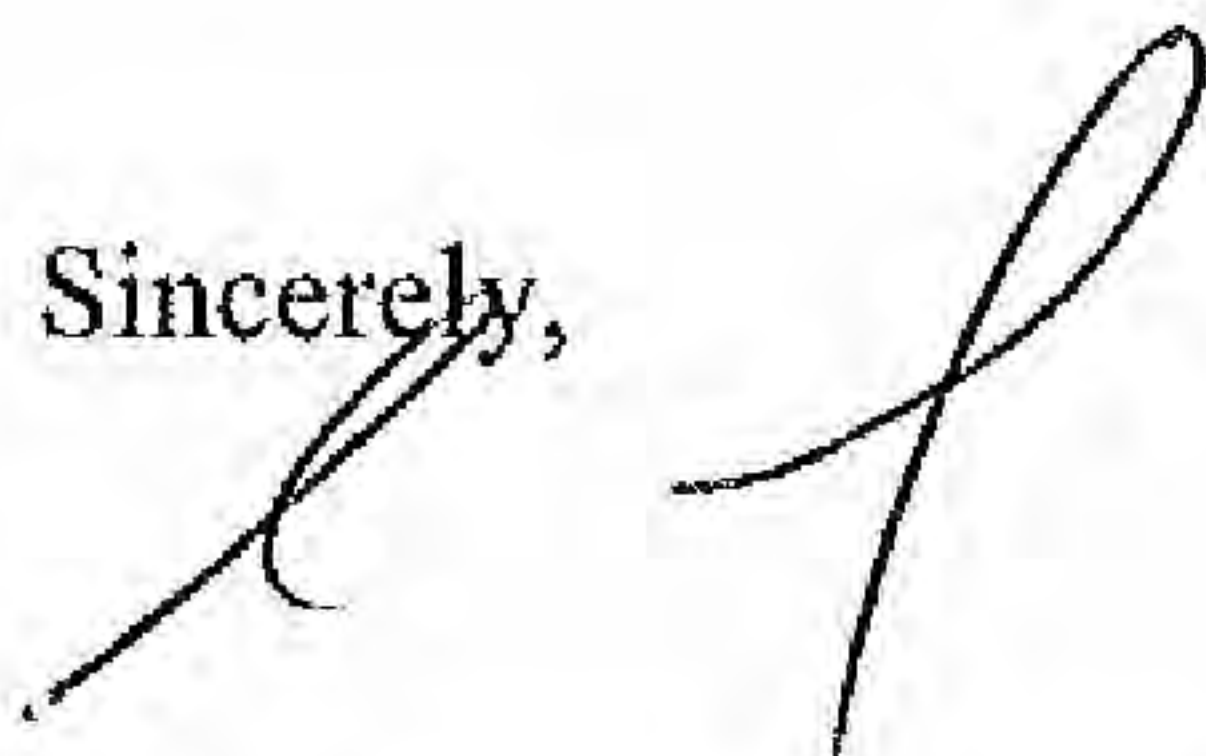
To Whom It May Concern,

Early childhood education is essential. As a former Abbott district in the state of New Jersey, we know and understand this challenge well. Through the New Jersey Department of Education/Division of Early Childhood, our district has been able to procure funding in order to execute a high quality early learning program for our young children. We know the benefits. By implementing a developmental and educationally sound preschool program, our young children are now better prepared to transition to kindergarten academically, socially and emotionally.

We want this level of program to continue and we want the same privilege for all children in our state. Currently, there are several programs and services for infants, young children and their families. Unfortunately, these services vary from district to district and are often disconnected from each other. This grant will provide a unified statewide means for improving the quality of all settings serving "high need" children. Additionally, it will enable agencies and schools to connect families to critical services upon entry to the early care and education system.

All children and families of New Jersey should have access to high quality learning programs for high need children ages birth to five and a coordinated system of services need to be available as well.

Sincerely,



Dr. A. Patrick Michel
Superintendent

(b)(6)

Denise G. Dersch
Interim Grants Coordinator/Preschool Coach



The College of New Jersey

**Department of
Elementary and
Early Childhood Education**

PO Box 7718
Ewing, NJ 08628-0718

P) 609.771.2251
F) 609.637.5197
E) elemeced@tcnj.edu
W) www.tcnj.edu

September 22, 2011

To whom it may concern:

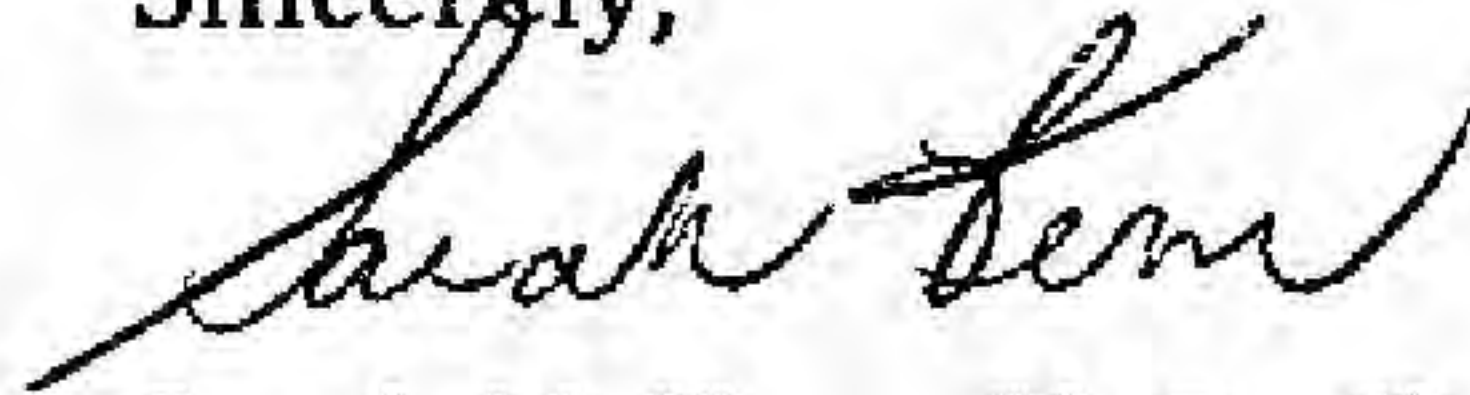
This is a letter of support for New Jersey's application for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant application. The purpose of the grant is to improve success in school and life by increasing access to high quality early learning programs for high needs children ages birth to five years old and by implementing a coordinated system of services. One major goal of this grant for the state of New Jersey is the establishment of a more systematic coordination of existing services and the development of new systems, which will improve the quality of all settings serving "high needs" children, and will connect families to critical services upon entry to the early care and education system.

The College of New Jersey's Department of Early Childhood and Elementary Education has a long standing working relationship with the State of NJ and the Department of Education and supports the State's mission to provide a thorough and efficient education to its residents from birth through adulthood. We are a critically acclaimed institution of higher education that has prepared highly qualified teachers and administrators for the state of New Jersey for more than a century. The Department of Early Childhood and Elementary Education is fully accredited by NCATE (National Council for Accreditation of Teacher Education) and as such our programs meet NAEYC (National Association for the Education Young Children) standards.

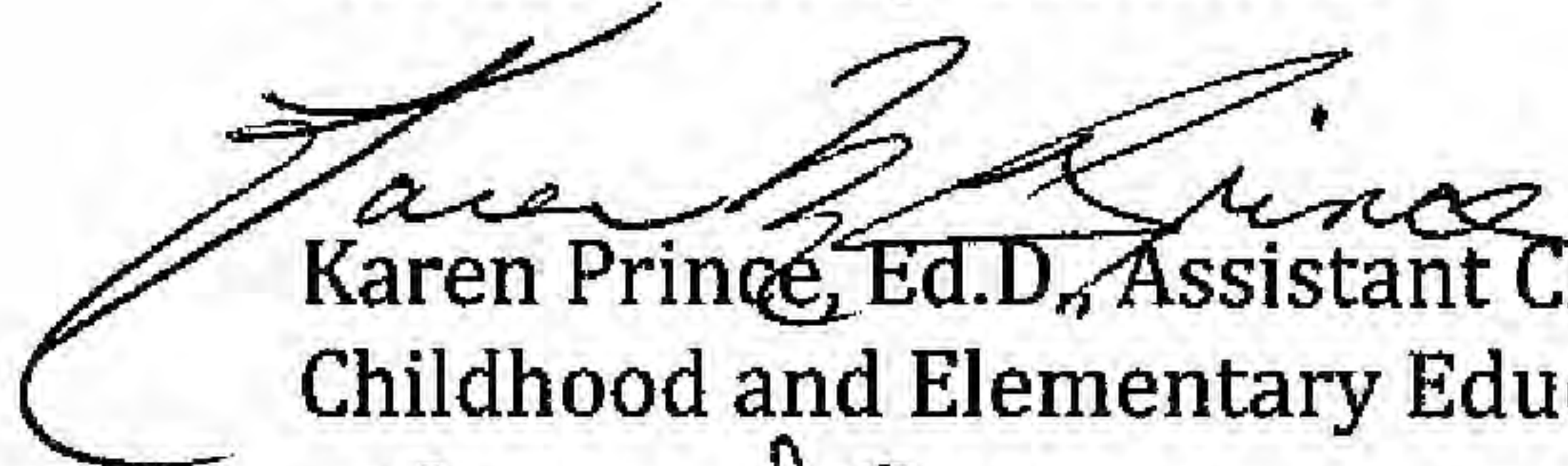
We extend our support to the NJDOE both during the grant writing process and post-grant process. The specific ways we can support this grant are through our existing programs and services, which include professional development opportunities through our undergraduate and graduate degree programs, P-3 Alternate Route program, and through the professional development series offered through our STEP (Support for Teacher Education Programs) Office. Our early childhood faculty members are also willing to assist with the design and implementation of measures to assess program quality and child outcomes. Our early childhood faculty members have expertise and degrees in the following areas: early childhood curriculum, child development, infant and toddler care and

education, early childhood administration, emergent and early literacy, and family studies. Our faculty members are active members in a variety of local, state, national and international organizations and are willing to share their wealth of information in the field of early childhood in order to support this grant.

Sincerely,



Sarah M. Kern, Ph.D., Chair & Assistant Professor, Department of Early Childhood and Elementary Education



Karen Prince, Ed.D., Assistant Chair & Assistant Professor, Department of Early Childhood and Elementary Education



Jody L. Eberly, Ed.D., Associate Professor & Coordinator, Early Childhood Education, Department of Early Childhood and Elementary Education

(b)(6)

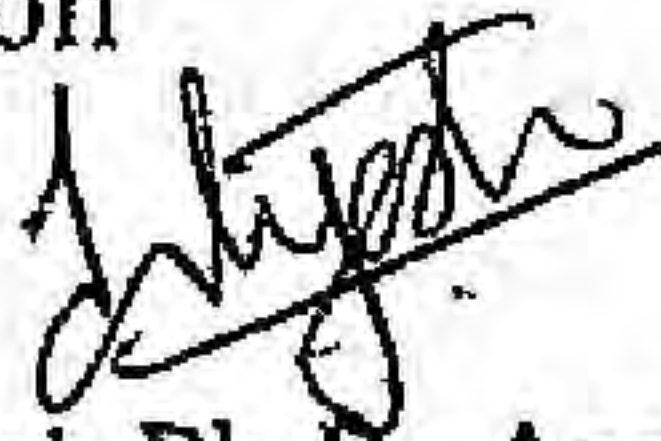
Louise Ammentorp/Ph.D., Assistant Professor, Department of Early Childhood and Elementary Education

(b)(6)

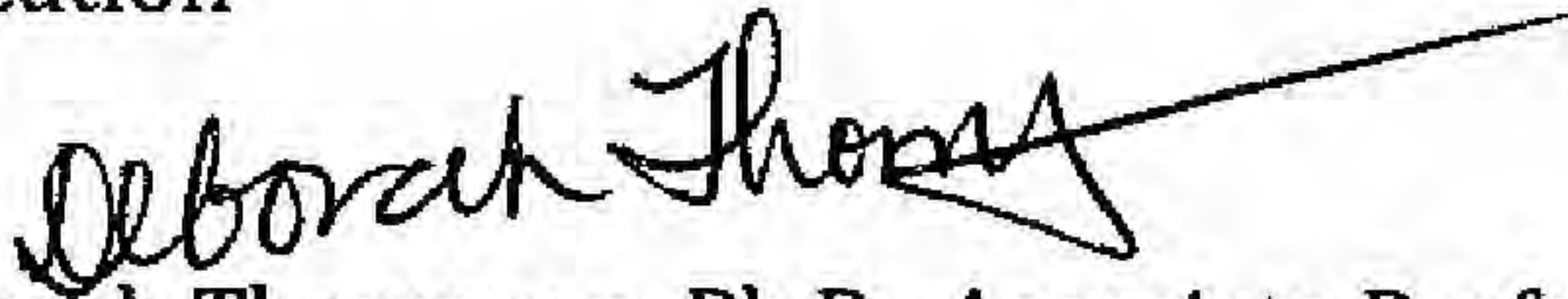
Harlene Galen, Ed.D., Assistant Professor, Department of Early Childhood and Elementary Education

(b)(6)

Blythe Hinitz, Ed.D., Professor, Department of Early Childhood and Elementary Education



Arti Joshi, Ph.D., Associate Professor, Department Early Childhood and Elementary Education



Deborah Thompson, Ph.D., Associate Professor, Department Early Childhood and Elementary Education



The College of New Jersey

October 13, 2011

Ellen Wolock, Ed.D.
Administrator, Division of Early Childhood Education
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

Late yesterday afternoon, my colleagues in the Department of Elementary and Early Childhood Education here at The College of New Jersey (TCNJ) informed me that Dr. Blythe Hinitz, a TCNJ professor, had received a letter in which you had requested our participation in the New Jersey State Plan associated with the Race to the Top-Early Learning Challenge application. My colleagues also informed me that you needed a decision from our School of Education by the end of today. This letter provides a qualified response to your request, which I submit to you as an addendum to the agreements I have signed and attached to this letter.

The TCNJ School of Education has a long history of collaborating with the New Jersey Department of Education (NJDOE) on educational projects, and we remain committed to working with NJDOE to support initiatives that can enhance pre-K through 12 education in the state. However, at the current time, due to a series of annual budget cuts to higher education, our resources are stretched to their limit. Therefore, we must be cautious about clearly defining any new commitments for our school. Because you and my colleagues and I have not had the opportunity to meet in person to discuss the details of your request, we do not feel properly informed about the commitment you have requested of us. Consequently, we can offer only a qualified commitment to participate in the State Plan. Specifically, if NJDOE is awarded Race to the Top funds to support its State Plan, we reserve the right to decline to participate in any part of the State Plan unless we receive adequate funding to support the reassignment of faculty duties to the State Plan and our faculty have sufficient time and interest to devote to any pertinent projects.

Thank you for considering this information. I can be reached at (609) 771-2100 if you would like to discuss this matter with me.

Sincerely,

Mark S. Kiselica, Ph.D.
Interim Dean, School of Education

ACCEPTED AND AGREED

Authorized Representative of NJDOE:

 10/17/11
Signature Date

Ellen Wolock 10/17/11
Print Name Date

Authorized Representative of The College of New Jersey


(b)(6) 10-13-11
Signature Date

MARK KISELICA 10-13-11
Print Name Date

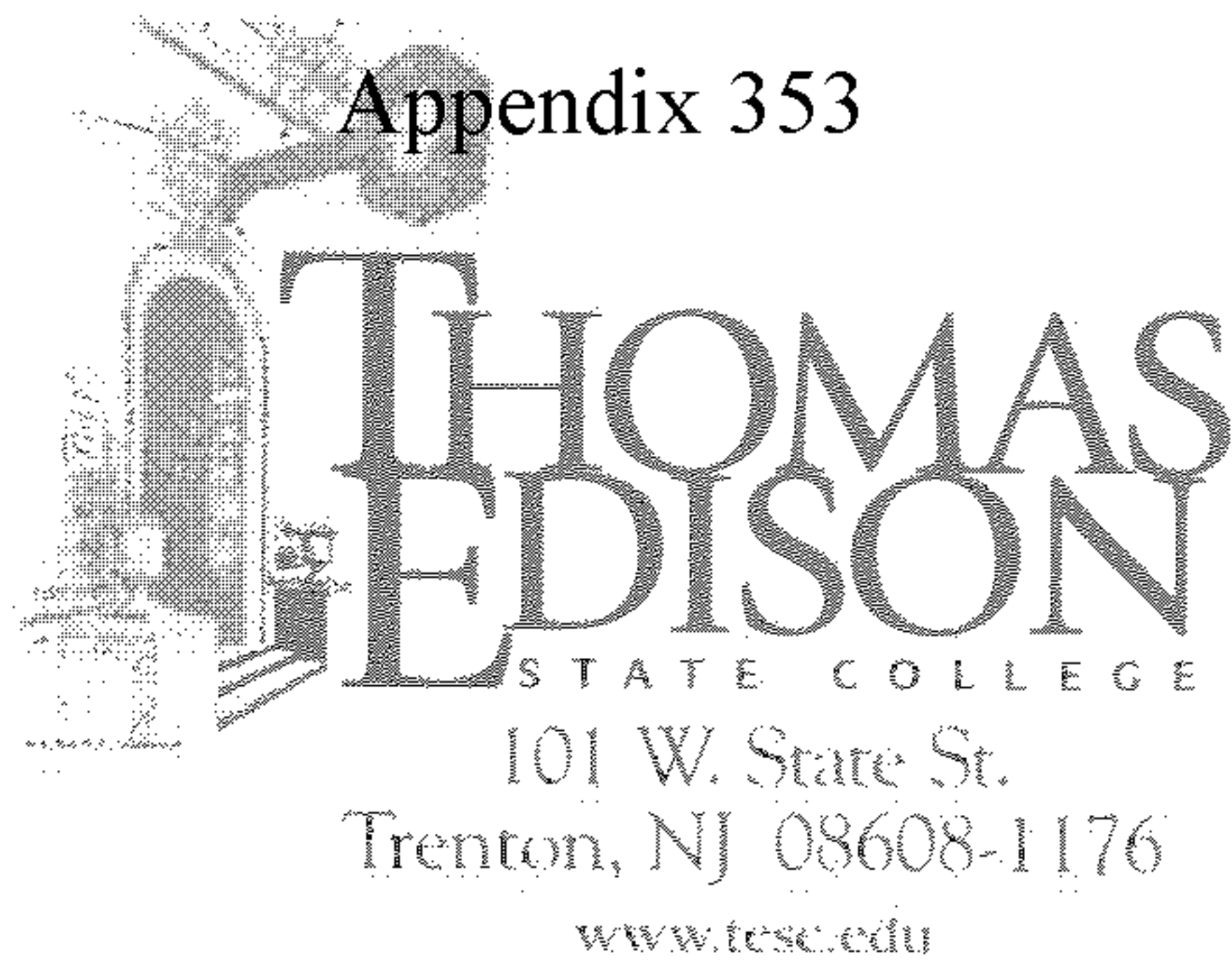
EXHIBIT I – PRELIMINARY SCOPE OF WORK,**Higher Education**

The Institution of Higher Education hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	Four year universities Two year colleges	Promote common standards in coursework through career lattice and workforce progression
(B)(2)		
(B)(3)	Four year universities Two year colleges	Conduct the observations and site visits to provide the information in order to rate the sites using the Grow NJ rating system
(B)(4)	Four year universities Two year colleges	Promote use of the NJ Workforce Registry and career ladder progression Provide modules and training for coaches, and other positions, as needed
(B)(5)	Four year universities Two year colleges	Serve on the Early Learning Improvement Consortium to conduct the validation study
(C)(1)	Four year universities Two year colleges	Use common standards in coursework
(C)(2)	Four year universities Two year colleges	Serve on the comprehensive assessment steering committee
(C)(3) NA	Four year universities Two year colleges	Use common health standards in coursework
(C)(4)	Four year universities Two year colleges	Use common family standards in coursework
(D)(1)	Four year universities Two year colleges	Promote Workforce Registry participation Promote Core Knowledge and Competency framework and career lattice
(D)(2)	Four year universities Two year colleges	Provide regional coursework to program staff to facilitate advancement of core competencies and credentials Offer coursework and degrees specific to early childhood education
(E)(1)	Four year universities Two year colleges	Provide feedback on the kindergarten entry assessment
(E)(2)		


Signature (Authorized Representative of Lead Agency) 10/17/11
Date

Mart Kiselica, Interim Dean 10-13-11
Signature (Authorized Representative of Institution of Higher Education) Date
The College of New Jersey



*The John S. Watson
Institute for Public Policy
(609) 777-4351
Fax: (609) 777-3207*

October 5, 2011

New Jersey Council for Young Children
Chair-Ellen Wolock, Ed. D.
C/O of the New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza
P.O. Box 500
Trenton, New Jersey 08625

Dear Ellen:

The Center for the Positive Development of Urban Children (CPDUC) at the John S. Watson Institute for Public Policy of Thomas Edison State College is very pleased to support the New Jersey Race to the Top Early Learning Challenge Fund grant application.

The CPDUC has been actively involved in systems work for eight years. Our office was the lead agency in commissioning a study in 2006 titled *The Benefits for All: The Economic Impact of the New Jersey Child Care Industry Infant/Toddler, Preschool and Out-of-School Time Programs*. The study was the first of its kind in the state and it concluded that the child care industry in New Jersey is integral to family and economic life in the state. The major messages of the report outlined that the child care industry is a significant industry that generates \$2.55 billion in gross receipts and is an economic driver that supports more than 63,000 full-time jobs in New Jersey. Since the release of the report, the CPDUC has it to leverage support from the business community and other leaders across the state to support a coordinated and efficient early childhood system.

The Race to the Top Challenge Fund will allow New Jersey to finally have the resources to build a comprehensive and efficient early childhood system that will integrate all state departments and community stakeholders working with children and families. New Jersey has an established track record and momentum for system building through the NJ Build Initiative under the leadership of Advocates for Children of New Jersey (ACNJ) and the New Jersey Registry and Career Lattice under the leadership of Professional Impact of New Jersey, as well as the Abbott reform. Also, New Jersey is fortunate to have a strong cadre of leaders who are committed to this plan that will yield greater returns for children, families, and the early childhood workforce. New Jersey is well-positioned to implement the system change with the Challenge Fund's support.

Page 2-Support Letter: Race to the Top

We wholeheartedly support the New Jersey grant application for Race to the Top Challenge Fund. The CPU DC will continue to support the implementation of a Quality Rating and Improvement System (QRIS), the New Jersey Registry, and early childhood practitioners looking to enroll in Thomas Edison State College to advance through the career lattice. In addition, we will continue to support the early childhood workforce in becoming culturally and linguistically responsive to diverse children and families in early childhood settings. We are excited about this opportunity and look forward to rolling-out the New Jersey early childhood plan.

Sincerely,

A handwritten signature in cursive script that reads "Ana I. Berdecia". The signature is written in black ink and is positioned below the word "Sincerely,".

Ana I. Berdecia, M.Ed.
Senior Fellow/Director
Center for the Positive Development of Urban Children



COLLEGE OF EDUCATION

1600 VALLEY ROAD • PO. BOX 920 • WAYNE, NEW JERSEY 07474-0920

973.720.2137 FAX 973.720.3467 • WWW.WPUNJ.EDU

September 16, 2011

To Whom It May Concern:

William Paterson University of New Jersey (WPUNJ) is a comprehensive public institution of higher learning with a mission that incorporates teaching, research and creative activity, and service. William Paterson University's College of Education wholeheartedly supports New Jersey Department of Education's (NJDOE) application for the U.S. Department of Education's and Health and Human Service's "Race to the Top Early Learning Challenge" grant opportunity. Our faculty has met with NJDOE's staff from the Office of Early Childhood Education a number of times during New Jersey's concept development phase and has been involved in multiple aspects of the application tasks. New Jersey is a leader in high-quality preschool programs through its partnerships with child care centers and low-income public school districts. Although there are many programs across our state serving high-needs children, the quality varies greatly; and there is a disconnect among programs. This grant will enable us to build on what is working, expand and improve quality among all programs, and establish a more coordinated approach to early childhood education in our state.

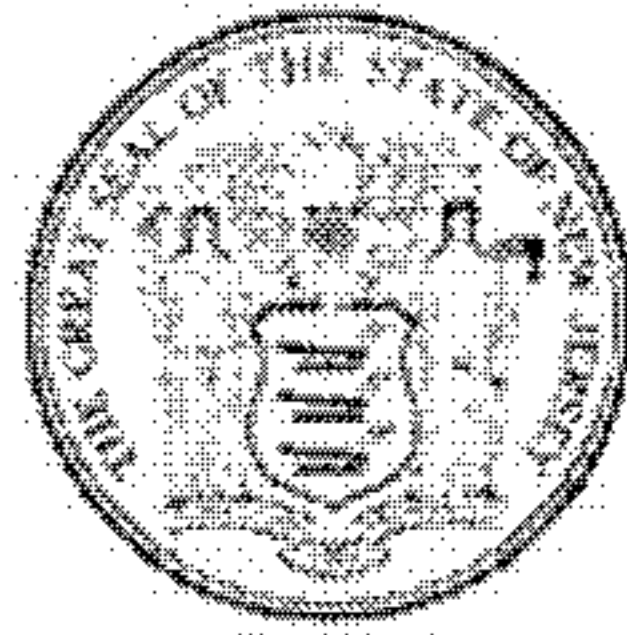
As an NCATE- accredited institution, with a nationally-recognized teacher preparation program in early childhood education and a nationally-accredited Child Development Center for service to children of preschool age, we very enthusiastically support the state of New Jersey's efforts to further distinguish itself in provision of coordinated, high-impact and top-quality services to the preschool children of New Jersey. In addition to preparing early childhood professionals, the College of Education at WPUNJ prepares beginning teachers in elementary education, special education, and secondary education) as well as provides coursework and recommendations for credentialing in bilingual education and English as a second language. We also provide advanced programs with specialization in early childhood education, leadership, reading and literacy, math, bilingual/ESL education, educational leadership, and counseling. Our Institute for Leadership and Learning, along with our Office of Continuing Education, provide additional opportunities for professional development.

Our College of Education has a long history of working with NJDOE and its Office of Early Childhood Education. Since 2002, we have been working with NJDOE to evaluate the quality of preschool classrooms in our low-income districts. We have the capacity and expertise to conduct evaluations necessary for a QRIS system as well as to assess overall quality improvement in a diversity of programs. We are willing to partner with NJDOE in whatever tasks are needed to work to improve the quality of education for our state's young children and families. We support this initiative.

Sincerely,

A handwritten signature in cursive script, appearing to read "Candace Burns".

Candace Burns, Dean



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Acting Commissioner

LETTER OF INTENT

Holly Seplocha, Professor
William Paterson University
Department of Early Childhood and Elementary Education
300 Pompton Road
Wayne, NJ 07470

Dear Dr. Seplocha:

This letter confirms The New Jersey Department of Education (NJDOE) and William Paterson University, which is a public institution of baccalaureate education, agreement to participate in the State Plan, as described in the State's Race to the Top-Early Learning Challenge application.

The scope of work to be followed in implementing the project are described in Exhibit I, Preliminary Scope of Work, Higher Education, attached hereto and incorporated herein. The scope of work is a framework of collaboration, outlining preliminary roles and responsibilities of the NJDOE and William Paterson University in support of the State in its implementation of the Race to the Top-Early Learning Challenge grant project.

The NJDOE will provide a Final Scope of Work only if the NJDOE's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded. The NJDOE will describe specific goals, activities, timelines, and budgets in a manner that is consistent with the Preliminary Scope of Work and the Budget included in section VIII of the State Plan.

If the foregoing terms and conditions are acceptable to you, please indicate so by signing this letter of intent along with the enclosed Preliminary Scope of Work and returning it to the attention of the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Wolock".

Ellen Wolock, Ed. D
Administrator, Division of Early Childhood Education
New Jersey Department of Education

ACCEPTED AND AGREED

Authorized Representative of NJDOE:

<u><i>Ellen Wolock</i></u>	<u>10/17/11</u>
Signature	Date
<u>Ellen Wolock</u>	<u>10/17/11</u>
Print Name	Date

Authorized Representative of William Paterson University

<u>(b)(6)</u>	<u>10/12/11</u>
Signature	Date
<u>Edward B. Weil</u>	<u>10/12/11</u>
Print Name	Date

EXHIBIT I – PRELIMINARY SCOPE OF WORK,**Higher Education**

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(b)(6)

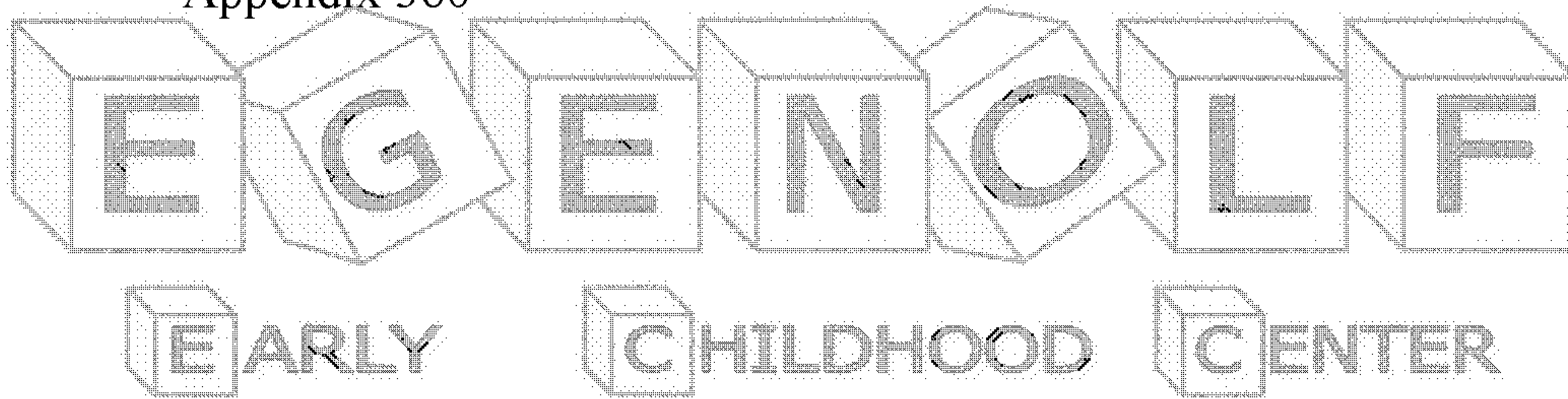
Signature (*Authorized Representative of Lead Agency*)

10/17/11
Date



Signature (*Authorized Representative of Institution of Higher Education*)

12/12/11
Date



725 Newark Ave
Elizabeth, NJ 07208
(908) 352-7508
Fax (908) 353-7310
E-mail: EgenolfECC@aol.com

Since 1890

Ellen Wolock
Administrator
Division of Preschool Education
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

October 11, 2011

RE: Race to the Top Early Learning Challenge Grant (RTT ELC grant)

Dear Dr. Wolock:

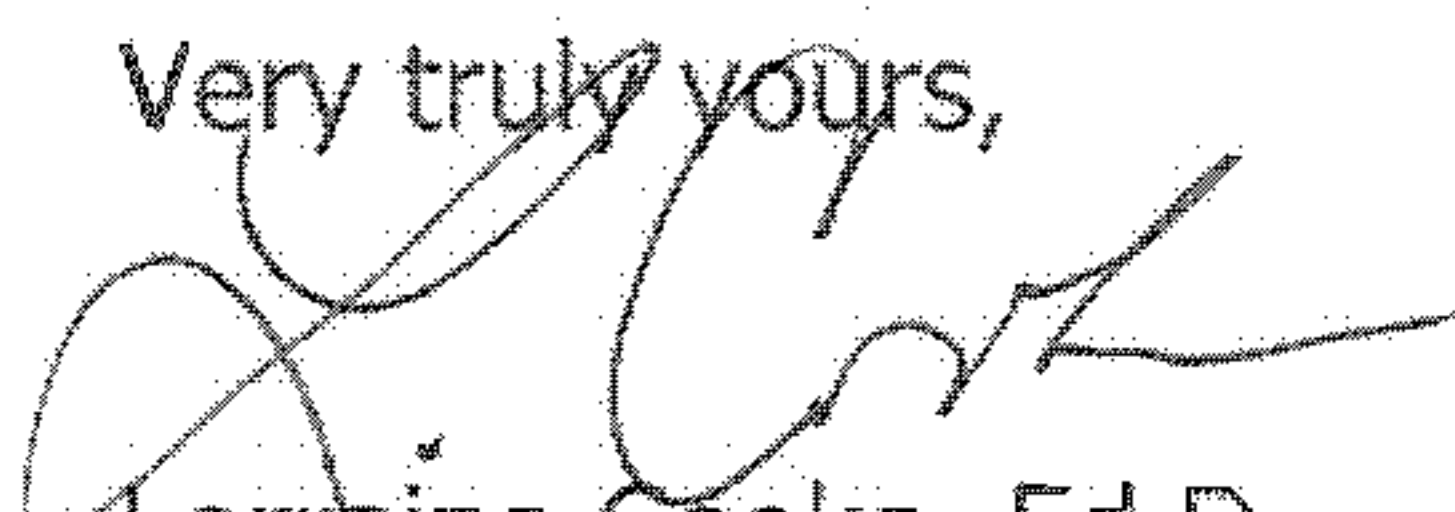
On behalf of the Board of Directors of Egenolf Early Childhood Center, I present our support for the RTT ELC grant. As the Executive Director of a non-profit community preschool program in a contractual relationship with the Elizabeth Board of Education, I have first-hand knowledge of the benefits of NJ's state funded preschool program for at-risk children and their families. Extending and expanding this rich experience and history to more of NJ's children is critical.

Prior to the execution of the court ordered preschool program, I was unable to access services for the children and families in my program. Navigating a path through the hierarchical maze of services in Trenton was time-consuming, cumbersome, and overwhelming. Thus, families had to go without essential services because they had no way of accessing services that they desperately needed. Coalitions of providers had developed a vision for building a system for early care and education built upon our vast experience. The grant proposal builds upon that vision to ensure that all high need children, from birth through early childhood, have access to a quality, coordinated system. The Inter-Agency Early Learning and Development Commission along with the County-level Councils will ensure that the delivery system is accessible, authentic, and functional.

The Grow NJ database is a priority in NJ in order to collect essential data that will help to guide programs and families in a quality driven paradigm. As a core member of the QRIS development team, I appreciate the importance of providing families with consumer information about their prospective early learning program.

The grant proposal capitalizes and expands on that which is great in NJ's early learning structure with attentiveness to coordination and consolidation. Thank you for your ardor and diligence in developing this plan.

Very truly yours,



Lorraine Cooke, Ed.D.
Executive Director

La Casa's mission is to foster self-sufficiency, empowerment and neighborhood revitalization

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Alle Ries
Division Director

*Board member affiliations are
for identification purposes only.*

October 13, 2011

Ms. Erika Kelley, M.P.A.
Early Childhood Education Specialist
New Jersey Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Reference: Support letter for US Department of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity

Dear Ms. Kelly:

La Casa de Don Pedro strongly encourages the US Department of Education to consider the New Jersey Race to the Top Early Learning Challenge Grant Opportunity [**RTT ELC**] application for funding.

La Casa de Don Pedro Inc., is a Newark based grass roots community organization providing a diverse range of programs that promote family well-being, healthy child development, educational achievement, employment opportunities, social justice, affordable housing, financial self-sufficiency, energy conservation, and neighborhood renewal. The Early Childhood Education Program, Parent-Child Academy, and Family Success Centers promote high quality education, parenting skills, school readiness, parental involvement and adult education for children from birth to five years.

Although New Jersey provides numerous programs and services to infants and young children and their families, they vary in quality and are often disconnected from each other. This grant –**RTT ECL**– will:

- Assist the State of New Jersey in providing a high quality early childhood development and educational program that prepares children for school by promoting exploration and success in their early lives, as well as promote and implement a coordinated system of service delivery.
- Help to ensure coordination of New Jersey's early care and education across the agencies and institutions as well as explore new vehicles and ways to reach families and connect them with information needed to make right decisions about their children's early care and education.

La Casa de Don Pedro will fully support this initiative. We look forward to cooperating in the below areas:

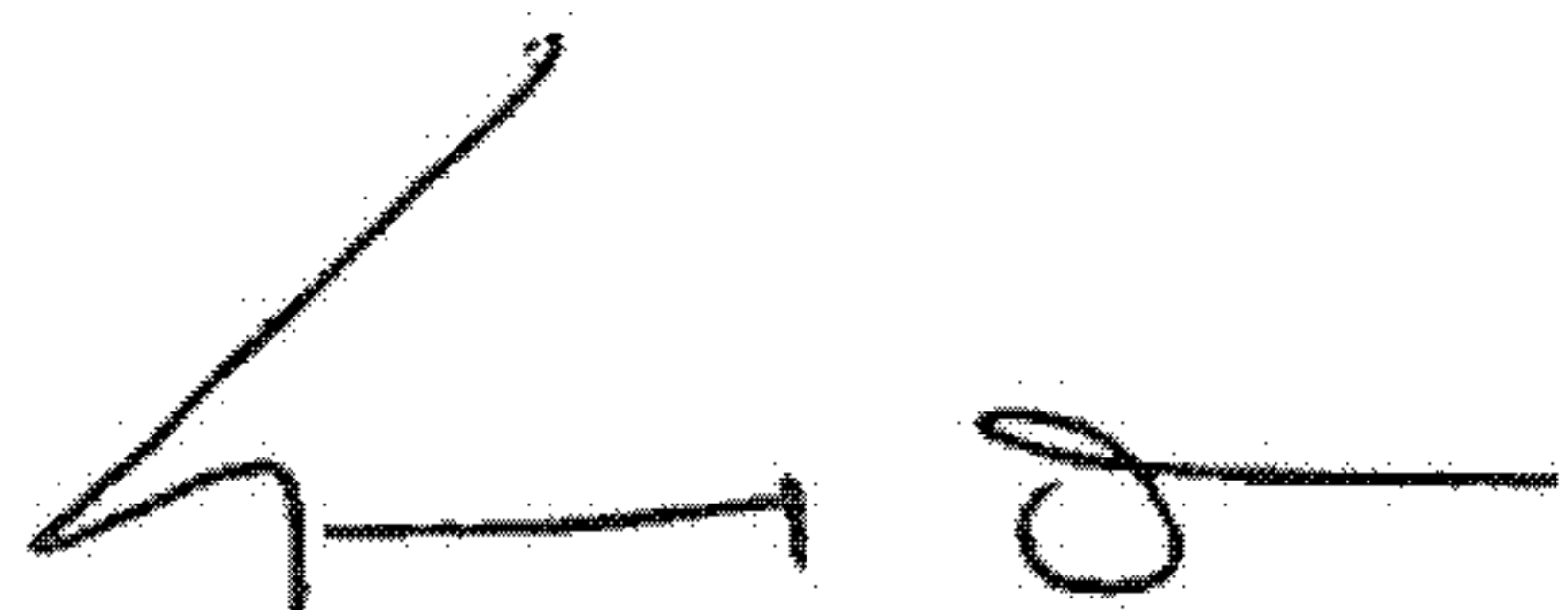
- Coordinate early care and education services across agencies.
- Provide ongoing feedback and outreach for the most needed children and families regarding early care and education.
- Engage in training teams to achieve program excellence in infant, toddler, and preschool settings.
- Support and participate in validation research as well as in ongoing evaluations from the beginning to the end to validate impact and improvements of the program.

La Casa de Don Pedro expects that U.S. Department of Education support this grant application as a testament of the importance to education and prevention services in our community. This grant **[RTT ECL]** will help to meet standards and work collaboratively with Educational Administrators, Local Educational Managers, Quality Teachers, and Citizens, critical and creative thinkers and self-directed learners to improve children's **Birth to Five** education. Moreover, this grant will strengthen parent's partnerships with local schools and the state education system.

We look forward to the positive outcome of the grant application. We believe this is the best way to bring life-enhancing and sometimes life-saving innovations to our youngest children's education.

Please do not hesitate to contact me at 973-482-8312 or email me at rocasio@lacasanwk.org should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Raymond Ocasio', with a stylized flourish at the end.

Raymond Ocasio
Executive Director

Mi Casita Day Care Center, Inc.
551 Spruce St.
Camden, N.J. 08103

October 17, 2011

Amanda Blagman
Senior Policy Analyst
Advocates for Children of New Jersey
35 Halsey Street
Newark, N.J. 07102

Dear Ms. Blagman:

In the year 2008 Mi Casita Day Care Center, Inc. participated in the pilot program called, QRIS. As part of the pilot program we received training assistant in areas identified in need of improvement.

The process was very long but it was excellent. It gave us an opportunity to evaluate our organization in all areas covered by this project. We assessed what we were doing correctly and what we needed to improve to continue providing quality early care and education. Based on the technical assistant provided, we made action plans to improve in different areas of the program.

Participating in this program was the beginning of a long- term goal of our agency: to apply for accreditation. It is with great pleasure that we want to let you know that on August 22, 2011 Mi Casita Day Care Center received accreditation by the National Accreditation Commission.

Thank you very much for all your support and commitment to the children and families of young children.

Sincerely yours,
Flora Rivera
Flora Rivera, Executive Director



Sarah Ward Nursery • Newark, New Jersey
Founded 1892
973-482-3593

October 11, 2011

Erika Kelley
Early Childhood Education Program Specialist
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, New Jersey 08625

Dear Ms. Kelley:

The purpose of this letter is to support the New Jersey Department of Education, Division of Early Childhood Education, in applying for the US Department of Education and Health and Human Services Race to the Top Early Learning Challenge Grant.

The agency has been supplying early care and education to young children in Essex County for 120 years. There are now 3 sites, serving 280 children:

27 Jay Street	90	Newark Abbott Pre-K
406 Sanford Ave.	60	Newark Abbott Pre-K
	30	East Orange Abbott Pre-K
105 Lock Street@NJIT	60	Newark Abbott Pre-K
	36-40	Infant and Toddlers

All sites are NAEYC accredited.

Historically part of our ability to supply quality early care and education has been reliant on funding from lead agencies. We pride ourselves on responding to almost every opportunity that presents itself.

This year the agency applied for and was selected to participate in the following, sponsored by Program for Parents.

1. Quality Rating & Improvement Pilot Project – New Jersey First Step – did provide the infant/toddler program at 105 Lock Street with assistance in regard to improving the program/learning environment, professional development and enhanced family involvement, among other things, in order to further promote quality.

2. Strengthening Families Through Early Care & Education – started at 27 Jay Street and is now agency wide. This initiative is providing staff with a better understanding on preventing child abuse and neglect prevention by using a protective factors approach through enhanced relationships with our families.

3. Shaping NJ – Nutritional and Physical Activity Self-Assessment for Child Care – started at 406 Sanford Avenue and is now agency wide. It has aided us in intensifying our curriculum to fight childhood obesity. We have always planned nutritional menus, but we went further and now we get all of our fresh fruit and vegetables from Corrados Market in Fairfield on a weekly basis.

Attached please find a letter of thanks to Beverly Lynn, CEO of Program for Parents, Inc. These Initiatives can only be funded through a coordinated system of services which allow community based agencies to provide higher quality learning programs.

Eleven years ago we began contracting with both the Newark and East Orange Boards of Education to provide court mandated early education. That obviously was the beginning of improving standards, but your grant could take things much further, by helping all of us strive for the same critical services through Grow NJ. What an amazing opportunity it would be to see all of your activities fall into a place.

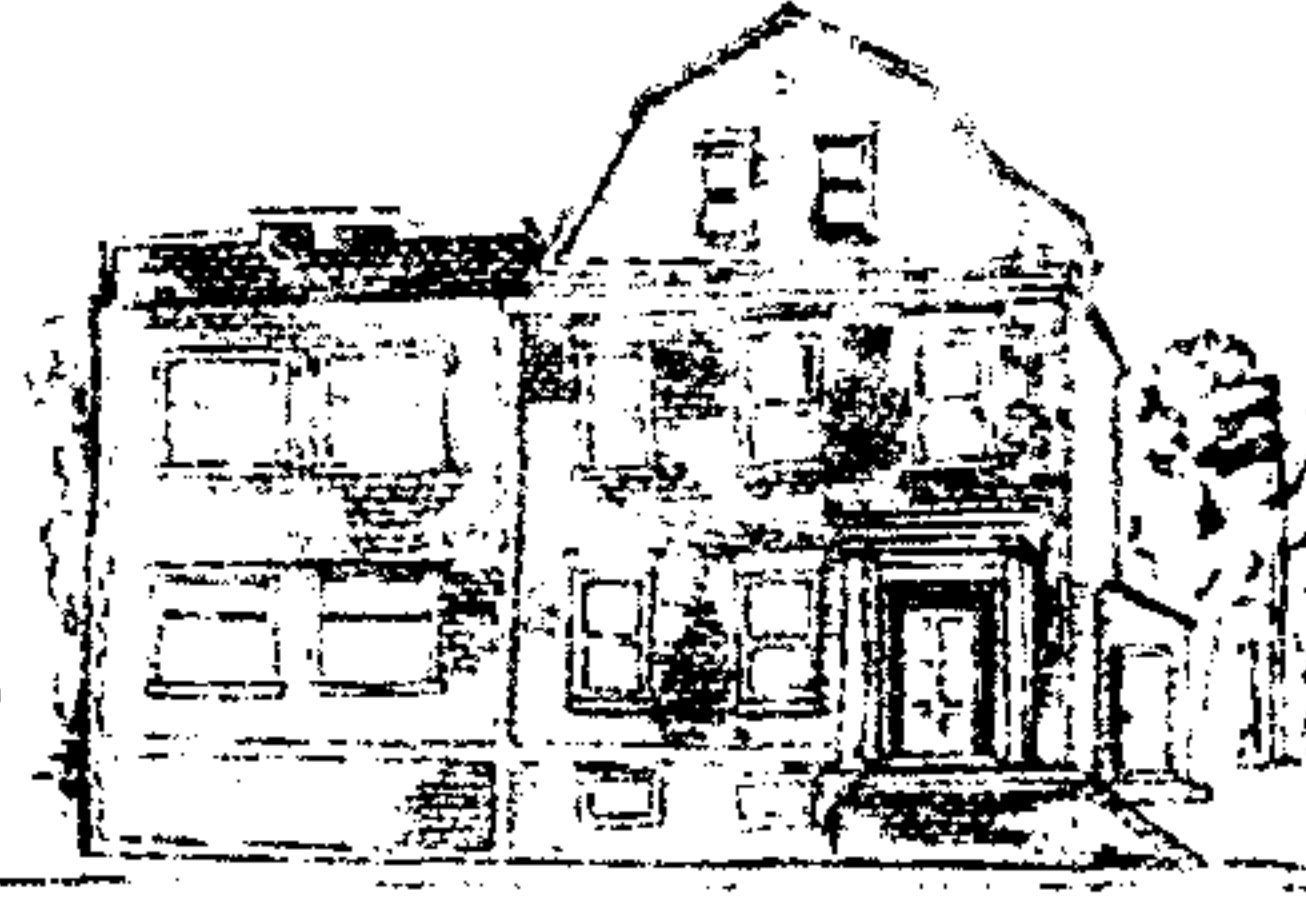
What excites me the most-all of it-there is not one concept or activity of unimportance. Thank you for the opportunity to support your effort. If I can do anything else, please let me know.

Sincerely,



Gayle Kloepfer
Executive Director

GK/taf



Sarah Ward Nursery • Newark, New Jersey
Founded 1892
973-482-3593

July 8, 2011

Ms. Beverly Lynn, CEO
Program for Parents, Inc.
33 Washington St. 6th Floor
Newark, New Jersey 07102

Dear Beverly:

I find it amazing that, this year, you and your staff have provided so many opportunities to this agency.

First we were accepted into the Infant/Toddler QRIS project at 105 Lock Street. Under the tutelage of Cynthia Soete and Stacey Proctor the staff have had the opportunity to benefit from their knowledge. They are using the experience to better understand their role in caring for and helping to shape the lives of young children, thus enabling them to feel more professional.

Next, the location at 406 Sanford Avenue was chosen to participate in Shaping New Jersey, with Ms. Simona Bana. The results of this wonderful opportunity has spread agency wide. In March, we reached out to Corrados Market in Fairfield and we have been ordering all kinds of fresh fruit and vegetables, for delivery, every week. Staff also had opportunities through training, including the Color Me Healthy workshop. I was so impressed with the results that come September. I will purchase kits for each classroom, as part of the curriculum.

Finally, Jay Street was invited to participate in the Strengthening Families Initiative, with Marilyn and Arlene. After all these years it is wonderful being reunited with these amazing women. This project ties so well into being Abbott Contracted, that it is additionally aiding our family workers in helping to stabilize our families. Now all three sites are involved.

Beverly you have taken your responsibilities very seriously and under your direction Program for Parents is now providing more viable opportunities for child care centers. All of the above mentioned, will continue to have a long lasting impact on this agency, thus allowing us to continue providing quality programs. Thank You.

Sincerely,

Gayle Kloepfer
Executive Director

Sarah Ward Nursery Corporation
105 Lock Street
Newark, New Jersey 07103

October 10, 2011

To Whom It May Concern

It is with extreme pleasure that I am writing this letter of support for the Infant/Toddler QRIS Pilot Program that took place at the Sarah Ward Nursery 105 Lock Street in the City of Newark, New Jersey.

As one of the Directors for the Sarah Ward Nursery, I would like to thank the New Jersey First Steps/Program for Parents staff Cynthia Soete and Stacy Proctor for their support with providing training and technical assistance to the staff and myself during this pilot project.

The entire Infant/Toddler staff has benefited tremendously from this project and how it has increased the quality of care that we provide for the children in our care. Although we have felt our Infant/Toddler Program was providing best practices, this program has taken us to even higher heights.

The professional development opportunities and trainings that were offered and initiated during this program was very beneficial to the staff. The trainings conducted in-house by Cynthia Soete were very motivating and enlightening which allowed the staff a chance to relax, be comfortable and share valuable information and insight with one another regarding what they were actually experiencing in the classroom.

In closing, I would like to thank the New Jersey First Steps/QRIS Pilot Program for allowing Sarah Ward Nursery to be part of this wonderful project. The lessons learn that the Sarah Ward Nursery Infant/Toddler Staff benefited from this program will become a valuable asset as they continue to provide and serve the Infant/Toddler children and families.

Sincerely,

John T. Rich, Jr
Program Director

Cc:file

October 16, 2011

To Whom It May Concern,

I really appreciate the training that was provided to us at St. Ann's Daycare Center by Qris.

During my training I learned different techniques to enhance my teaching skills at St. Ann's Daycare.

I believe watching films, along with hands on training improved my ability to interact more with the infants/Toddlers.

We have made changes in our classroom, it's more organized. We have it set up for more independent playing for the infant/toddlers. The areas are more spacious, comfortable and it's a safe environment.

Our communication as a team has even improved it allows us to reach new goals for the new stages in the baby's growth.

We have also included reading, and dancing in our daily activities and the babies loves it.

I believe Qris has made a different in our area. It was a great learning experience, I would like to Thank You for your support and knowledge that you have provided to me.

Sincerely,

(b)(6)

Cynthia Jackson /
Teachers Assist
St. Ann's Daycare

Oct. 17, 2011

Preceding My name is (b)(6)
(b)(6) I am a teacher
at (b)(6)

I learned many things
in the QRIS programs
here are some examples

I learned how to set up a
class to maximize learning
for the little people.

I learned how to redirect
behaviors that were not
acceptable.

I learned stages of infants
and I learned their
temperment.

I learned the process of
iters and how they rate
classes and the process
of making the class better.
and I

My coworkers bonded
over the workshops
and after class implemented
things in the class right

away. Also At Effort
The Mrs Soete not only
did the program come
to our workplace. Her
delivery of the material
was superb. she injected
humor in the most
horring subject making
them come alive and
jump off the dittoes for
us. Any question feel
free to call or write

(b)(6)

Scan be reached at
St. Ann's Community
Day Care Center
973-642-4018

Janisha Lillman

(b)(6)

October 17, 2011

After attending several trainings and having discussions of the I-teas-R process I've changed my mind-set and view point on working with Infants and Toddlers. I-teas has taught me that childrens Temperments are very different and as their minds and bodies mature, so does their understanding and attitudes. I have more patience, consideration and energy towards my children and the way they behave. I've also learned that once a child is dropped off at school by their loved one and they begin to cry, it's because they need that love and comfort from as their teacher and it's my job to make them aware that their parents might not be in their presence for a while, but it'll take place while their away.

St. Ann's Day Care

Every workshop has provided information that enables me as a Teacher to learn how to use new techniques to teach and implement through hands on experience to fit into everyday planning.

Attending these Seminars & Workshops has enhanced and polished my Professional Development, along with exchanging valuable information with my colleagues. We have all grown together and have respect for one another.

The Professional Trainers that I have personally met, have truly enlightened me, encouraged me and given their expertise in assisting me to become more knowledgeable and expand my horizons. Mrs. Poete has been instrumental in her guidance, for me re-arranging my classroom and input on some subject areas. We both were in agreement in ~~providing~~ providing a safe & healthy environment. Mrs. Poete ~~also~~ also was able to get us a Ramp that allows the children to learn how to walk up and down stairs, hold onto handles, slide and crawl. The addition of the Ramp has added fun and enjoyment for the children. Their Gross motor skills really get a good workout and empower each child in being more active.

Throughout the Training, I have learned how to implement new techniques that involve more Parental participation in volunteering their services, read books, share on trips and being active in their child's life.

Communication between families has certainly become more effective. Allowing the Parent to express & share ideas and their cultures makes a big difference.

A new bonding and friendship has been raised and taking a positive attitude in our Toddler Class.

Submitted by

(b)(6)

ST. ANN'S DAY CARE



September 21, 2011

Ellen Wolock, Ed.D, Administrator
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Ellen,

On behalf of Advocates for Children of New Jersey (ACNJ), I am pleased to offer our strong support for New Jersey's proposal for the Race to the Top Early Learning Challenge Grant. We believe that the state's proposal builds upon the strong early learning foundation already in place in New Jersey to take the next step by improving the quality of early care for young children.

ACNJ is a statewide, multi-issue nonprofit child advocacy organization with a long record of advocacy for young children. ACNJ was a key leader in advocacy for the development and implementation of New Jersey's nationally recognized, high-quality preschool program and is the lead agency for the national Build Initiative Early-Learning System-Building Project in New Jersey. As a member of the New Jersey Council for Young Children, ACNJ fully understands the critical importance of a robust early care and education system for young children.

Through the Build Initiative, ACNJ has worked since 2002 to improve the coordination and quality of New Jersey's early care and education system. We have brought together stakeholders from the private and public sector to address issues of access, program quality, professional development, parent support and system coordination. While we have made considerable progress, the lack of a major state initiative to implement our recommendations has limited the potential results. The Early Learning Challenge Grant provides the opportunity to move that work forward in a meaningful way.

A major accomplishment of the Build Initiative has been the development of a proposed Quality Rating Improvement System for center-based and family child care. A five-step scale was developed with input from stakeholders across the entire early learning community – child care, education, health, parent support, special needs and other relevant programs – and piloted with foundation grants in three communities across the state. Funding through Race to the Top will take this effort to scale across the early learning and development systems. We are very pleased that the state's application builds upon this work. This is a unique opportunity to greatly improve the quality of learning and care for very young children and support their optimal development and readiness for school.

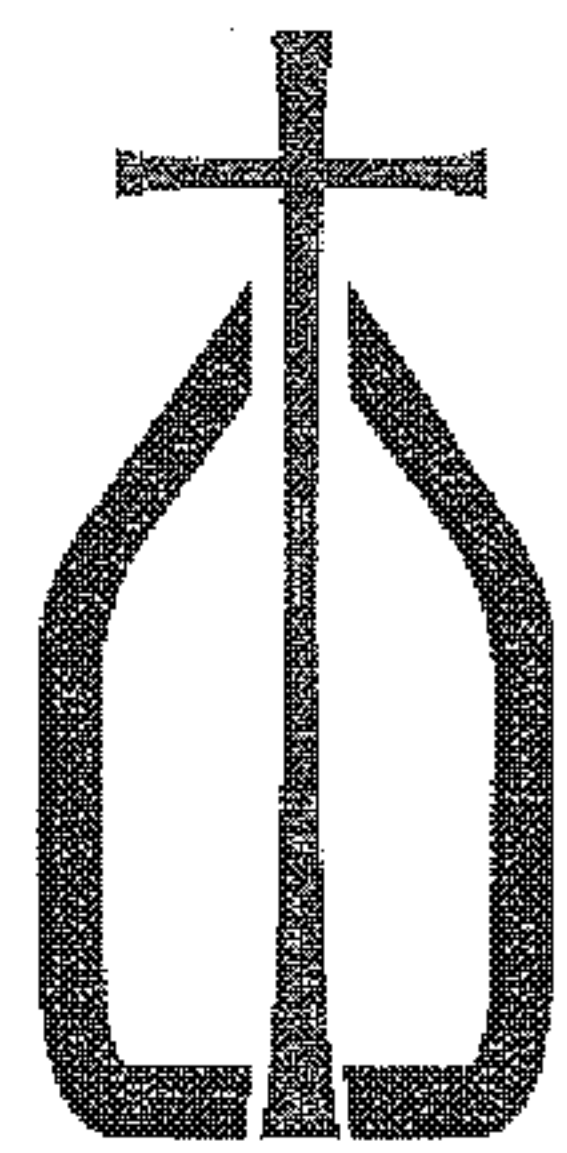
New Jersey has considerable experience in building a high-quality early learning system. Our state-funded preschool program for three- and four-year-old children in the lowest income school districts is a national model on many levels: its high-quality standard, its implementation design and, most important, its proven results for children. The state's Race to the Top proposal uses the successful approach it took to implement preschool and expands it to a quality improvement system for all children from birth to age five. This is an important foundation to build upon in improving the quality of the early learning system.

As an independent child advocacy organization dedicated to ensuring that all children get the best possible start in life, ACNJ is pleased to partner with the Department of Education in developing this proposal and stands ready to assist in its implementation should New Jersey be awarded federal funds.

Very truly yours,

A handwritten signature in black ink, appearing to read "Cecilia Zalkind". The signature is fluid and cursive, with the first name "Cecilia" and last name "Zalkind" clearly distinguishable.

Cecilia Zalkind
Executive Director



**CATHOLIC
CHARITIES**
Diocese of Metuchen

Executive Director
Marianne Majewski, LCSW

Assistant Executive Director
Joan Lorah, LCSW

Assistant Executive Director
Julio Coto, LCSW

September 15, 2011

New Jersey Department of Education
Attn: Ellen Wolock
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ms. Wolock:

I am writing to pledge support of NJ's application to US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity.

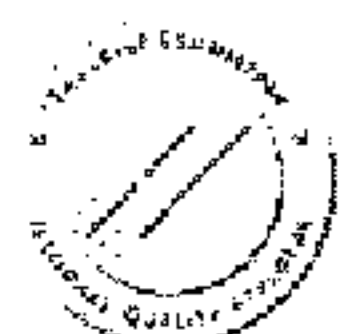
As you know, NJ stakeholders provide numerous and varied services to families and young children. However, families often have trouble accessing these services or are unaware of their existence. NJ is keenly positioned to build upon the work of the NJ Council for Young Children to build a coordinated system that will increase access to high quality early learning programs and services for high need and underserved infants and children. We support NJ's approach to develop interagency collaboration that can provide a statewide means of improving quality in all settings and services for children and families, as well as early linkages to these programs and services.

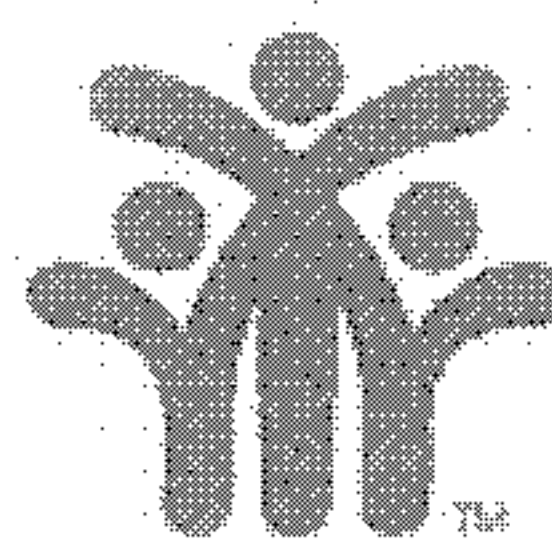
Catholic Charities, Diocese of Metuchen is dedicated to the underserved and is prepared to partner with other stakeholders in NJ to provide essential services to NJ's children and families. Through our extensive work with high need and underserved populations such as those of low income, homelessness, children under protective services, immigration and those who are dual language learners, we can provide important data to the NJ Council for Young Children that can be used to develop best practices and future recommendations that would help link families to essential services. These partnerships are vital in the development of a seamless coordinated system of services, in which children and families are connected to the support they so desperately need to ensure children's future success.

In support of NJ's grant proposal, we commit ourselves to strengthen collaboration among our colleagues, to participate and further build upon the work of the NJ Council for Young Children, and to continue to provide critical services to NJ's children and families.

Sincerely,

Marianne Majewski, LCSW
Executive Director





September 20, 2011

Ellen Wolock, PhD
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza
Trenton, NJ 08625

Dear Dr. Wolock,

It is our pleasure to express our support of the New Jersey Department of Education's proposal for the *US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity*. My organization, Prevent Child Abuse-New Jersey (PCA-NJ), is pleased to have the opportunity to collaborate on this project—we know, first hand, that families across the state are in great need of the program being proposed.

PCA-NJ is the umbrella organization that oversees local organizations in all 21 counties in New Jersey that replicate evidence-based programs supporting optimal child health and development, strengthening families, creating healthier families, and/or preventing child abuse and neglect. We are the state affiliate and technical assistance provider for both the *Healthy Families America* and *Parents as Teachers Home Visitation Models*. These highly respected, nationwide programs are delivered in parents' homes by our talented and committed home visitation staff. PCA-NJ also administers New Jersey's *Parent Information and Resource Center* and the *Family Outreach Program* (FOP), both of which foster and develop strategies for child care settings and schools to increase family engagement and become further involved in their child's education. In addition, FOP provides instruction to parents living in the state's Abbott school districts, which, as you know, are areas with the lowest income and largest percentage of disadvantaged children.

The proposed project, designed to help improve the education and lives of children, is congruent with our mission. Our staff is excited to participate in this project—we believe it will be a trend setting project that will have a tremendous impact on the families in New Jersey. PCA-NJ's expert staff will be available to support this project by providing training and technical assistance related to home visitation, family support, family engagement, and assessing and developing family friendly early learning environments.

PCA-NJ and I wish you great success with this proposal and look forward to further collaboration on this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Rush Russell".

Rush Russell
Executive Director



Generations United's New Jersey Seniors4Kids
55 Oakmont Lane
Jackson, NJ 08527

October 11, 2011

The Honorable Chris Christie
Governor of New Jersey
Office of the Governor
P.O. Box 001
Trenton, NJ 08625

Dear Governor Christie:

As the State Coordinator of Generations United's New Jersey Seniors4Kids, I am writing to express support for the State of New Jersey's application to the Race to the Top Early Learning Challenge Fund. We view this application as an unprecedented opportunity to develop a continuum of care and education that truly begins at birth, lasts a lifetime, and reaps benefits for all generations.

New Jersey Seniors4Kids (www.seniors4kids.com) raises the voices of older adults on behalf of policies benefitting children and youth. Currently, our statewide network of adults age 50 and older works to increase access to quality early care and education. As grandparents and engaged family members, many older adults in New Jersey care deeply about leaving the world a better place for future generations.

Decades of rigorous research shows that investing in high-quality early care and education nets high returns for taxpayers of all ages. Just some of the intergenerational benefits of quality early care and education include: greater academic achievement; fewer referrals for remedial classes or special education; lower rates of teen pregnancy; higher high-school graduation rates, GED completion, and post-secondary enrollment; and better earnings and employment rates contributing to fiscal balance.

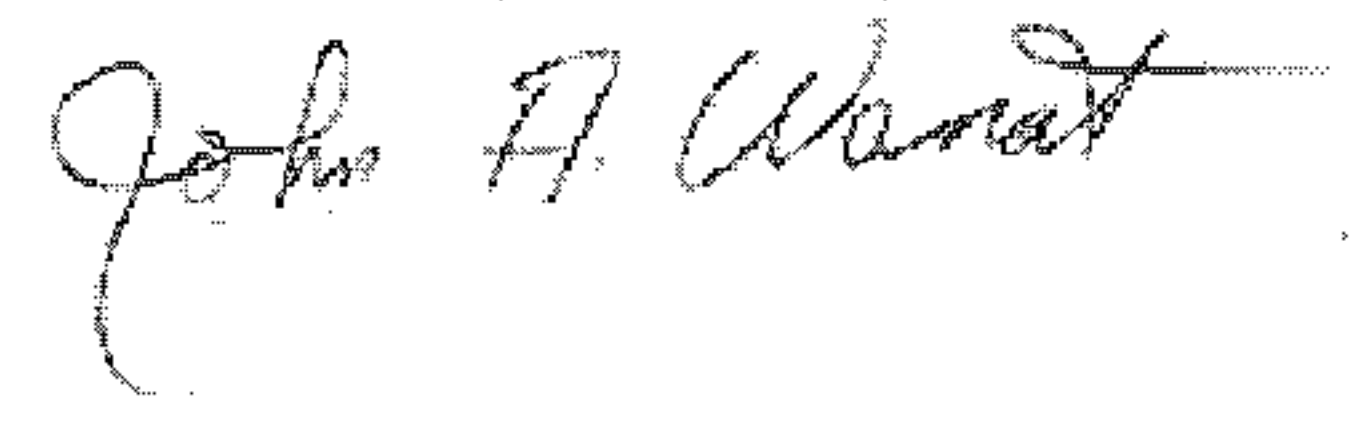
Unfortunately, far too many of New Jersey's children cannot access quality early care and education. We envision that this grant could provide the essential infrastructure and tools required to promote school readiness for all New Jersey children, especially those with high needs. Specifically, the Race to the Top: Early Learning Challenge Fund could help New Jersey:

- Implement Grow NJ, our tiered quality rating and improvement system
- Develop and use high quality early learning and development standards
- Support the effective use of comprehensive assessment systems, including the administration of a common state-wide kindergarten entry assessment so teachers will know how best to address the individual needs and skills of all children
- Address health, behavioral, and developmental needs of children, including early identification of needs and referral to services on a timely basis
- Engage and support families within early care and learning programs
- Implement *NJ Workforce Core Knowledge and Competencies*, which includes a common statewide competency-based knowledge framework and addresses a range of approaches to develop skill, knowledge and ability in the early childhood workforce

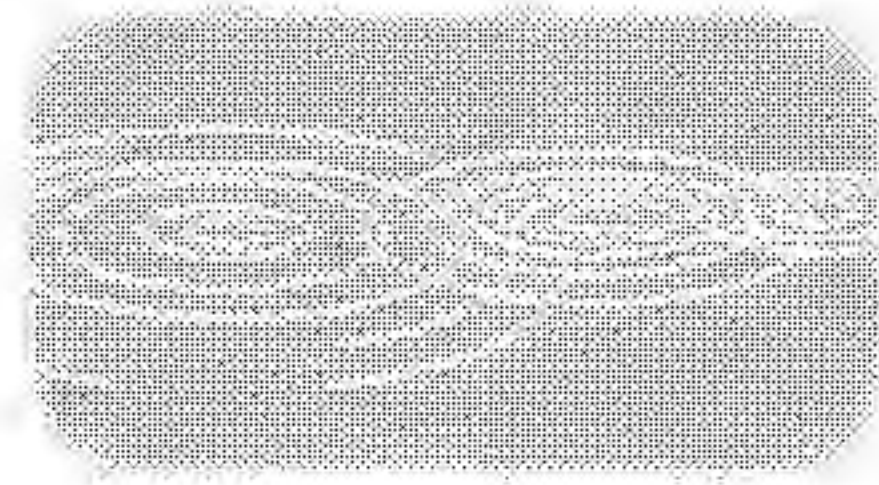
- Build an early learning data system

With our support for expanding access to these early care and education programs, seniors hope to position children- and New Jersey- for greater success. We thank you for your time and appreciate your consideration.

Sincerely,

A handwritten signature in cursive script that reads "John A. Wanat".

John A. Wanat
State Coordinator,
Generations United's New Jersey Seniors4Kids



professional
IMPACT NJ

advancing growth in
early childhood education

PROFESSIONAL IMPACT NJ POLICY ADVISORY BOARD

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Childcare
Member

Kathryn Nicholls
Center Oak Preschool
Member

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, New Jersey 08625

September 12, 2011

To Whom It May Concern:

Professional Impact NJ Policy Advisory Board (PINJ PAB) is pleased to support New Jersey's grant application for funding through the *Race To The Top* initiative. PINJ PAB has a long history of collaborations that have worked toward aligning and coordinating early learning and development across the State.

Professional Impact NJ is well positioned to partner in strengthening New Jersey's system of Early Learning Standards, statewide technology infrastructure, and maintenance of workforce professional development registry. PINJ has experience in distributing scholarships for teachers, data collection and sharing and reporting.

As outlined in PINJ's current Strategic Plan, key programs and strategies include:

- NJ Registry-Career Lattice
- Scholarship Programs
- Directors' Academy
- Defining Standards—Core Knowledge
- Producing Quantitative and Qualitative Research
- Supporting initiatives to enhance quality

Professional Impact NJ is ready to partner with the state in improving the quality of all settings serving high need children and connecting families to critical services upon entry to the early care and education system.

Sincerely,

(b)(6)

Rebekka Zydell
PINJ PAB Chair

Policy Advisory Board

Susan O'Donnell
El Primer Paso
Member

Brenda O'Shea
Family Child Care
Organization of NJ
Member

Elmorita Thomas
EIRC
Member

Ingrid Campbell
Rutgers University
Camden Campus Center
of children & Childhood
Studies
Member

Lorraine Johnson
NJ Head Start
Association
Member

Antoinette Franklin
Office of Licensing
Department of Children &
Families

Rosanne Hansel
NJ DOE Division of Early
Childhood Education

Jamie Anderson
NJ Department of Health
& Senior Services,
Division of Family Health
Services

Suzanne Burnette
Department of Education
State Director of Head
Start Collaboration Office

Majorie Kelly
Kean University

*NJ Association of Early
Childhood Teacher
Educators*

*NJ Department of Human
Services, Division of
Family Development*

*New Jersey Department of
Children & Families*



September 13, 2011

Dr. Ellen Wolock, Director
Division of Early Childhood Education
100 Riverview Plaza--PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

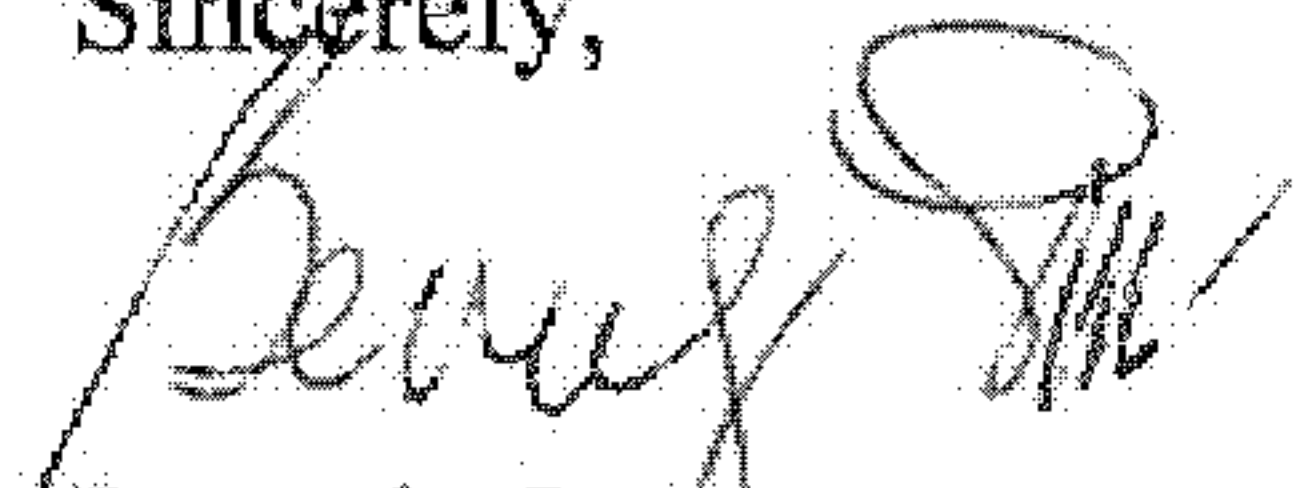
This letter is written in support of the State of New Jersey's application to the US Departments of Education and Health and Human Services for the Race to the Top (RTT) Early Learning Challenge Grant.

Programs for Parents, Inc (PFP), the state's largest Child Care Resource and Referral agency serving Essex County supports over 1200 child care providers with professional development services, technical assistance and support, and 15,000 children annually through the child care subsidy program. We are cognizant of the varying levels of quality child care in our communities and welcome the opportunity to work with the NJ Department of Education to improve the quality of early learning programs and increase access to those programs for high need children ages birth to five. We recognize that this can only be accomplished by implementing a comprehensive and coordinated system of services throughout the state.

PfP has worked very closely with various subcommittees of the Governor's Early Learning Council including Early Learning Guidelines, Quality Rating and Improvement System (QRIS) and Professional Development. PfP has also shared much needed data on children and families receiving subsidies and will continue to share data as requested. The work that PfP does has informed those committees in the development of tools that will guide the state towards creating a system that supports quality early learning programs for all children. As the northern regional grantee for the NJ Infant Toddler quality initiative PFP conducts assessments of programs and provides training, technical assistance and coaching to help programs demonstrate quality improvement. Leveraging resources from the initiative, PFP recently piloted the draft NJ QRIS tool in four child care programs serving infants and toddlers in Essex County. There were many lessons learned from this process that again will inform and guide how New Jersey moves forward with implementation of the QRIS.

New Jersey has worked extremely hard in developing the framework for a comprehensive Early Education system that can be effective and that reflects the needs of young children and their families. I hope that New Jersey will be considered a viable candidate for this grant and will be designated as a **Race to the Top State**.

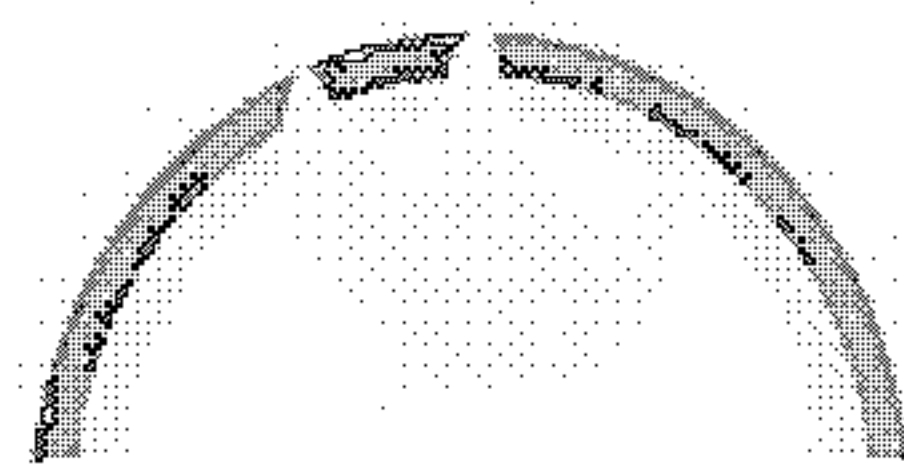
Sincerely,



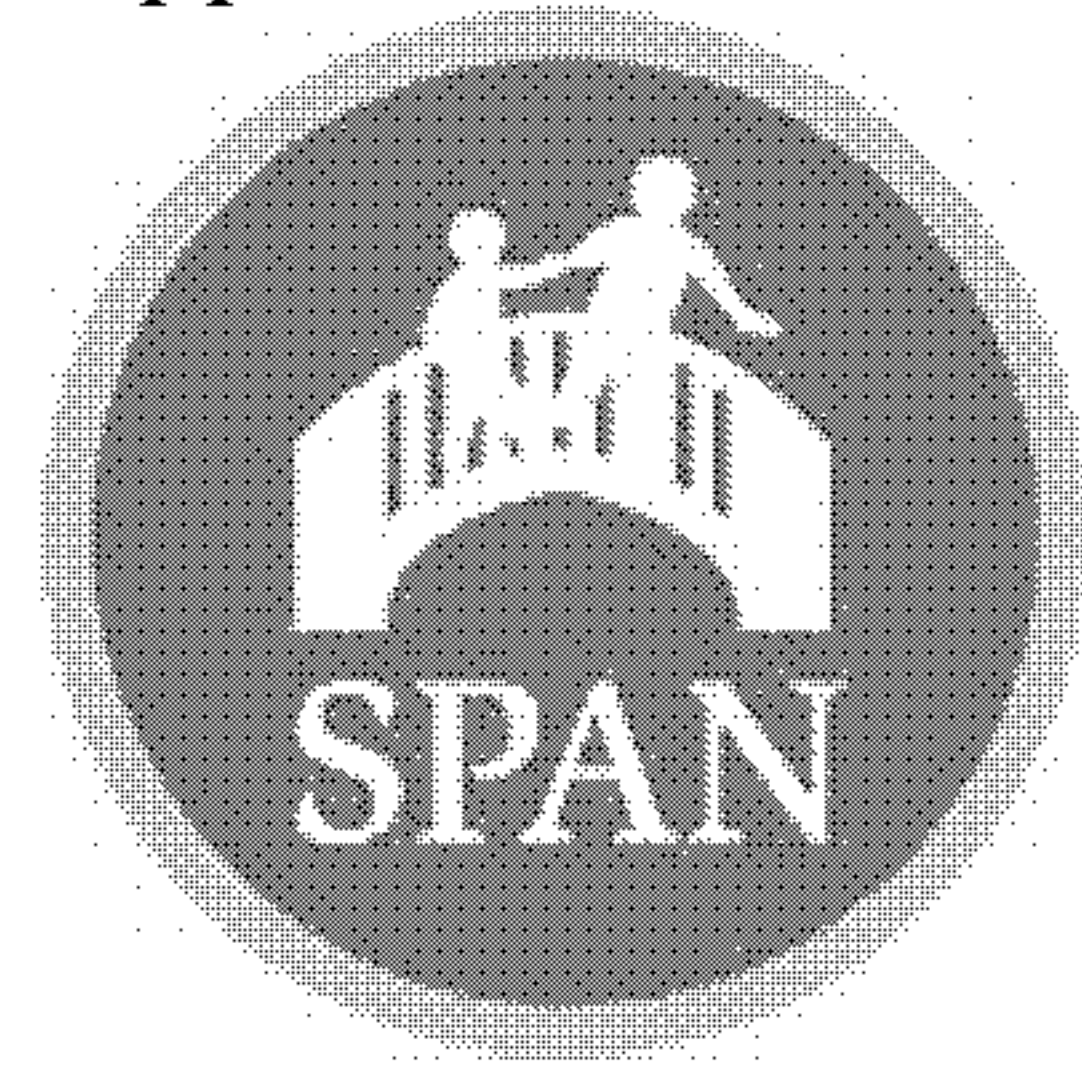
Beverly Lynn

CEO

Programs for Parents, Inc.



Programs for Parents, Inc.



*Statewide Parent
Advocacy Network*

SPAN
35 Halsey Street, 4th Floor
Newark, NJ 07102
(973) 642-8100
(973) 642-8080 - Fax
E-Mail address: span@spannj.org
Website: www.spannj.org

September 13, 2011

Ellen Wolock
NJ Department of Education
100 Riverview Plaza
Trenton, NJ 08625

I am writing on behalf of the Statewide Parent Advocacy Network of New Jersey (SPAN) to indicate our strong support for and eagerness to collaborate in the New Jersey Department of Education's Race to the Top Early Learning Challenge grant opportunity. The Department's application is consistent with our mission, to empower parents and engage professionals committed to the healthy development and education of children, and our targeted focus on the children and families at greatest risk due to poverty, race/ethnicity, disability or special health/ mental health need, immigrant or language status, involvement in the child welfare or juvenile justice system, geographic location, or other special circumstances.

SPAN is actively engaged in efforts to improve NJ's systems and supports for families of young children at greatest risk. SPAN is NJ's federally-designated Parent Training and Information Center for families of infants, toddlers, children and youth with special needs around early intervention and education, and Family to Family Health Information Center for families of infants, toddlers, children and youth with special health and mental health needs. We are a founding member of and still active in NJ's Map to Inclusive Child Care team, and house the NJ Inclusive Child Care Project, which provides on-site training and technical assistance to child care staff on child development and strategies to include young children with disabilities, special healthcare needs, and challenging behaviors, and to staff of county Child Care Resource and Referral Agencies on the rights of families of young children with special needs and effective strategies to communicate with such families. We have worked with NJ's Early Childhood Comprehensive Systems grant on developing and facilitating early childhood parent leadership development for parents of young children and on development of the NJ Parent Link website. We trained NJ's Child Care Resource and Referral Agency staff on family engagement as part of the Strengthening Families through Early Care and Education implementation, which they have "turn-keyed" to participating child care centers in their counties. We are represented on the NJ early intervention system's State Interagency Coordinating Council. We house NJ Statewide Parent to Parent, which matches parents of children with special needs with a trained Support parent to provide emotional support and connections to critical resources; the vast majority of our "matches" are for parents of young children birth to age 5. Our START project, a collaboration with the NJ Department of Education, has developed and shared resources with families and professionals on early childhood inclusion and Universal Design for Learning, family-professional partnerships around early literacy, among other topics, and has developed and enhanced hundreds of local special education parent advisory councils districts across the state. We provide training and technical assistance to NJ's network of 40+ Family Success Centers around family engagement and support and the standards for prevention, including helping them develop and sustain their Family Advisory Councils, as part of the Partnership for Family Success. We work directly with parents of young children with special needs through our Family Resource Specialists housed at the county Special Child Health Services Case Management Units. We also enroll immigrant families of children with and without special needs in NJ Medicaid and Family Care/SCHIP, and connect them to community health resources such as Federally Qualified Health Centers. We house several US Department of Health and Human Services-funded projects that work with primary care providers on improving the consistency of their screening young children for possible developmental delays and disabilities and helping them connect families to community resources. In collaboration with Parents Anonymous and the NJ Alliance of Family Support Organizations, we have piloted three county cross-issue, cross-agency Family Councils of family leaders. With funding from the NJ Bar Foundation, we provide training and assistance to families whose children with special needs are involved in NJ's child welfare system. It is based on all of these experiences with families that we write this letter of support.

SPAN's staff of 60 diverse parents across the state, with direct personal and professional experience in all the systems that impact NJ's young children and families, are keenly aware both of the existing services and supports for young children and families, and of the quality variances in those services as well as the lack of coordination among and across those systems. We strongly support the need for a statewide approach to improve quality across settings serving children with the greatest needs and connecting families to critical services as they enter New Jersey's early care and education system. We particularly appreciate the plan to house "experts" in instruction, disability, health, and family engagement in every county, and to have county councils, with a majority of family leader members, to help shape and improve early childhood efforts across systems in their counties.

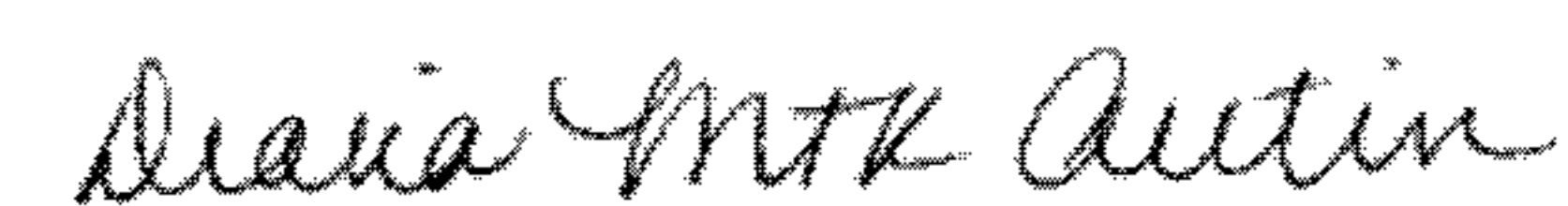
SPAN will support NJ's Early Learning Race to the Top efforts in several key ways:

- (a) We will share the results of the focus groups with families conducted as part of the Build NJ for Early Learning QRIS efforts, as well as the family companion rating scale developed for NJ Build and piloted with families of young children in centers participating in the Strengthening Families through Early Care and Education pilots, to assist in developing a tool for parents to rate the quality of their own child care center and to be able to provide feedback to the QRIS system about child care quality.
- (b) We will provide professional development to our own staff around the resources available through the project, as well as the new systems created by the project including the county Councils for Young Children, the expert teams housed at the Child Care Resource and Referral Agencies, and the QRIS system.
- (c) We will inform all of the components of the new system of the resources, services and supports available to families and the professionals who work with children and families through SPAN's many programs and projects, as well as our cross-project service such as family and professional development, information, and technical assistance, including our 40+ English and Spanish workshops that are recorded and housed on the SPAN website along with the powerpoints and resource materials, available 24 hours/day 7 days/week at no charge to families and professionals around education and health issues.
- (d) With project funding, if available, we will:
 - a. Identify potential parent leaders, and provide parent leadership development training and ongoing support for parents of young children who participate in the county Councils for Young Children, based on our existing Early Childhood Parent Leadership Development Institute previously funded by NJ's ECCS grant and our 24 years of experience providing support to parent councils and support groups;
 - b. Provide training for and provide ongoing support to the Family Specialist to be housed at each county Child Care Resource and Referral Agency;
 - c. Collaborate with the NJ Department of Education in preparing a uniform set of modules of evidence-based program guidelines, standards and resources that the county-level support teams will use across settings with leaders/directors of child care, Head Start, preschool providers, and school districts;
 - d. Develop training and technical assistance for families in understanding the QRIS rating information and the rating information system, and how to use it to make good decisions about early care and education for their young children; and
 - e. Collaborate in project evaluation to measure the outcomes of our work.

Early childhood sets the stage for the life of every NJ child, and the embedded and support engagement of their families at all levels – from their individual child and family to their services providers/schools/child care centers to their neighborhoods and communities to their county and eventually to state policy-making – is the single most important component of any approach to improving outcomes for young children. SPAN's highest priority is supporting state efforts to improve systems for NJ's most at risk children and families and educating, engaging, and empowering NJ's parents to more effectively play their important roles in the lives of their children and of the systems that serve them. We look forward to working with the NJ Department of Education to ensure that this project, if funded, will achieve both of those goals.

Please let us know if we can be of any further assistance.

Very truly yours,



Diana MTK Autin, Executive Co-Director



September 13, 2011

US Department of Education
US Department of Health and Human Services
Race to the Top Early Learning Challenge Grant Initiative

To Whom It May Concern:

On behalf of The Healthcare Foundation of New Jersey, I submit this letter in support of the State of New Jersey's application for funding from the Race to the Top Early Learning Challenge Grant Initiative.

The Healthcare Foundation has been concerned for many years about preparing our young children with the skills and tools they need to succeed in school. We know that the best educational system in the world will not benefit children who come to the classroom with physical or emotional and behavioral health issues that are not addressed and that therefore impede their ability to concentrate and learn. We know, too, that many teachers and parents/caregivers need training and supports to impart appropriate skills to children and to identify those who need extra help.

Because of this concern, and after a year or more of research, in 2006 the Foundation initiated an Infant & Early Childhood Mental Health Promotion & Access Initiative. In the years since, we have awarded over \$2,000,000 in grants to agencies in the Greater Newark, NJ community that imbed mental health professionals in early childhood settings to provide universal curricula, parenting/caregiver/child bonding activities, assessment, individual and group counseling, and teacher and parent coaching/consultation. As a result of this work and a cross-site assessment conducted by the Institute for Families, Rutgers School of Social Work, we are keenly aware of the significant outcomes that can result from early assessment, intervention, and treatment.

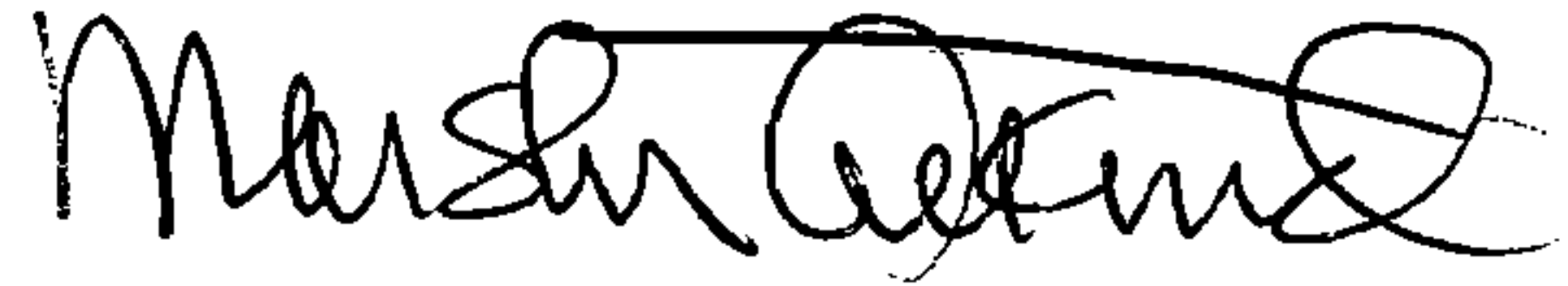
New Jersey is one of the most diverse states in our nation, with great disparity in income and access to services among communities that are not necessarily geographically distant. The State provides numerous programs and services to infants and young children, but those services vary greatly in quality. Providers are not necessarily in touch with each other, and so do not benefit from the experiences and successes of their colleagues. Race to the Top funding will enable New Jersey to develop a statewide means of both improving the quality of all infant and early childhood settings serving those most at risk and connecting families, upon entry to the early care education system, to those services that are critical to the optimal development of their children. The evidence-based Pyramid Model will be implemented to address children's behavioral health needs.

Numerous departments of State government have worked together, with input from foundations and other agencies and individuals, to craft the proposal that is being submitted to you. That spirit of cooperation and shared vision has created what we believe is a path to success. If funded, the State's proposal, which envisions both academic and health supports in addition to

provider training and development, will go a long way toward creating a network of early learning environments that provide an excellent start for our children.

The Healthcare Foundation will continue its tradition of supporting the physical and behavioral health needs of young children. We believe that this initiative will enable the State of NJ to bring that work to scale and benefit those most in need.

Sincerely,

A handwritten signature in black ink, appearing to read "Marsha I. Atkind". The signature is fluid and cursive, with a large initial "M" and a distinct "A".

Marsha I. Atkind
Executive Director

The Henry and Marilyn Taub Foundation
300 Frank W. Burr Boulevard
Teaneck, NJ 07666

September 12, 2011

US Departments of Education and Health and Human Services
Race to the Top Early Learning Challenge Grant Opportunity
C/O Application Control Center
Attention: (CFDA Number 84.412)
550 12th Street, SW
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

Dear Application Review Committee:

I am pleased to provide this letter in support of New Jersey's application to the Race to the Top Early Learning Challenge grant application on behalf of The Henry and Marilyn Taub Foundation.

The Taub Foundation has recently launched a new funding program for early childhood from birth through 3rd grade in support of high quality early learning and emotional health. The program will provide \$1.25 million plus annually to support early childhood success.

We anticipate alignment between New Jersey's RTT ELC goals and our funding priorities both during and after the grant period. Our funding support has and will focus on:

- High quality education and common standards of care for infants, toddlers and preschoolers, as measured by QRIS.
- Preschool of the best quality in the 31 "Abbott" districts and in the additional "high needs" districts that fall in our Northern New Jersey catchment area.
- Education opportunities for teachers, particularly those that build a career path and support a living wage for early childhood educators.
- Tools for data management and assessment, at school, community and state levels.
- Early childhood support for the entire family, enhancing parenting skills, providing engagement strategies and supporting parents who are living in poverty.
- Alignment and collaboration among all service providers around defined goals.

We are proud of all that New Jersey has achieved in the area of Early Childhood and see potential for our state's national leadership. We support the aligned, strategic, state-wide initiative that has ownership and resonance in the communities we serve that The Race to the Top Early Learning Challenge grant will fund. Please contact us with questions or if you would like more information.

Sincerely,



Barbara Lawrence
Executive Director



Melissa Litwin
Associate Program Director



October 14, 2011

Ellen Woloch, Director
Division of Early Childhood Education
Department of Education
State of New Jersey
P.O. Box 500
Trenton, NJ 08625

Dear Ms. Woloch:

This is to express the support of The Nicholson Foundation for New Jersey's application for a US Department of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. Our foundation has a long-standing interest in early care and education in New Jersey, especially in Essex County. We are firm in our conviction that the activities proposed in our state's grant application will result in higher quality early learning programs and a more comprehensive, coordinated system of services for all high need young children.

We are proud of New Jersey's outstanding Abbott Pre-kindergarten program, which has benefited from the rich guidance of your Division. The quality and participation in this program are nationally recognized. An Early Learning Challenge Grant will extend the lessons learned in this outstanding program to children throughout the State, to children ages 0 to 3, and to all types of early learning programs, including family child care. Our heavy investment in New Jersey's Family Success Centers and in an improved health care system make us especially enthusiastic about the ways in which these services will be strongly linked to an improved early learning system.

We are a funder and supporter of New Jersey's emerging Quality Rating and Improvement System, and intend to continue our commitment to that system during and after the Early Learning Challenge Grant period, especially in regard to infants and toddlers and to family child care. If New Jersey's Race to the Top Early Learning Challenge Grant application is funded, we will consider committing up to \$700,000 over the course of the grant toward the proposed activities for a Quality Rating and Improvement System and early learning professional development.

We are looking forward to working with you on this opportunity for New Jersey's young children.

Sincerely,

A handwritten signature in black ink that reads "Charles Venti".

Charles Venti

Appendix 389

THE SCHUMANN FUND
For New Jersey

21 Van Vleck Street, Montclair, New Jersey 07042
(973) 509-9883
(973) 509-1149 (Fax)

September 19, 2011

Ellen Wolock, Director, Office of Early Education
New Jersey Department of Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Dr. Wolock:

I write to express the Schumann Fund for New Jersey's support for the state's application for the U.S. Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. The Schumann Fund has a strong commitment, and has made significant investments in the state's efforts to provide high quality early learning programs for high-need children ages birth to five in the state. We have also made substantial investments in the state's efforts to create a system of high quality early learning programs and services, and to develop and implement an effective Quality Rating and Improvement System.

As you know, New Jersey already has one of the highest-quality preschool programs in the country, serving children living in the state's poorest school districts, the vast majority of whom are children of color. A grant to the New Jersey from the Race to the Top Early Learning Challenge Fund will enable the state to build on the foundation of excellence it has already created to create a comprehensive system of services for children birth to five, refine its Quality Rating and Improvement System and implement it statewide, better assess children's readiness for kindergarten and use information from that assessment to continue to improve the quality of services and the linkages among them.

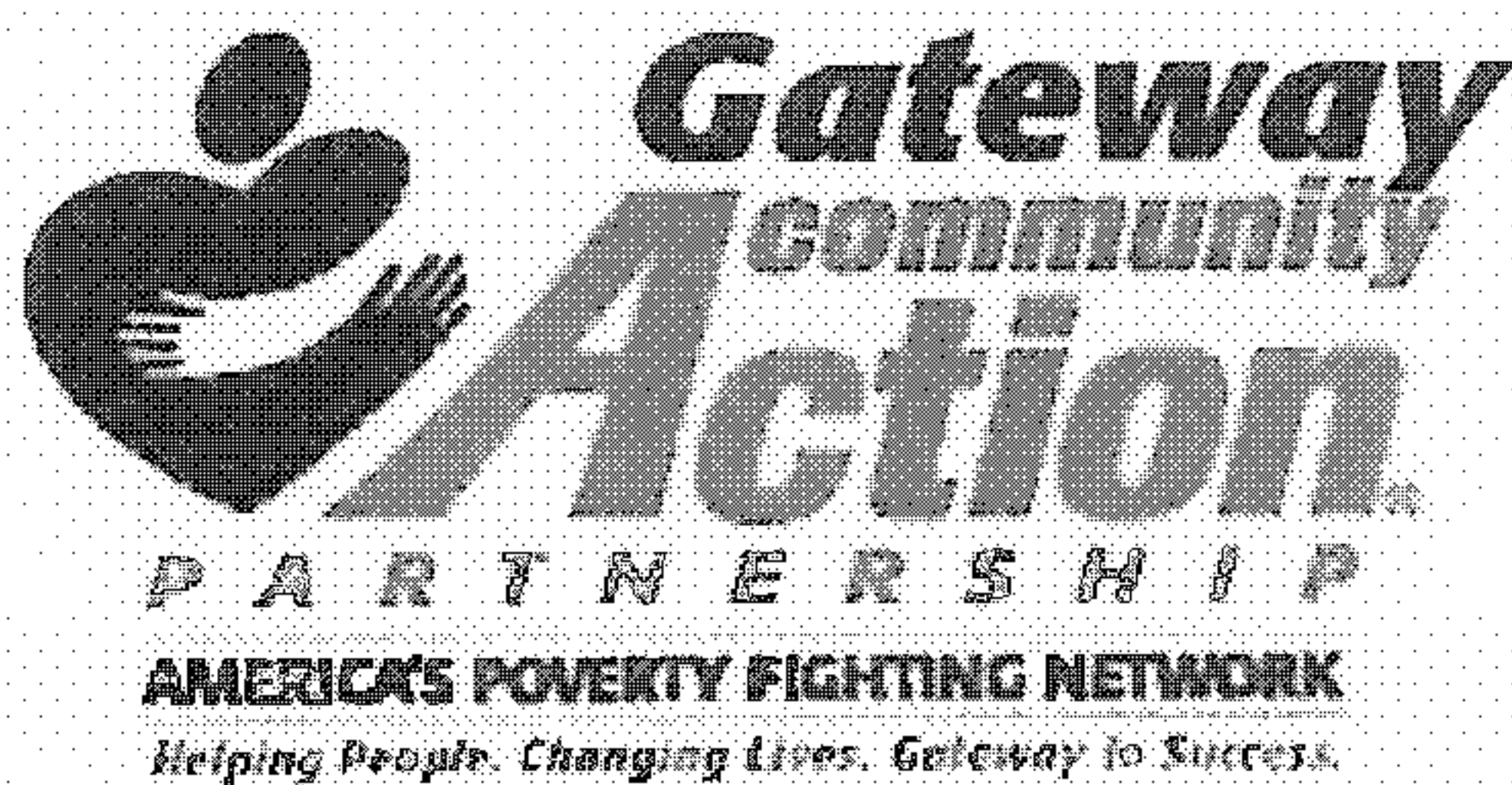
The Schumann Fund has made extensive investments in early childhood systems and programs in New Jersey since the Fund's inception, and especially over the past 15 years. Our trustees believe the research that shows that an investment in high quality early childhood programs, systems and policies leads to greater academic achievement and life success. They are committed to continuing that investment, and view opportunities to partner with other foundations, the private sector, and local, state and federal government entities as valuable ways to extend the impact of the investments that the Schumann Fund itself can make. The Schumann Fund is especially likely to invest in system design and integration, data systems that will enable the state to evaluate the impact of early childhood services on children and families, and professional development policies and programs that will lead to highly-qualified personnel committed to a career in early childhood education and care.

Thank you for your efforts on behalf of New Jersey's youngest children.

Sincerely,



Barbara Reisman
Executive Director



Gateway Community Action Partnership

RIVER'S EDGE COMMUNITY CAMPUS
110 Cohansey Street, Bridgeton, NJ 08302
(856) 451-6330 • (856) 455-7288 FAX • www.gatewaycap.org

September 12, 2011

Dear Madam/Sir:

Gateway Head Start and Early Head Start program has a long and fruitful history with the New Jersey Department of Education as well as many of the other state agencies. We consider the collaboration process as one of the best avenues for strengthening services to young children and their families. As such we wholly support the state's grant application for US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity

Gateway believes that increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services, we will see an improvement school success and life long learning. There are numerous programs and services provided to infants, young children and their families throughout the state. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system.

Gateway Head Start and Early Head Start program will support the implementation of the grant through participation in data collection and sharing, accessing scholarships for teachers, participation in QRIS, and local community collaboration.

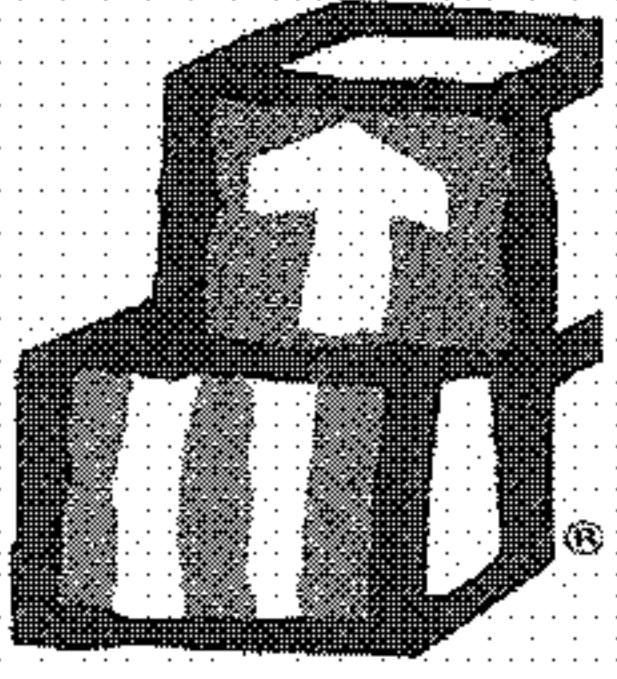
Sincerely,

A handwritten signature in black ink, appearing to read "Albert B. Kelly".

Albert B. Kelly
President/CEO

Helping People • Changing Lives • Gateway to Success

"Our mission is to improve the quality of life and promote self-sufficiency."



Head Start/Early Head Start

30 EAST EIGHTH STREET
LAKEWOOD, NEW JERSEY 08701
Telephone: 732-364-4333 ~ Fax: 732-364-4236

MEG SAUNDERS
Executive Director

September 13, 2011

Ellen Wolock, Ed.D
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza
P.O. Box 500
Trenton, N.J. 08625

Re: Letter of Support

Dear Dr. Wolock:

This letter is in support of your grant application for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. New Jersey's diverse demographics and ongoing leadership in innovation make our state an important exemplar in efforts to embrace both the challenges and the unique potential that frame the future of American education. To support that effort New Jersey must increase access to high quality learning programs for high risk children ages birth to five and supporting this effort by implementing a coordinated system of services.

Our state has numerous diverse and innovative programs and services supporting infants, young children and their families throughout the state. These services, however, vary in quality and are often disconnected from each other. This grant will provide a statewide means of both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system.

L.E.AP. Inc. Head Start and Early Head Start is looking forward to this opportunity to work collectively with the Department of Education and Health and Human Services to participate in the development of standards and assessments, data collection, scholarships for teachers, technical assistance and professional development, and to enhance classrooms with additional developmentally appropriate materials.

As President Barack Obama said when speaking to the Hispanic Chamber of Commerce on March 10, 2009 "Develop a cutting-edge plan to raise the quality of your early learning programs; show us how you'll work to ensure that children are better prepared for success by the time they enter kindergarten." This funding opportunity will give the young children of New Jersey that chance.

Sincerely,

Meg Saunders
Executive Director



The New Jersey Head Start Association

405-425 University Avenue, Newark, New Jersey 07102

Veronica E. Ray
Board President

Maxim Thorne
Executive Director

September 14, 2011

Ms. Ellen Wolock, Administrator
Division of Early Childhood Education
New Jersey Department of Education
100 River View Plaza
Trenton, New Jersey 08625-0500

Re: US Departments of Education and Health
and Human Services Race to the Top Early
Learning Challenge Grant Opportunity.

Dear Ms. Wolock:

It is our pleasure to write a letter in support of the Race to the Top Early Learning Challenge Grant Application being submitted by the State of New Jersey.

The approach outline in the application seeks to improve success in school by increasing access to high quality early learning programs for children ages birth to five and by implementing a coordinated system of services. This can prove to be life long benefit for children. The grant will provide a statewide means of both improving the quality of all settings serving children, and connect families to critical services upon entry to the early care and education system.

The Association supports the application and will work with the Division of Early Childhood Education in the areas of data collection, sharing and reporting information inclusive of the development and implementation of early learning standards.

Sincerely,

A handwritten signature in black ink, appearing to read 'Veronica E. Ray', is written over a horizontal line.

Veronica E. Ray
President



**NORTH HUDSON COMMUNITY ACTION CORPORATION
HEAD START / EARLY HEAD START**

535 41ST STREET, UNION CITY, NEW JERSEY 07087

LORRAINE C. JOHNSON
HEAD START/EARLY HEAD START DIRECTOR

TELEPHONE
201-617-0901

FAX
201-601-0137

September 13, 2011

Attn: Ellen Wolock, Director
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ellen:

The North Hudson Community Action Corporation (NHCAC) Head Start/Early Head Start (HS/EHS) Program is extremely excited about and in full support of New Jersey's application for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant (RTT ELC) Opportunity.

The HS/EHS Program has been a pillar in the North Hudson community for more than 30 years. Now serving over 500 children and their families, the Program continues to cultivate a quality comprehensive program to ensure school readiness by enhancing the social and cognitive development of high need children from birth to five through the provision of education, health, nutritional, social and other parent support services. Undoubtedly, NJ's priorities under the RTT ELC grant mirror those of the NHCAC HS/EHS Program.

With over 25 years of HS experience, and a member of the Governor's designated council for young children, I am personally thrilled at the opportunity to: 1) highlight and model the high-quality services and collaborations that have always been part of Head Start's vision; 2) provide staff to conduct training and technical assistance as learning coaches in home- and center-based education, disability, mental and developmental health practices, and effective family services; and 3) access additional funding to further enhance the child, family, and staff outcomes currently produced by the NHCAC HS/EHS Program.

Do not hesitate to contact me if additional support information is needed.

Sincerely,

Lorraine C. Johnson, Director
NHCAC Head Start/Early Head Start

NORWESCAP

Northwest New Jersey Community Action Program, Inc.

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

To Whom It May Concern:

Please accept this letter in support of New Jersey's application for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. NORWESCAP Head Start and Early Head Start has been committed to improving the lives of infants, young children, and families throughout its more than forty year history. We recognize, however, that there are numerous programs and services throughout the state working with infants, young children and families. We support this grant as it will allow the state to improve the quality of services provided so that *all* high need children receive high quality care and education and *all* parents are connected to the services they need.

NORWESCAP Head Start and Early Head Start looks forward to the opportunity, in particular, to work with the County Level Councils and Parent Leadership Committees. We believe that family engagement is critical to the success of this initiative. County Level Councils will allow parents to become active participants in the systems that most affect their child's success in school and those that address the family needs that, when unaddressed, become barriers to that success.

I am confident that this grant will allow New Jersey to meet its goal of improving success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services.

Sincerely,

(b)(6)

Lois E. Henseler
Head Start/Early Head Start

Early Head Start

Helping People. Changing Lives.
www.oceaninc.org

P.O. Box 1029 Toms River, NJ 08754

Tel. 732-244-5333 Fax. 732-349-4227

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Comptroller

CLIENT SERVICES

REPLY TO:

**HEAD START/
OCEAN, INC. KIDS
CENTERS**

Salvem Abdullah
1 Ocean Avenue
Barnegat, NJ 08005
Tel. (609) 660-9101

Berkeley
264 First Avenue
S. Toms River, NJ 08757
Tel. (732) 341-7557

Brick
503 Adamston Road
Brick, NJ 08723
Tel. (732) 477-1155

Manchester
2950 Wilbur Avenue
Lakehurst, NJ 08733
Tel. (732) 657-8076

Toms River
1 College Drive
Toms River, NJ 08753
Tel. (732) 864-1401

Tuckerton
392 E. Main Street
Tuckerton, NJ 08087
Tel. (609) 296-1100

Lakewood
Meg Saunders, Director
30 Eighth Street
Lakewood, NJ 08701
Tel. (732) 364-4333

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, PO Box 500
Trenton, NJ 08625

September 12, 2011

To Whom It May Concern,

O.C.E.A.N., Inc. is in full support of your Race to the Top Early Learning Challenge (RTT ELC) grant application.

This grant will help us to improve success in school and life by increasing access to high quality early learning programs for underserved children ages birth to five and by implementing a coordinated system of services.

There is no doubt that this grant will provide a statewide means of both improving the quality of all settings for underserved children, and connecting families to critical services upon entry to the early care and education system.

O.C.E.A.N., Inc. will make its resources available to support this grant by development and implementation of early learning standards, encouraging teachers to further their education via scholarships, work with teacher's assistants to get their CDA certification in early childhood education, as well as participate in the implementation of an electronic rating system.

It is our honor to provide this letter of support for the RTT ELC application. I can be reached at tgooding@oceaninc.org for additional information, if necessary.

Sincerely,


Theodore Gooding
President/CEO

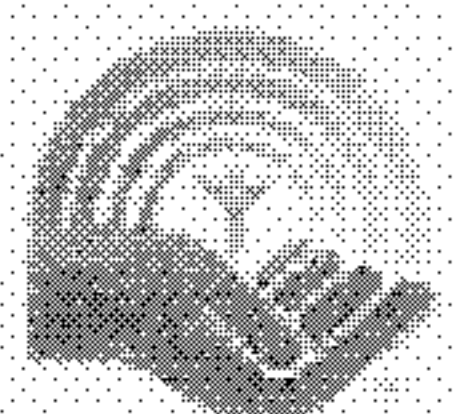
WEATHERIZATION
Todd Erickson, Manager
P.O. Box 1029
Toms River, NJ 08753
Tel. (732) 244-175

MORTGAGE COUNSELING
Pegean A. Ford
P.O. Box 1029
Toms River, NJ 08754
Tel. (732) 244-2351 ext. 14

HOME ENERGY ASSISTANCE
Lori Sigrist, Director
P.O. Box 1029
Toms River, NJ 08754
Tel. (732) 244-9041

HOME ENERGY ASSISTANCE
Lori Sigrist, Director
507 River Avenue
Lakewood, NJ 08701
Tel. (732) 942-3405

FACILITIES/HOUSING
Heather Matos
PO Box 1029
Toms River, NJ 08754
Tel. (732) 244-5333 ext. 914



October 14, 2011

Ellen Wolock
Administrator, Division of Early Childhood Education
New Jersey Department of Education
100 River View Plaza
Trenton, NJ 08625

Dear Ms. Wolock,

Please accept this letter in support of US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant. This grant is essential to serve children with serious needs to: identify, treat, and connect patients and families to professional and community services. As we strive to facilitate each child's living and learning potential, our service to developmentally disabled and impaired children ages 0-5 is pressed by increasing costs and diminished funding, affecting how systems work with each other to serve.

The Children's Hospital of Philadelphia Care Network, Child Evaluation Center (CEC), provides multi-disciplinary evaluations for children with disabilities, including Fetal Alcohol Spectrum (FAS) Disorders. Disciplines provided are Developmental Pediatrics, Nursing, Physical Therapy, and Occupational Therapy, Psychiatry, and Social Work/ Case Management, with consultation for Speech Therapy, and Psychology.

In engaging affordable, high quality care for children and youth with special needs in Atlantic and surrounding counties, there is *pressing* need: To provide Psychiatry and Behavioral/ Social Skills Training to children with Autism, genetic, and other severe illnesses. Numbers of mental health providers are diminishing as costs of practice rise, eliminating a necessary link in the chain of providers needed by these families. Costs of services are unaffordable to families now, as mental health providers charge only cash for services. The intent to provide sustained, coordinated services is thwarted, even as numbers of children with impairments *continue to rise*.

Critical need of Case Management: Improving access to quality & multiple critical services to children with special needs and medically fragile children - especially those whose care is maintained within the home - by connecting families to critical services *upon entry* to the early care and education systems. Families need additional support with education, advocacy, and therapies for youth to transition them to adulthood. Inter-systemic continuity is a requirement of transitioning children to more supportive environments. Families with more than one child with a disability, one of whom may have Autistic Spectrum disorder are suffering for the lack of this support.

There are increasing numbers of needy preschool-aged children. CECs work to collaborate with local schools as we evaluate them. Case managers target best practices and provisions through consult with Child Study Teams, local/ community, and professional resources. Professional

partnership with NJ State DOE, the DOH, and the work of the FAS Task Force increases community education and inter-systemic alliance.

New Jersey has been first in helping needy children in the past, and we have reminded our families of this, in the past. It is hoped we may lay claim to this in the future.

Sincerely,

Alicia Bashian, MSW, LCSW

Coordinator

Child Evaluation Center

& Fetal Alcohol Spectrum Disorders Clinic



Ms Ellen Wolock
Administrator
Division of Early Childhood Education
New Jersey Department of Education
100 Riverview Plaza
Trenton, New Jersey 08625

October 13, 2011

Dear Ms Wolock

I am writing a letter to urge you to continue supporting the Race to the Top initiative. As you may be aware there are numerous programs and services provided to infants, young children and their families throughout the state of New Jersey. The Center for Children with Special Needs (CCSN) is one of those programs. This Center provides developmental evaluations and case management services to developmentally delayed children in Hudson County. The case managers collaborate with schools and staff/nurses to request learning evaluations or discuss medication concerns. Also, referrals are provided to FAS Centers, Early Intervention Programs and local Child Study Teams. Unfortunately, challenges continue in accessing services for children and youth with special needs in Hudson County, such as medical transportation, pediatric specialty providers and navigating and transitioning families into the educational systems. The goal of the Center is to identify medical problems and assist children in obtaining services so they may develop to their full potential. Through the continue support of Race to the Top Initiative access to early learning programs particularly for underserved children ages birth to five will assist in achieving educational success.

Respectfully

Norma Altreche, LCSW
Director
Center for Children with Special Needs
Jersey City Medical Center

Children's Hospital of New Jersey

JOHN A. BRENNAN, MD, MPH
Executive Director
Newark Beth Israel Medical Center

RONALD J. DEL MAURO
Chief Executive Officer
Barnabas Health

BARRY H. OSTROWSKY
President and Chief Operating Officer
Barnabas Health

October 13, 2011

Ellen Wolock
Administrator
Division of Early Childhood Education
New Jersey Department of Education
100 River View Plaza
Trenton, NJ 08625

Dear Ms. Wolock,

I am writing to support the US Departments of Education and Health and Human Services Race to the Top Early Learning Grant. It is so important for our high need children, ages birth to five, to have access to high quality learning programs.

I am the administrator of a Child Evaluation Center in Newark, New Jersey. We are referred children who manifest or are at risk of developmental disability and many of our referrals are of preschool age. Our purpose is diagnosis and linkage with appropriate educational and therapeutic programs. By providing these diagnostic services, through the auspices of a grant from the New Jersey Department of Health and Human Services, children have enhanced access to be enrolled in programs to help their developmental needs and parents are able to better understand their child's needs. We refer to schools, Early Intervention Programs and Therapeutic Centers for children with behavioral and emotional problems.

The need in New Jersey and especially the inner cities is great. Provision of special education services with professionals in the fields of education speech and physical and occupational therapies are so needed in the early years. Working parents have difficulty utilizing services that are only offered on a part-time basis and the children need more comprehensive experiences.

We do see the need to support increasing services to preschool ages children with special needs.

Sincerely,

(b)(6)

Barbara Caspi, Ph.D.
Coordinator
Child Evaluation Center at Newark Beth Israel Medical Center

Appendix 400

MAIN OFFICE

2500 McClellan Avenue
Suite 250
Pennsauken, NJ 08109-4613
phone: 856.665.6000
fax: 856.665.7711

www.snjpc.org

Judy Donlen RN, DNSc, JD
Executive Director

Joseph Bottalico DO, FACOG, (dist.)
President, Board of Directors

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Our Lady of Lourdes
Medical Center

Shore Memorial Hospital

South Jersey Healthcare
Elmer Hospital

South Jersey Healthcare
Regional Medical Center

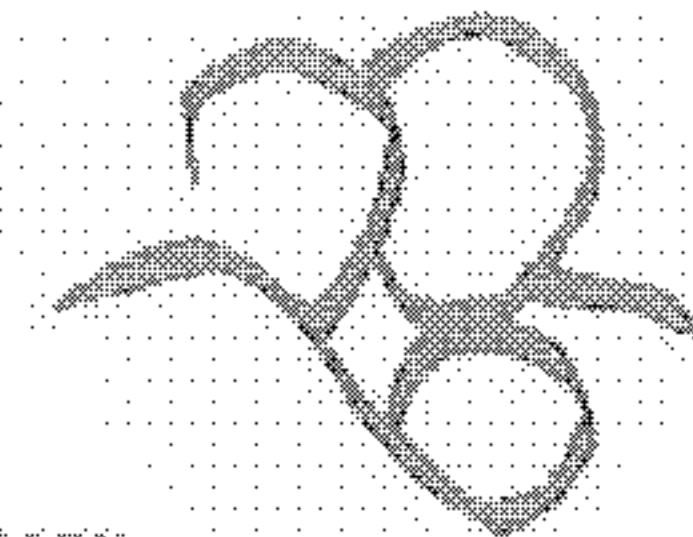
The Memorial Hospital
of Salem County

Underwood-Memorial
Hospital

Virtua Memorial

Virtua Voorhees

The Cooperative is
the state licensed maternal
and child health consortium
of health care providers
and consumers serving
pregnant women, infants
and children in the
seven county southern
New Jersey region.



Southern New Jersey

PERINATAL COOPERATIVE

October 13, 2011

Ellen Wolock, Administrator
Division of Early Childhood Education
State Department of Education
P.O. Box 500
Trenton, N.J. 08625-0500

Dear Ms. Wolock,

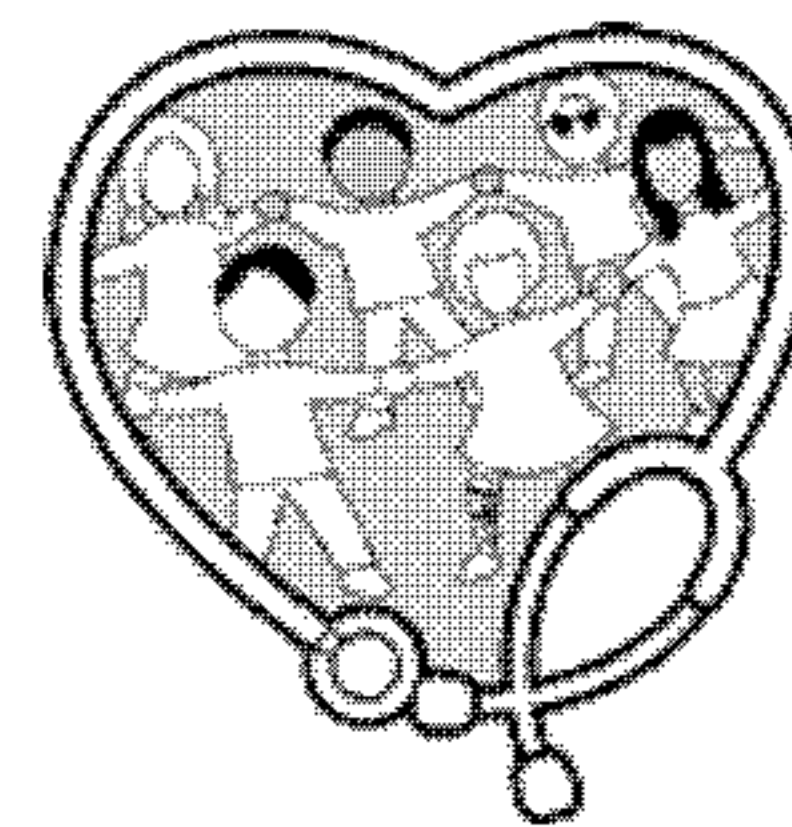
I am writing to express my enthusiastic support of the *Race to the Top Early Learning Challenge* project proposed by the NJ Department of Health and Senior Services in collaboration with the NJ Department of Education. This partnership will facilitate a much needed, statewide effort to coordinate programs available to children from birth to five years. Plans to implement the Quality Rating Improvement System will also, undoubtedly, have a positive impact on early learning programs in high need areas of the state.

The Southern New Jersey Perinatal Cooperative (SNJPC) is committed to improving the health and well-being of young children and connecting families to resources to improve their lives. As a non-profit, maternal and child health network licensed by the NJ Department of Health and Senior Services, SNJPC's mandate is to improve perinatal and pediatric outcomes in the seven southern counties. This goal is accomplished through the collaborative efforts of hospitals, public health agencies, social service agencies, schools, and consumers and through the provision of direct service programs. The agency currently provides Nurse Family Partnership, Healthy Families and Parents as Teachers services to pregnant women and families with young children in high need areas in the southern region. In Camden County, SNJPC has established an electronic central intake system to expedite referrals and coordinate home visiting services to pregnant and parenting families. This system will be implemented, statewide, with NJDHSS support, and could be a valuable resource to *Race to the Top* community efforts.

I look forward to participating as a stakeholder in this exciting project.

Sincerely,

Judy Donlen, RN, DNSc, JD
Executive Director



New Jersey Chapter

September 19, 2011

Ellen Wolock, EdD, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

It is with great enthusiasm that the American Academy of Pediatrics, New Jersey Chapter (AAP NJ) and our quality improvement arm, the New Jersey Pediatric Council on Research & Education (PCORE), support's the New Jersey Department of Education's application for the **Early Learning Challenge Grant** (ELC).

AAP NJ is committed to the attainment of optimal physical, mental, and social health and well being for **all** infants and children. Improved access to quality health and educational services for preschool aged children -- all children in NJ, "normally developing" and children with developmental delays and /or disabilities is a critical priority. AAP NJ and NJ PCORE (www.aapnj.org, www.njpcore.org), are working in communities throughout NJ to build, expand, and strengthen medical homes and to foster medical home neighborhoods, particularly for children with special health care needs. Children who attain the optimal health are best prepared to learn in inclusive environments. Our goal, with many partners, is to catalyze linkages between healthcare providers, families, public partners and communities... early care and education is an optimal opportunity to improve system integration for all children, especially those who are most vulnerable.

We are happy to commit to partner with you in several ways:

- to promote linkages between medical homes, hospital resources, Federally Qualified Health Centers, Early Care and Education, and other community resources to promote school readiness for children with high needs,
- to provide pediatric expertise and leadership from general pediatricians and developmental pediatricians,
- to continue to work with health care professionals to incorporate early identification and referral procedures within their practice protocols,
- to provide AAP NJ and PCORE representation for the ELC Advisory Council, and
- to assist in any way we can to support this important initiative.

Should you need any additional information please feel free to contact me at the office: (609)-588-9988 or via mobile phone: (609)-578-7015. On behalf of AAP NJ and PCORE we wish you the best of luck with your application and we commit to partner with you on implementing your plan.

Sincerely,

A handwritten signature in cursive script that reads "Fran Gallagher".

Fran Gallagher, MEd
Executive Director
AAP NJ and PCORE



P.O. Box 141
 Monmouth Junction, NJ 08852
 www.njcite.org

September 13, 2011

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Helen Muscato

Ellen Wolock, Ed.D., Director
 Division of Early Childhood Education
 New Jersey Department of Education
 PO Box 500
 100 Riverview Plaza
 Trenton, NJ 08625-0500

Dear Dr. Wolock:

The Coalition of Infant/Toddler Educators (CITE) supports the NJ Department of Education's application for the US Departments of Education and Health and Human Services' Race to the Top Early Learning Challenge Grant Opportunity. CITE is excited about the federal government's interest in increasing access to quality care for infants and toddlers and children through age five and the prospect of our state receiving grant funds to improve the early education landscape for New Jersey's preschool children.

CITE promotes quality infant and toddler care and education by building collaborations, providing professional development opportunities, support and resources, and by influencing public policy. We are honored to be represented on the NJ Council for Young Children. CITE leadership is participating on most of the Council's committees and/or sub-committees. We are grateful for the chance to share the best practices of our field as New Jersey seeks to increase quality programming and services to the youngest of our citizens.

CITE's most significant support of the Race to the Top Early Learning Challenge Grant Opportunity application involves the requirement for states to implement a professional development system for all early childhood teachers and caregivers in the state, with an emphasis on individuals working with infants and toddlers. The NJ Infant/Toddler Credential outlines a path for that professional development.

The NJ Infant/Toddler Credential was created as part of *Campaign NJ: Better Baby Care*, a statewide initiative to improve the quality of care for all infants and toddlers in the state. *Campaign NJ: Better Baby Care* began in 2002 as a joint effort of CITE, the NJ Child Care Advisory Council, Professional Impact NJ, Advocates for Children of NJ, the NJ Department of Human Services and other state early childhood advocacy organizations. The credential was written with broad input from more than 100 early childhood experts and advocates and was completed two years ago. Since we are aware that NJ teachers and caregivers working with infants and toddlers are at all levels of professional development, the design includes many ways for an individual to earn the credential.

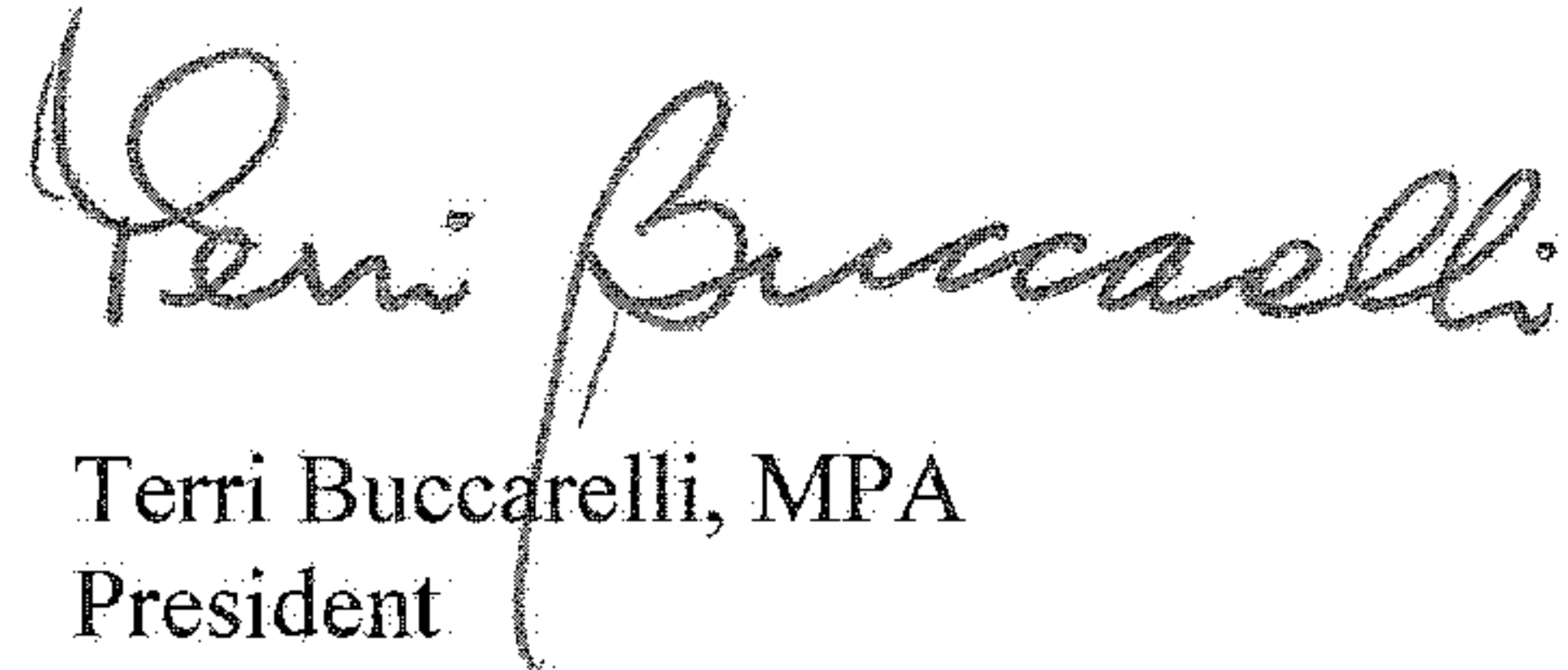
As professionals in the field, we know that we want to encourage all early childhood teachers and caregivers in all settings to begin a professional development path that could lead to undergraduate and graduate degrees in early childhood and related studies. The requirements for the NJ Infant/Toddler Credential are rigorous and challenging. Earning the credential shows that individuals not only have the coursework knowledge, but also that they implement that knowledge and best practices in their work. For someone with an undergraduate or graduate degree, it is an additional specialization credential. For someone who is just beginning their professional development path, it is an introduction to community-based education and college coursework. Currently, courses meeting credential requirements are offered by more than a dozen colleges at locations statewide.

Ellen Wolock, Ed.D.
September 13, 2011
Page 2

Our involvement in the development and implementation of the NJ Infant/Toddler Credential was the perfect precursor to our being actively involved in the development of infant/toddler early learning standards through the Council for Young Children's Domains sub-committee. Some half dozen CITE board members are actively participating in this work, specifically in the formation of draft standards, field review of the draft standards to the early care and education community and parents, and facilitation of an evaluation of the field review.

CITE will continue to support the goals and requirements of the Race to the Top Early Learning Challenge Grant Opportunity by our continued promotion and support of the NJ Infant/Toddler Credential and ongoing technical assistance to programs serving infants and toddlers and their families. We are encouraged by the concept of NJ's application, anticipate that all aspects will work in concert with the others, and pledge to continue to actively participate in ensuring that these goals reach fruition. Please do not hesitate to call on CITE to contribute as appropriate.

Sincerely,

A handwritten signature in cursive script that reads "Terri Buccarelli". The signature is written in black ink and is positioned above the printed name and title.

Terri Buccarelli, MPA
President

c CITE Board

New Jersey Early Care and Education Alliance

Standing Together to Make a Difference

PO Box 1322, Williamstown, NJ 08094
Co-Chairs: E. Thomas 856-582-8282 Ext. 149
M. Bennett 732-833-7631

September 13, 2011

Ellen Wolock, Ph.D., Director
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
100 Riverview Plaza
Trenton, New Jersey 08625-0500

Dear Dr. Wolock:

The New Jersey Early Care and Education Alliance is excited that you have partnered with the Department of Human Services, Department of Children and Families and the Department of Health and Human Services to make application on behalf of New Jersey for the Race to the Top Early Learning Challenge Fund.

The Early Care and Education Alliance is a newly established entity whose mission is to provide a forum to review, respond to and educate others on legislative and policy matters that impact New Jersey. The Alliance has and will continue to address issues that affect early childhood education, early care professionals, children and their families throughout our state.

As Co-chair of the Alliance, I have participated in several of the Departments sub-committees of the Young Children's Council, have testified before the Council and have submitted testimony to address concerns of the Alliance membership. It is great to know some of our recommendations are being considered. It is with hope that in this grant we can continue to work in collaboration for more positive changes.

As identified in our mission, the Alliance through educating others will assist all efforts made by the Department of Education to enhance the quality of learning for all children, assist early care professionals in becoming better equipped to provide quality learning experiences and help direct families to resources that will improve the quality of life for them and their children.

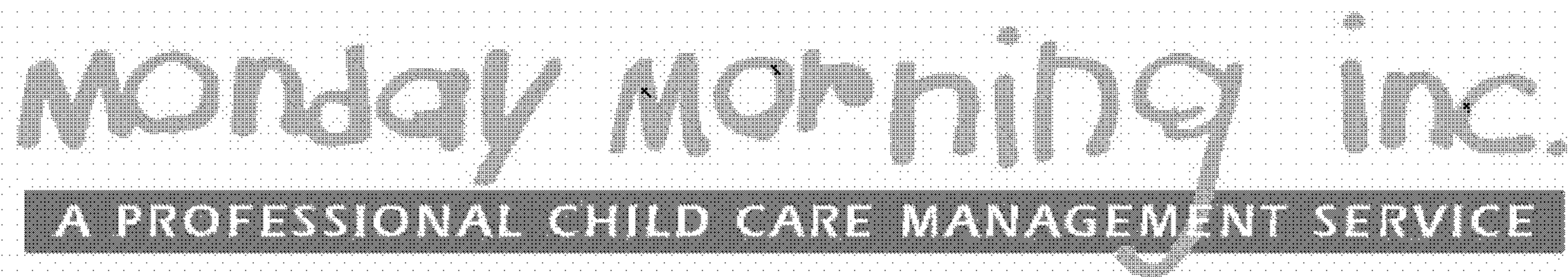
Again, we are excited for this opportunity and look forward to a positive outcome in your application for the Race to the Top Early Learning Challenge Fund.

Sincerely,



Marcia Bennett
Co-Chairperson

Cc: Membership



October 18, 2011

Ms. Ellen Wollock
Director, Office of Preschool Education
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ms. Wollock:

I am happy to write a letter of support for the NJ application for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. If the New Jersey grant request is approved, I see the potential for a statewide system of early care and education that has long been a vision for the youngest citizens of New Jersey and their families.

I am the Executive Director of Monday Morning, Incorporated, a professional family child care system, based in Bridgewater, New Jersey. Monday Morning, Inc. was established in 1980 and has worked with a system of hundreds of family child care providers and countless parents in Central New Jersey in the last 30 years (Union, Somerset, Hunterdon, Middlesex, and Mercer Counties along with the neighboring areas of Essex and Morris Counties). MMI has always had a strong commitment to the early childhood community and has also been an active participant in national, state, and local professional associations supporting early care and education and family child care. In July, 2009, I completed my term as the President of the National Association for Family Child Care. I have remained active in the field and have consulted with other national organizations, including Zero to Three, to strengthen support services for family child care providers and advocates for early care and education.

To me, this grant is a critical opportunity to coordinate statewide services to infants and young children and families throughout our state. I see a need to improve early learning programs for high need children ages birth to five. New Jersey has many programs that address the needs of children and families, but they vary in quality and are often disconnected from each other. This grant will provide a means of both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system.

As an example, I would like to mention a family who was in our care. They resided in a town in Union County. Their child came into our program as an infant. As the child grew, it became evident that she needed early intervention services for speech therapy. These off-site services were available from NJ Early Intervention programs. However, her family

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child care provider lived in a different town from the parents. In fact, the provider lived in a location which was split; her front yard was in one town and her back yard was in another! Because of educational districts, this child had to change family child care providers in order to be transported to speech therapy twice a week, a time when she really needed to stay with her "home" provider for continuity of care. I have countless other stories of families who have had to "move on" from our program in order to access special needs services for their children. The Race to the Top grant could help align all early childhood support systems for the children in New Jersey.

I would also like to address quality of care. I have been a strong advocate for improving the quality of care for the young children of New Jersey through my Board memberships in the Coalition of Infant/Toddler Educators (CITE) and other NJ early childhood organizations. I was a founding and lead member of *Campaign NJ: Better Baby Care* which created the NJ Infant/Toddler Credential and am a lead advocate for the family child care Quality Rating and Improvement System (QRIS) participating in the committee that created the FCC QRIS. I see a statewide QRIS system as a means to define quality in all child care settings and confirm my commitment to establish a strong QRIS system for NJ, both in center based settings and in family child care programs.

Sincerely,



Suzanne Gessner Williamson, MA
Executive Director, Monday Morning, Inc.
Immediate Past-President, National Association for Family Child Care
568 Parkview Avenue
North Plainfield, New Jersey 07063
W: 908-668-6840
Cell: 908-313-2329
Fax: 908-668-4558
Email: suew@mondayam.com

Somerset, Hunterdon, and Mercer Counties: 908 626-4884 • 908 788-8838 • 609 799-5588 • Fax 908 725-4884
Union, Middlesex, Suburban Essex, and Morris Counties: 908 668-4884 • 732 743-9595 • 973 612-0882 • Fax 908 755-0515

Monday Morning, Inc. • 726 Route 202 South, Suite 320-341 • Bridgewater, NJ 08807-2551
www.MondayAM.com

NEW JERSEY ASSOCIATION for the EDUCATION of YOUNG CHILDREN

Ellen Wolock
Administrator
Division of Preschool Education
New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625

October 12, 2011

RE: Race to the Top Early Learning Challenge Grant (RTT ELC grant)

Dear Dr. Wolock:

The New Jersey Association for the Education of Young Children (NJAEYC) is pleased to offer its support to the Race to the Top Early Learning Challenge Grant Proposal. The intention to improve children's success in school and beyond by increasing the availability of high quality early learning programs through an integrated, coordinated system is exciting.

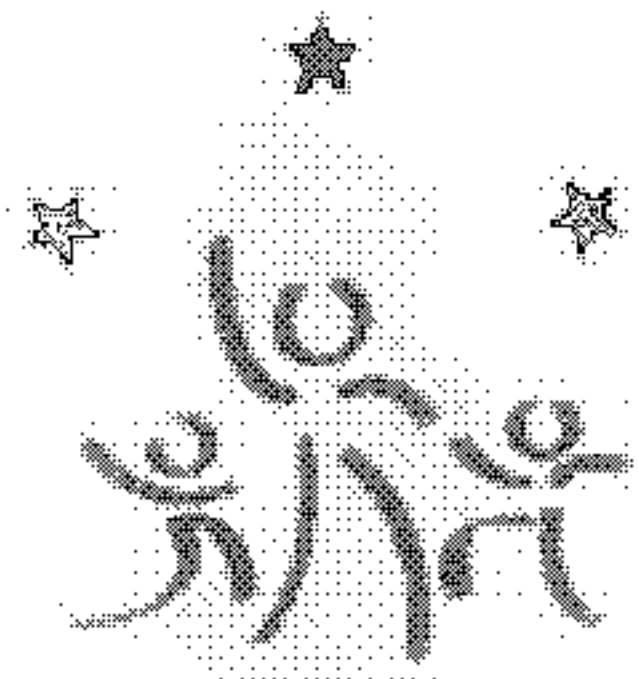
While New Jersey presents various programs for young children and their families, the programs vary in levels of quality. State services are often compartmentalized which makes accessibility challenging for families. Consequently, many families do not receive essential services and many children are left behind. The plan will facilitate linkages while improving the quality of services available.

The purpose of the grant proposal correlates with the mission of NJAEYC. Accessible, quality programs for young children are imperative. Meeting the needs of young children through the development of an integrated system will support future academic and life success of young children, and advance the economy of the state. NJAEYC will take an active role in the development and delivery of a coordinated system of early learning. Our participation on the development of the QRIS will continue. NJAEYC's structure of 10 geographically diverse state affiliate chapters will enable the state to provide professional development and technical assistance to programs in an effort to enhance quality. Having been engaged in the development of a workforce professional registry, we will continue this work to ensure an efficient database collection and utilization.

Thank you for developing a comprehensive plan for NJ that will coordinate quality services for high need children and their families.

Very truly yours,

(b)(6)



PO Box 55816
Trenton, NJ 08638-6816
Phone: 732-947-8730
Fax: 609-989-8060
E-mail: info@njaccrra.org

NJACCRRRA
NJ Association of Child Care
Resource and Referral Agencies

www.njaccrra.org

New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P. O. Box 500
Trenton, NJ 08625

September 6, 2011

To Whom It May Concern:

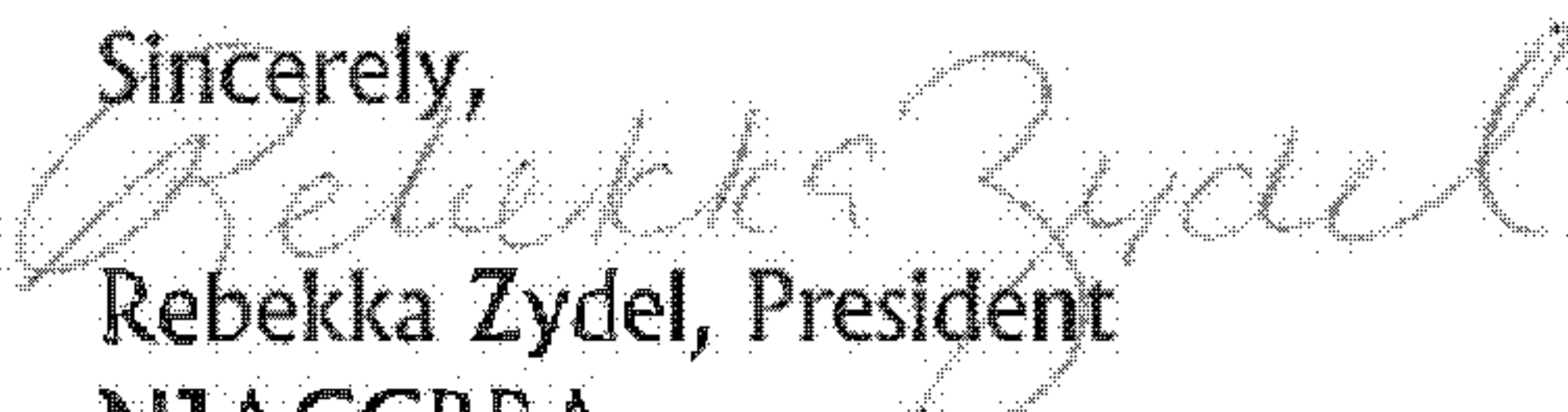
On behalf of the New Jersey Association of Child Care Resource and Referral Agencies (NJACCRRRA) and our twenty one county membership who are leading the daily operations of our state resource and referral work, we are pleased to endorse the collaborative work that is being done to produce an application for *Race to the Top* funds. Members of NJACCRRRA have participated as a part of the working group that developed components of the proposal. Two of the most important areas in the resource and referral industry are technical assistance and professional development. Additionally, we house data related to families eligible for child care subsidies.

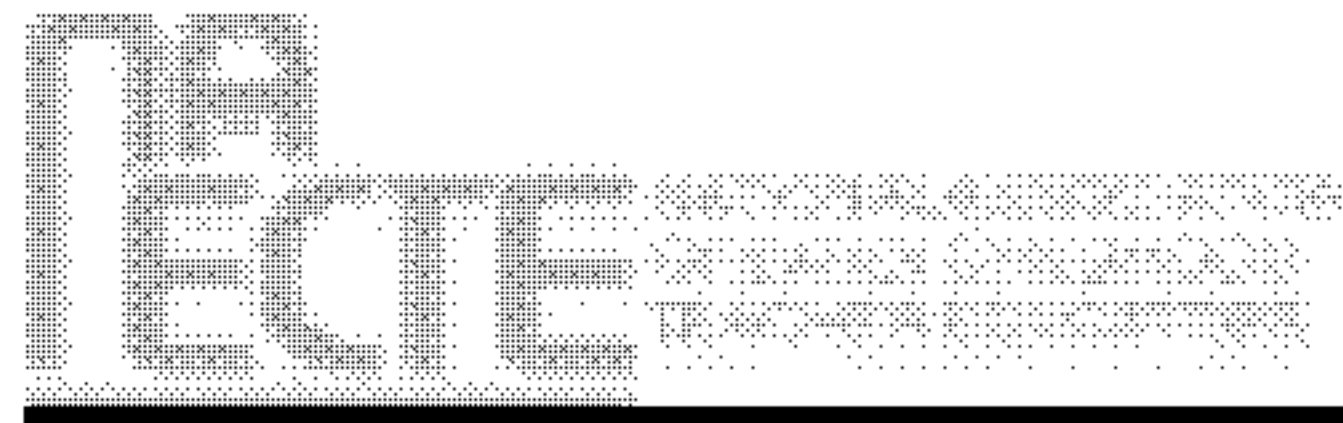
New Jersey's Child Care Resource and Referral (CCR&R) agencies are a well-established infrastructure that has strong relationships with the early childhood education providers throughout the state. CCR&Rs have experience with implementing practices and policies designed to help close the achievement gap for all children. 100% of the CCR&Rs offer training in behavior management, curriculum, and working with families and over 80% offer training in diversity, working with children with special needs. Since 2005 CCR&R trainers conducting more than six hours of training annually are members of the Professional Impact New Jersey (PINJ) Registry as approved instructors. These agencies look forward to increasing technical assistance, parent engagement, and professional development opportunities through *Race to the Top* funding.

Besides all of the above mentioned benefits of utilizing the R&Rs, a birth to 5 focus, serving low-income families, and increasing access to high-quality early learning and development programs are components of CCR&R core services. CCR&Rs are key stakeholders in providing services for young children in ways that improve child outcomes and maximize the efficient use of resources. All 21 County Resource & Referral Agencies are committed to partnering with the state to strengthen these programs to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of service.

We are pleased to offer our organization's support for the goals set forth in New Jersey's application for the *Race to the Top* funding, and we stand ready to assist you and other state and local leaders in meeting our state's goal of improving the quality of all settings serving high need children and connecting families to critical services upon entry to the early care and education system.

We look forward to partnering with you as we continue moving toward our joint vision of quality early learning for all children.

Sincerely,

Rebekka Zydell, President
NJACCRRRA



New Jersey Association of Early Childhood Teacher Educators (NJAECTE)

Dr. Linnea Weiland, President, NJAECTE

Department of Early Childhood and Elementary Education

1600 Valley Road

Wayne, NJ 07474

September 14, 2011

As president of the New Jersey state affiliate of the National Association of Early Childhood Teacher Educators, I am writing to support New Jersey's Race to the Top Early Learning Challenge Grant. Members of our organization, early childhood faculty in the colleges and universities in the state, are dedicated to working to ensure that all children from birth to five receive the services they need to be successful in school and in life. New Jersey's proposal will contribute significantly to achieving our shared goal.

Our state has many programs and services provided to infants, toddlers, young children and families. The potential with this grant would be to increase coordination among these services and to bring all the services up to a consistent high quality. The success of our existing programs for three- and four-year-olds in public schools with large populations of high-needs children has been achieved through a focus on quality—developing clear learning expectations and program standards, increasing the teacher certification requirements, monitoring and evaluating the funded classrooms, providing intensive staff development, and increasing family/community involvement. This approach would be enhanced and expanded through the grant by creating a formal interagency collaboration system and a tiered Quality Rating Improvement System for all birth to five settings.

NJAECTE has been actively involved with the New Jersey Department of Education early childhood policy initiatives for many years. Our individual members, faculty at NJ colleges and universities, have worked closely with the state to: monitor preschool program quality; develop certification requirements; develop and implement pre-service and in-service teacher preparation programs; provide scholarship support for professional development; train early childhood educators in the field, e.g., teachers, master teachers, assistant teachers, program directors, and other care givers; and collaborate with community-based agencies that serve young children and their families. We are committed to continuing and expanding the scope of these activities.

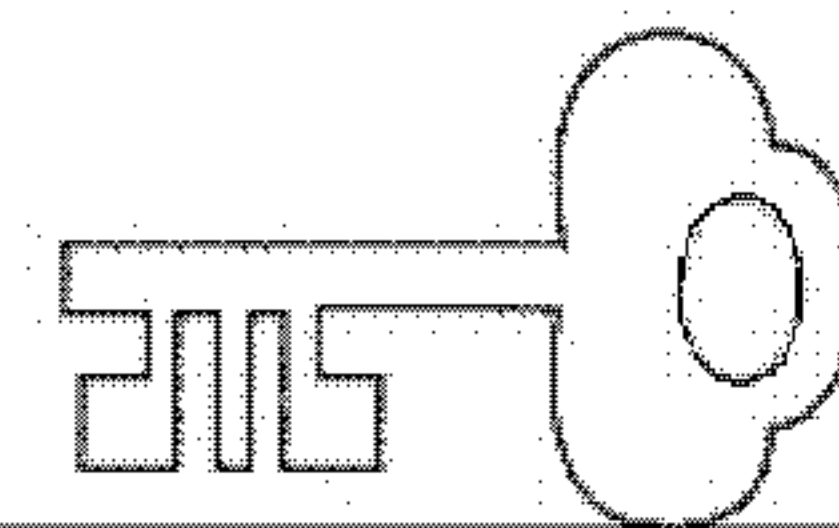
Feel free to contact me if you need any further information.

Linnea Weiland, Ph.D.

A handwritten signature in cursive script that reads 'Linnea Weiland'.

weilandl@wpunj.edu

(973) 720-2331



September 14, 2012

Tonya Coston, Manager
New Jersey Department of Education
Division of Early Childhood Education
100 River view Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ms. Coston:

The New Jersey Coalition for Inclusive Education (NJCIE) is pleased to support the Division of Early Childhood in its application for the Race to the Top Early Learning Challenge Grant.

NJCIE's mission is to ensure that every child with a disability in New Jersey has the opportunity to be a full member of their community from birth, through school, to adulthood. NJCIE's activities involve training educators and parents about inclusion, advocating for policy changes, and educating the community-at-large as to the benefits of inclusive education.

This project will be invaluable in helping families and children. We see the educational impact of poverty on learning, for example in the area of literacy, when we work in schools in New Jersey's large urban centers such as Irvington. Getting resources to these families is critical. As projects like Geoffrey Canada's Harlem Children's Zone have shown, providing information to families of children birth to five about their developmental needs and how the parents can support these needs in simple ways, such as the importance of reading and talking to them, makes all the difference in giving the children a chance to be successful in school and life.

NJCIE would be happy to support this project in any way that we can such as providing professional development and dissemination of information to teachers and schools, among others.

Very truly yours,

Paula Lieb, Esq,
President & CEO

September 28, 2011

The Honorable Christopher Cerf
Acting Commissioner
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, NJ 08625

Dear Commissioner Cerf:

I am writing on behalf of the New Jersey Council of County Colleges, the state association for New Jersey's 19 community colleges, to express our strong support for New Jersey's application for the U.S. Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant.

New Jersey's proposal will improve success in school and life for high-need children from birth through the pre-school years by increasing access to high-quality early learning programs. Should New Jersey be awarded this grant, the state will be able to create a coordinated system that improves the quality of programs and services provided to children with high needs. In addition, this grant will propel New Jersey to better connect families to critical services upon entry into early child care and educational systems.

As supporters of this proposal, our community colleges can serve as providers of professional development opportunities for early childhood educators and related staff members. Through the New Jersey Community College Consortium for Workforce and Economic Development, a central one-stop contact, community colleges develop and deliver education and training programs to New Jersey businesses, agencies and organizations large and small throughout the state.

We are confident that a U.S. Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant will help New Jersey's students and propel our early childhood education system into a model of success and global competitiveness.

Sincerely,

A handwritten signature in black ink, appearing to read "Lawrence A. Nespoli". The signature is written in a cursive, flowing style.

Dr. Lawrence A. Nespoli
President



New Jersey Early Care and Education Alliance

Standing Together to Make a Difference

**PO Box 1322, Williamstown, NJ 08094
Co-Chairs: E. Thomas 856-582-8282 Ext. 149
M. Bennett 732-833-7631**

September 13, 2011

Ellen Wolock, Ph.D., Director
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500
100 Riverview Plaza
Trenton, New Jersey 08625-0500

Dear Dr. Wolock:

The New Jersey Early Care and Education Alliance is excited that you have partnered with the Department of Human Services, Department of Children and Families and the Department of Health and Human Services to make application on behalf of New Jersey for the Race to the Top Early Learning Challenge Fund.

The Early Care and Education Alliance is a newly established entity whose mission is to provide a forum to review, respond to and educate others on legislative and policy matters that impact New Jersey. The Alliance has and will continue to address issues that affect early childhood education, early care professionals, children and their families throughout our state.

As Co- chair of the Alliance, I have participated in several of the Departments sub-committees of the Young Children's Council, have testified before the Council and have submitted testimony to address concerns of the Alliance membership. It is great to know some of our recommendations are being considered. It is with hope that in this grant we can continue to work in collaboration for more positive changes.

As identified in our mission, the Alliance through educating others will assist all efforts made by the Department of Education to enhance the quality of learning for all children, assist early care professionals in becoming better equipped to provide quality learning experiences and help direct families to resources that will improve the quality of life for them and their children.

Again, we are excited for this opportunity and look forward to a positive outcome in your application for the Race to the Top Early Learning Challenge Fund.

Sincerely,

Elmoria Thomas
Co-Chairperson

Cc: Membership

Nancy Thomson, President
NJACCRRRA
PO Box 55816
Trenton, New Jersey 08638-6816

Dear **NJACCRRRA**,

The **New Jersey Early Care and Education Alliance** would like to thank you for your generous donation and your participation in the Aletha R. Wright Symposium, “A Day of Learning and Celebration”. The event would not have been as successful without the assistance of **NJACCRRRA**. We applaud you for all you do on behalf of children, families and the early care community throughout New Jersey.

Many participants in the “Day of Learning and Celebration” expressed their gratitude for such a great day or have sent emails to that effect. The entire group was extremely excited that the Aletha R. Wright Award for Excellence in Early Care and Education was re-established through this event and will remain an annual event of the New Jersey Early Care and Education Alliance.

If the Alliance could be of any assistance to **NJACCRRRA** please do not hesitate to call upon us at the numbers listed above. Or you may contact me by email at ethomas@eirc.org or regular mail, PO Box 1322, Williamstown, NJ 08094.

Again, we thank you.

Sincerely,

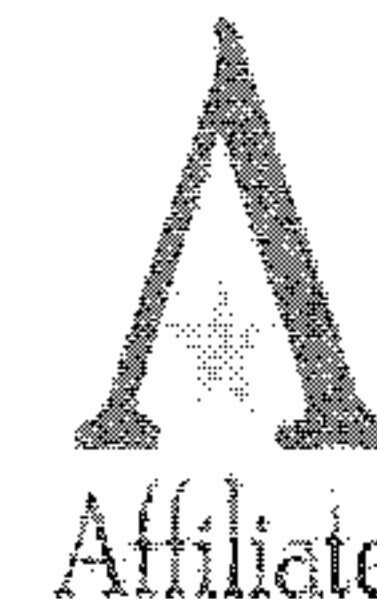
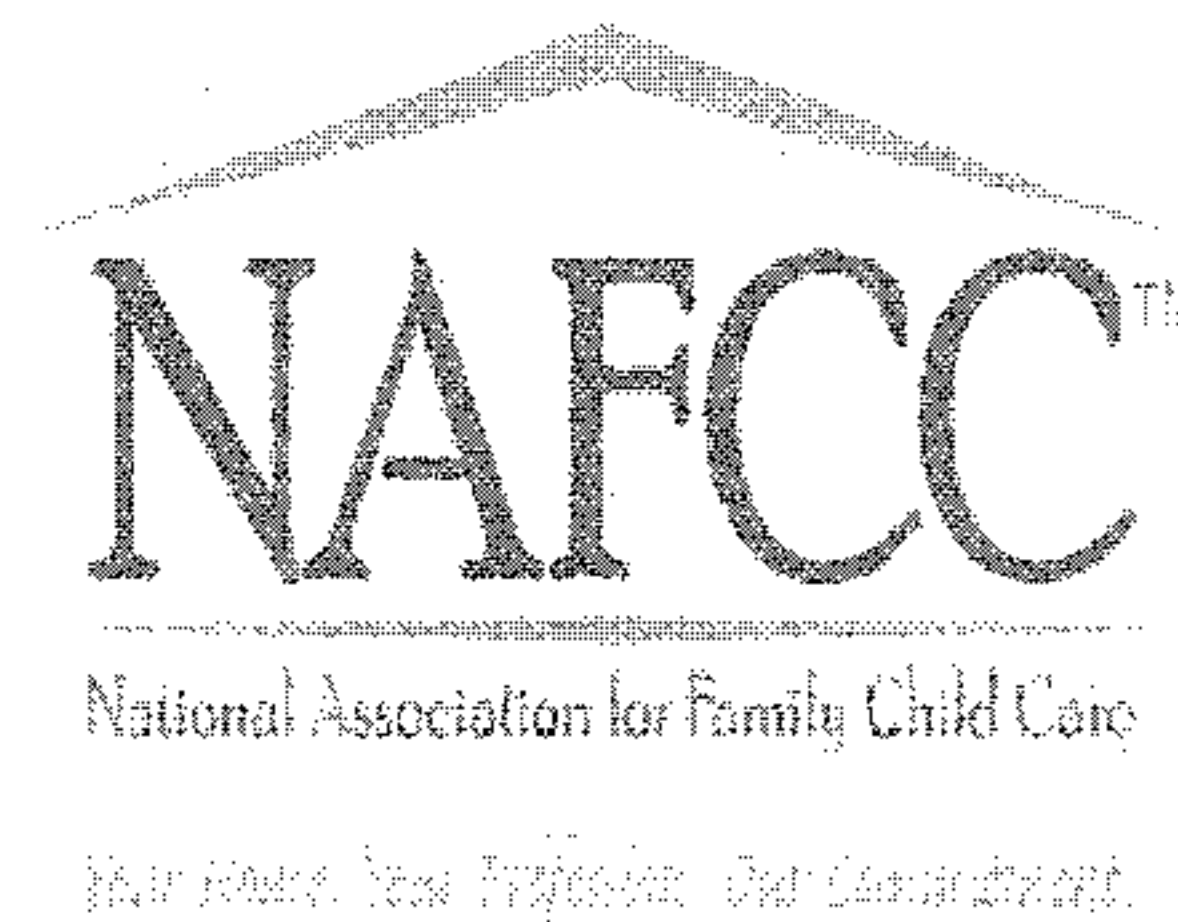
Elmoriam Thomas

Marcia Bennett

Elmoriam Thomas
Marcia Bennett,
Co-Chairpersons



*New Jersey Family Child Care
Providers' Association*
1008 Rock Avenue
Piscataway, NJ 08854
Phone: (732) 968-0381 Fax: (732) 968-4577
Web address: www.njfccpa.org



September 13, 2011

Ms. Ellen Wollock
Director, Office of Preschool Education
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Ms. Wollock,

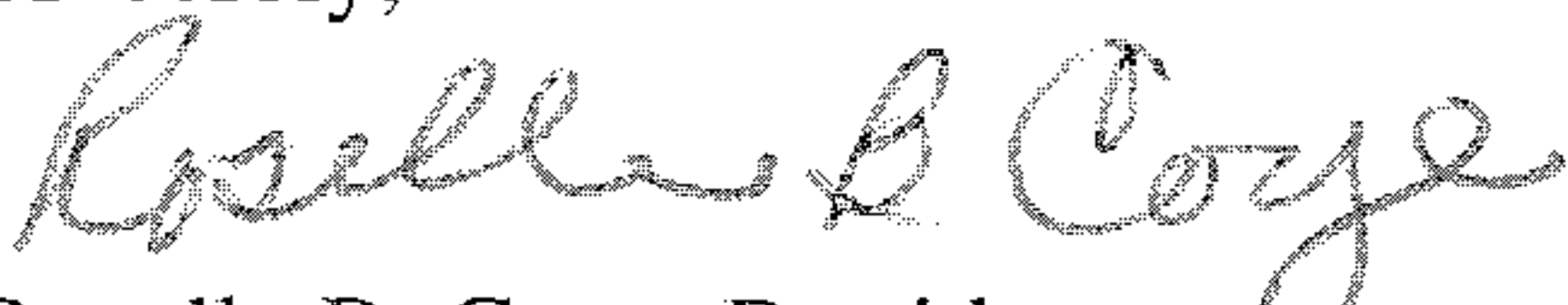
On behalf of the New Jersey Family Child Care Providers' Association (NJFCCPA), we write in strong support of New Jersey's application for US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. Our members are New Jersey family child care providers dedicated to professionalism in our field. Our board members alone average over 15 years experience operating successful family child care programs, and most hold a current Child Development Associate (CDA) Credential and National Association for Family Child Care Program Accreditation. We are dedicated to quality care.


We support New Jersey's efforts to improve child and family success by increasing access to high quality early learning programs for high need children, from birth through kindergarten and beyond, via a coordinated system of services. We see this as a natural part of daily program operation. Family child care (FCC) providers become closely involved with families as we partner with them to raise their children, offering support in many areas outside of just child care. Bonds are formed with these families that last a lifetime. FCC providers offer support and guidance not only to the children in our care, but to the parents as well; from a child's birth through college age in many instances.

FCC providers live in the same community as their enrolled families, and we impart information about resources as family situations arise, to benefit not only the child in care but the family as a whole. We mentor the parents as well as care for the child. NJ has numerous programs and services for infants, young children and their families, but they vary in quality and are often disconnected. This grant will provide NJ with the means to improve the quality of all care settings, as well as connect families to services when they enter the early care and education system, an opportunity we wish to provide families utilizing family child care, and a natural extension of the support we provide.

We fully support NJ's grant application, as we strive to support success in school and life for all children and families. The NJFCCPA Board and members look forward to becoming a central partner in delivering excellence in family child care as part of NJ's Race to the Top Early Learning Challenge Grant in the near future.

Sincerely,


Roselle B. Coye, President
NJ Family Child Care Providers' Association


Michelle S. Melgarejo, Past President
NJ Family Child Care Providers' Association



October 12, 2011

Christopher D. Cerf, Acting Commissioner
New Jersey Department of Education
Division of Early Childhood Education
Trenton, New Jersey

RE: Race to the Top Early Learning Challenge Grant

Dear Acting Commissioner Cerf,

I am writing to express our support of the Race to the Top Early Learning Challenge Grant application. New Jersey PTA supports legislation, regulations and activities that promote affordable, accessible, high quality child care and preschool programs.

The Early Learning Challenge Grant will allow our children ages birth to five to access high quality learning programs, and will improve the quality of all settings serving “high need” children, from birth to five, and connect families to critical information about New Jersey’s early care and education system.

We support the concept of an ongoing system of program improvement in New Jersey to bring best practices in early learning, health, special education, and family support to programs. PTA looks forward to helping to promote the Quality Rating Improvement System, Grow NJ, as it will enable parents to make informed decisions about their children’s care and education.

Sincerely,

A handwritten signature in cursive script that reads "Judy Hyde".

Judy Hyde, President
New Jersey PTA



September 28, 2011

Ellen Wolock, Ed.D, Director
Division of Early Childhood
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Dr. Wolock:

This letter from the New Jersey State Interagency Coordinating Council (SICC) is supportive of the New Jersey Department of Education's application for the **Early Learning Challenge Grant (ELC)**.

The New Jersey Early Intervention System provides services to over 21,000 infants and toddlers with disabilities and their families each year. The SICC is committed to the incentive of this application to improve access to quality health, developmental, educational and child care services for infants and toddlers. Additionally, this will provide families increased opportunities as their children transition to preschool to participate in community settings prepared to include children with disabilities. This grant is an excellent opportunity to improve access to natural environments through the **Quality Rating Improvement System**.

The SICC is willing to commit to partner with you in several ways:

- to promote linkages with the New Jersey Council for Young Children ,
- to provide expertise to assist with module development specific to infants and toddlers with disabilities,
- to provide expertise in system design for the implementation of early screening tools and standards for the field,
- to continue to support through the lead agency early identification and access to the system point of entry for referral ,
- to assist with implementation through the dissemination of materials when available through the grant, and
- to assist with support for this cross-system initiative.

Should you need any additional information please feel free to contact my office at: (732) 258-7134. On behalf of the SICC, we wish you the best of luck with your application and we commit to partner with you on implementing your plan.

Sincerely,

(b)(6)

Warren E. Moore, FACHE
Vice Chair and Acting Chair



Appendix

New Jersey School Boards Association

413 West State Street • P.O. Box 909 • Trenton, NJ 08605-0909 • Telephone: 609.695.7600 • Toll-Free: 888.88NJSBA • Fax: 609.695.0413

October 3, 2011

Mr. Christopher D. Cerf
Acting Commissioner of Education
New Jersey State Department of Education
100 Riverview Plaza, PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Cerf:

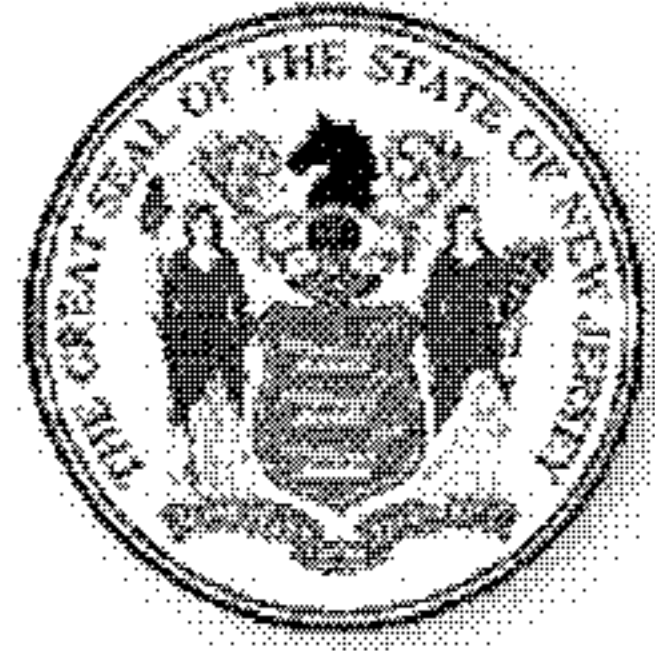
The New Jersey School Boards Association strongly endorses our state's application for the Race to the Top Early Learning Challenge Grant.

Long-term NJSBA policy cites research findings showing that well-planned early learning experiences can benefit the future academic achievement of all children and enable students who are economically disadvantaged or who have physical and learning disabilities to overcome obstacles. With its focus on coordination of New Jersey's early learning system, clear standards and meaningful workforce development, the state's proposed initiative will lead to better prepared students with a greater chance of finishing high school and entering college.

The grant application represents New Jersey's commitment to high-quality early childhood education. We urge the United States Department of Education and United States Department of Health and Human Services to consider how the pre-school children of New Jersey would benefit from the innovative strategies contained in the Race to the Top Early Learning Challenge Grant application and to act favorably on the proposal.

Sincerely,

Marie Bilik
Executive Director



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
STATE SPECIAL EDUCATION ADVISORY COUNCIL
P.O. Box 500
TRENTON, NEW JERSEY 08625-0500

Chris Christie
Governor

Christopher D. Cerf
Acting Commissioner

Kim Guadagno
Lt. Governor

September 19, 2011

Dr. Ellen Wolock, Administrator
NJ Department of Education, Division of Early Childhood Education
PO Box 500, 100 Riverview Plaza
Trenton, NJ 08625-0500

Dear Dr. Wolock,

As members of New Jersey's State Special Education Advisory Council (SSEAC), we would like to express our strong support for New Jersey's application for the Race to the Top Early Learning Challenge Grant.

SSEAC is made up of parents, self-advocates, educators, and representatives of state organizations that serve young people with disabilities. We understand firsthand the seemingly insurmountable problems that can arise when resources are disconnected from one another, and when the quality of those critically important services and supports lacks consistency. While navigating a system that lacks effective coordination is challenging for everyone, it is especially difficult for families of young children with the highest level of needs. These are the families who are just learning how to cope with what can be overwhelming emotional and day-to-day caregiving demands, while at the same time having to find the help their child requires, from a variety of providers, all which have different rules and different ways of delivering services. As people who have a particular interest in education, we recognize that the more streamlined the early childhood service system, the more likely it is that families will be able to access the resources that will allow them to help their child reach his/her full potential – not just in the early years, but as that child grows into adulthood.

New Jersey has already seen greater efforts in collaboration in the area of early childhood education, which we feel will provide an important foundation for taking the next steps that are being proposed in this grant. For example, there have been more meetings between Part B and C stakeholders, and some of the same representatives serve on both workgroups. Early Intervention is now using the Battelle Developmental Inventory as is the Department of Education, which saves time and costs when transferring from one system to the other. The Regional Early Intervention Collaboratives have excellent trainings on transition to preschool.

We strongly support the proposal to have experts in education, health, disability, including parents, involved with county-based councils. We are also hopeful that making early learning a top priority in the state will enhance the connection between Early Intervention's focus on the natural environment, and the educational system's focus on the least restrictive environment.

We are excited by the opportunity this grant presents, and look forward to helping to ensure its successful implementation.

Sincerely,

(b)(6)

Kathy Roberson, Chairperson
New Jersey State Special Education Advisory Council

Cc: (b)(6)

October 14, 2011

The Honorable Chris Cerf, Commissioner
New Jersey Department of Education
PO Box 500
Trenton, NJ 08625-0500

Dear Commissioner Cerf:

As members of the steering committee of the New Jersey Council for Young Children, the Governor's Council, we are writing to express our strong support for New Jersey's application for the federal Race to the Top Early Learning Challenge Grant. The concept proposed by the state in its application addresses the priorities identified by the Council. Further, the Council will continue to have a critical role in the collaboration necessary to implement the plan, should New Jersey be awarded the federal funding.

From its inception, the Council has had representation from all key sectors of the early care and education system, including public and private partners from early care and education, Head Start, child care, higher education, and health and child welfare systems. In addition to representing those interests effectively on the Council, each member has also brought a network of partners who have added great value to the Council's work, both broadening and deepening the discussion.

In the last two years, the Council has worked together to assess the strengths and weaknesses of the current early care and education system, identify priorities and develop a plan for its work. One of its key priorities is to build on New Jersey's success in creating its high-quality preschool program to improve the quality of child care in the state. Advancing a Quality Rating and Improvement System (QRIS) for center-based and family child care became a key priority. The Program Improvement Committee was created to work on this issue, taking the QRIS model developed and piloted through the Build Initiative as the foundation for statewide implementation.

Improving early care for infants and toddlers was identified as another key priority by the Council. Several committees were charged to address this issue by assessing the current quality of care, developing learning standards for infants and toddlers and examining professional development for caregivers of very young children.

New Jersey's application for Race to the Top funding is grounded in the work of the Council and addresses the priorities identified by the Council. The state's proposal to take the QRIS to scale and more importantly, to create the infrastructure to support the necessary quality program improvements, will significantly advance the goals of the Council in improving the quality of early care and education for young children.

Further, the state's plan continues the important role of the Council in ensuring collaboration across all the systems that make up the broader early care and education system. The Commission for Early Learning and Development proposed in the state's application will coordinate the partnering state agencies to ensure implementation of the plan. The Council will continue to serve in its advisory capacity

to develop policy recommendations and communicate with stakeholders and the public on the state's progress.

As chairs of the council committees and members of the steering committee, we extend our strong support for the state's application. The proposal will enable New Jersey to take a significant step forward to strengthen and improve its early learning system.

Moreover, it will extend the same opportunity for success that has resulted from our high-quality preschool program, ensuring that all children, especially those with high needs, have the opportunity for the best start in life. We know that a good early learning experience, beginning at birth, really does make a difference.

Very truly yours,

Ana Berdecia, Thomas Edison State College
Suzanne Burnette, NJ Head Start Collaboration Office
Tina Foley, Catholic Charities, Diocese of Metuchen
Karin Garver, New Jersey Department of Education
Laura Morano, Red Bank Public Schools
Barbara Reisman, Schumann Fund for New Jersey
Sharon Ryan, Rutgers University
Cecilia Zalkind, Advocates for Children of New Jersey



Southern Regional Child Care Resource Center

PHONE: (856) 582-8282

FAX: (856) 582-4714

Celebrating 25 Years of Service

September 13, 2011

Dr. Ellen Wolock, Director
Division of Early Childhood Education
New Jersey Department of Education
PO Box 500- 100 Riverview Plaza
Trenton, New Jersey 08625-0500

Dear Dr. Wolock,

The Southern Regional Child Care Resource Center, EIRC is very much in support of the New Jersey Department of Education's application for the Race to the Top Early Learning Challenge Grant. It is great that the other state Departments have partner with you in this new endeavor for New Jersey.

The Southern Regional Child Care Resource Center is one of the early childhood programs under the umbrella, Educational Information and Resource Center (EIRC) and one of the grantees administering the New Jersey First Steps Initiative for southern New Jersey. We have been serving low to middle income families, providing training, technical assistance on early care issues and support to early care professionals for over twenty-five years. SRCCRC look forward to assisting the Department of Education in its effort to set a higher standard for learning throughout our state.

Through the First Steps Initiative, SRCCRC staff has become certified trainers from WestEd, PITC in California, have worked with Thelma Harms to conduct a statewide Infant/Toddler environmental rating system train-the trainer, have worked with the Coalition of Infant/ Toddler Educators to develop an Infant/Toddler Credential and collaborated with Professional Impact New Jersey to facilitate a scholarship program that would pay for the coursework of infant/toddler caregivers.

As a stakeholder in Early Care and Education, SRCCRC encourages all efforts made in New Jersey, to increase positive learning outcomes for all children and look forward to being a part of the Departments success in this Race to the Top grant application.

Sincerely,

Elmoria Thomas
Director



October 17, 2011

Erika Kelley, M.P.A.
Early Childhood Education Program Specialist
New Jersey Department of Education
Division of Early Childhood Education
100 River View Plaza, P.O. Box 500
Trenton, NJ 08625

Dear Erika:

I am writing to express our support for New Jersey's proposal for the US Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. The state's proposed focus upon improve students' success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services is substantially supported by research evidence. There are many programs and services provided to infants, young children and their families throughout the state, but they vary in quality, are often disconnected from each other and this seems especially to be the case for high need populations of children. If New Jersey's proposal is supported, it should provide a means for both improving the quality of all settings serving "high need" children, and connecting families to critical services upon entry to the early care and education system. There are several ways that ETS can get involved in the work with the Department of Education in implementing the program during the period of the grant and beyond including data collection and analyses, developing early learning standards and assessments and providing technical support and assistance in the research and evaluation, etc.).

You have produced a very high quality proposal and what you have proposed is much needed in the state. At ETS, we have just begun a new research center focusing on early childhood education and we look forward to working with you to carry out this new initiative.



Best Wishes,

A handwritten signature in black ink that reads "Michael T. Nettles". The signature is written in a cursive style with a long horizontal flourish at the end.

Michael T. Nettles

Michael T. Nettles
Senior Vice President and Edmund W. Gordon Chair of
Policy Evaluation and Research Center
Educational Testing Service
Rosedale Rd. MS 19-R
Room R-031
Princeton, NJ 08541
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Email: mnettlles@ets.org

October 14, 2011

Ellen Wolock
New Jersey Department of Education
Riverview Plaza
Trenton, New Jersey 08625

Dear Ms. Wolock:

I am a grandmother raising my young grandchild, (b)(6) and I want to express my strong support for New Jersey's application for Early Childhood Race to the Top funding.

I am very happy that the proposal will provide parents with information about the quality of the child care centers and other early childhood programs in our area. I try to be an informed and active parent and grandparent, and I can definitely use the results of the Quality Rating Indicator Scale self assessment and parent rating tool when I look for child care for my young grandson.

I am also very excited that the child care center staff will get consistent training and support so that my grandson will have a better experience in child care. Because my grandson has some health issues, I would really appreciate the fact that a health expert will be available to help child care staff keep my grandson as safe and healthy as possible.

As an active parent and grandparent, I also look forward to the chance to be involved in my county Early Childhood Council. It will be great to be able to have parents make decisions and have input into the early childhood systems in our county.

I know that New Jersey has many services for parents of young children, but it can be confusing to find out about them and how to access them. I think that this project will make it easier for me and other parents and grandparents – to find and get what we need for our children and grandchildren.

Very truly yours,

(b)(6)

Geraldine Moore

Proud Grandmother of (b)(6)

Appendix 427

October 5, 2011

Ellen Wolock
NJ Department of Education
Riverview Plaza
Trenton, NJ 08625

Dear Ms. Wolock:

My name is (b)(6) and I am the leader of the Winning Angels Support Group in northeast New Jersey. Our group has over 150 Latino families who have children with special needs. Many of our parents have young children who are fighting to get the services their children need in inclusive child care centers, district preschool special education programs, early intervention, and other settings.

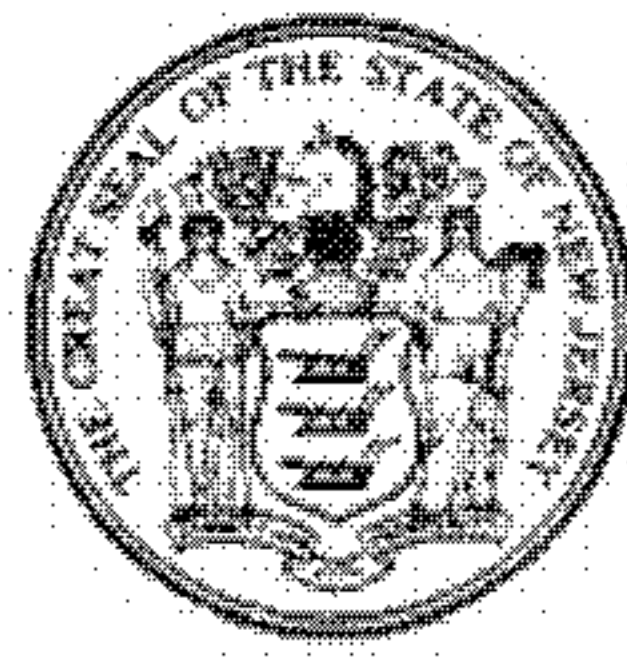
The Winning Angels Support Group strongly supports New Jersey's application for the Early Childhood Race to the Top. We know that child care and preschool special education programs need help in serving our children appropriately. We want our neighborhood child care centers to be able to educate our children with disabilities. We want our district preschool special education programs to do a better job of helping our children learn academics. We want all the service providers to be able to partner with us in our children's education and development. And we want to be able to judge early childhood programs through the Quality Rating Indicator Scale.

As parents in many communities in the northern part of New Jersey, we look forward to the county Early Childhood Councils and to being able to have an equal role in decision-making.

Very truly yours,

(b)(6)

Yolanda Quintero
The Winning Angels



State of New Jersey
STATE BOARD OF EDUCATION

Oct. 13, 2011

Christopher D. Cerf
Acting Commissioner
N.J. Department of Education
100 Riverview Plaza
Trenton, NJ 08625-0500

Dear Acting Commissioner Cerf,

It is with great enthusiasm that I write this letter in support of the N.J. Department of Education's Race to the Top Early Learning Challenge grant application.

New Jersey has been a leader in the field of early childhood education for nearly a decade. It is well-regarded for its high-quality state preschool program, including the curriculum standards and educator requirements that are its foundation.

The state's preschool program has been instrumental in providing our neediest children with access to developmentally appropriate educational opportunities that have lasting positive effects. The program has been shown through independent research to improve learning outcomes for its students.

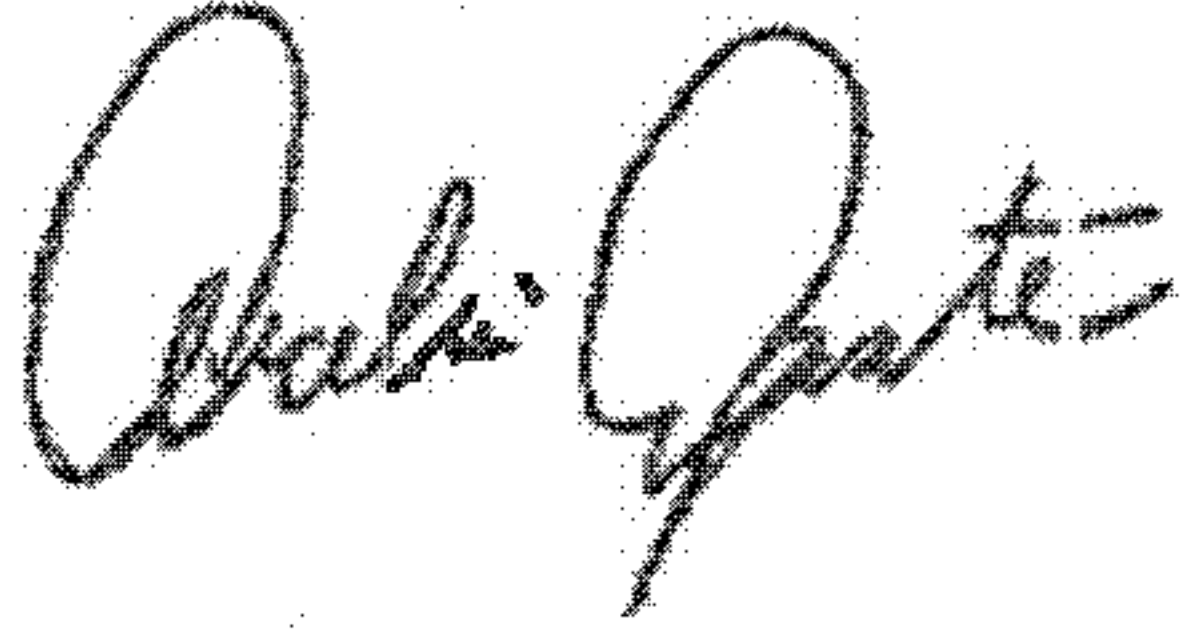
Our high-quality preschool program is an essential component to the state's efforts to ensure that we provide a first-rate education to every student in New Jersey and to make inroads in closing the state's academic achievement gap.

The Early Learning Challenge grant will allow New Jersey to better coordinate its preschool program with other birth-to-age-five support and education services currently offered. Not only will this continuum of services at the local, county and state levels help children already served, but it also will enable the state to reach even more children.

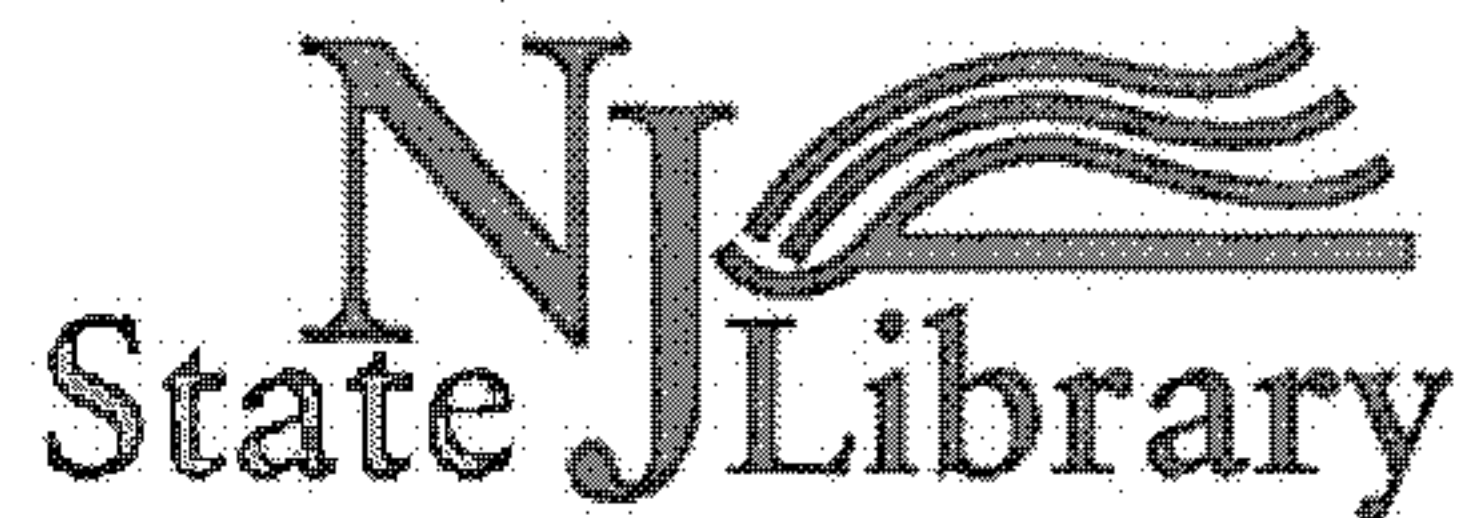
If we are ever to have minority and at-risk students achieve academic success and attend higher education institutions at the same rates as their white and non-economically disadvantaged peers, then we must stress early interventions and provide continuous academic and social support to children during their most influential years.

New Jersey is in a unique position to use the Early Learning Challenge grant to build upon its proven success in the field of early childhood education. I am confident that the N.J. Department of Education will adeptly utilize the grant funds to benefit our children most in need.

Sincerely,

A handwritten signature in black ink, appearing to read "Arcelio Aponte". The signature is written in a cursive style with a large initial "A".

Arcelio Aponte
President
N.J. State Board of Education



An affiliate of Thomas Edison State College

PO Box 520
Trenton, New Jersey 08625-0520

609-278-2640
www.njstatelib.org

September 12, 2011

U.S. Department of Education
Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202-4260

To Whom It May Concern:

The New Jersey State Library supports the New Jersey Department of Education (DOE) and its programs and other agencies working together to apply for the U.S. Departments of Education and Health and Human Services Race to the Top Early Learning Challenge Grant Opportunity. At the New Jersey State Library we believe access to information and libraries empowers people, organizations and government. As the leader of the more than 2,000 member libraries in the NJ Library Network, the State Library takes a proactive and innovative approach in guiding libraries and providing information to foster a literate, productive and competitive New Jersey.

The purpose of the Race to the Top Early Learning Challenge (RTT-ELC) Program is to improve success in school and life by increasing access to high quality early learning programs for high need children ages birth to five and by implementing a coordinated system of services. There are numerous programs and services provided to infants, young children and their families throughout the state. These services, however, vary in quality and are often disconnect from each other. This grant will provide a statewide means of both improving the quality of all settings serving high need children, and connecting families to critical services upon entry to the early care and education system.

The public library is often the first place that many families of children ages birth to five go for books and services. Public libraries offer storytimes and other programs that model strategies that parents can use to develop early literacy skills. They also have non-print resources like computers and e-readers that help promote early learning and school readiness for families and their children. Many libraries already work with state agencies such as Early Head Start as well as their local child care and preschool agencies to provide regular programming for children from birth to age five.

All of the public libraries in New Jersey, through the State Library's NJ Library Network, will support the RTT-ELC Program by working with other educational agencies to provide resources, free computer access and meeting room space and opportunities for professional development for

Connecting people with information through libraries

U.S. Department of Education

September 12, 2011

Page 2

staff working with young children. School librarians in high schools that offer educational classes for pregnant and parenting teens can also assist by providing materials to help them nurture their child's early learning and developmental needs.

The Public Library Association and the Association for Library Service to Children (ALSC) of the American Library Association developed an early literacy toolkit in 2004 called Every Child Ready to Read® @ your library® (ECRR) that many libraries purchased and use in their regular programming. An updated and expanded second edition was recently released that provides a new curriculum and materials to continue the effort, supporting parents and caregivers with the early literacy development of their children from birth to age five. Public libraries can support RTT- ELC Program by making these toolkits available for all agencies working with high need children and their families.

Studies have shown that people who regularly use libraries are better readers, higher achievers, and more successful workers. The New Jersey State Library, through its member libraries in the NJ Library Network, is committed to assisting agencies in implementing the components of the RTT-ELC Program by continuing to offer materials and services free to their youngest users and their families to help them to achieve success in school and in lifelong learning.

Sincerely

(b)(6)

Norma E. Blake
State Librarian

October 11, 2011

Ellen Wolock
New Jersey Department of Education
Riverview Plaza
Trenton, New Jersey 08625

Dear Ms. Wolock:

My name is [REDACTED] and I currently reside in Willingboro NJ. I am writing this letter to support New Jersey's proposal for funding for the Early Childhood Race to the Top program. I feel that this program is vital to my community and would be beneficial to the residents of Willingboro. As a mother of six children, I have 4 in between the ages of 0 – 8 years old. I have a child in the pre-k 3 class and I have had 2 children go through the pre-k 4 year old program. I have received great satisfaction by having my children attend the program. I know that many children in surrounding communities do not have a pre-k program. The knowledge that my children have taken away from the program has been an excellent enhancement to their education.

They have gotten the knowledge and are eager to attend school. When children are exposed to education at an early age you can see how they enjoy learning. Starting children in the classroom routine and the structure of school is vital to their outcome, with their success rate for finishing and continuing their education. I feel that the program needs to be expanded, as currently pre-k 3 attends school in half-day sessions from 8:50 am – 11:20 am. I feel that the program should be a full day program.

I can see the difference in children that wait to attend school until first grade at the age of six. They have a hard time adjusting to the whole routine and the structure of school. Many attend daycare centers where there is no educational curriculum. It is vital to have children attend school as early as possible. I also know that it is a help to the middle class family where both parents have to work. As a parent, knowing that my child is attending a curriculum-based school instead of just daycare all day is important to me. Not to mention the costly price of the going rate for daycare which puts a financial hardship on families that cannot afford it.

Allowing children the opportunity to get an earlier start on education is an investment in our children's future. It will allow children to see the importance of education at an early age, which will allow for educational growth for my community.

Thank you for the opportunity to write this letter of support for your application.

Nia Hall

[REDACTED]
(b)(6)

October 8, 2011

Ellen Wolock
New Jersey Department of Education
Riverview Plaza
Trenton, New Jersey 08625

Dear Ms. Wolock:

I am the (b)(6) parent of two young children, one of whom is a new baby. Our family lives in Somerset, New Jersey. We very much support New Jersey's proposal for funding for the Early Childhood Race to the Top program.

We have experienced many issues with early childhood programs in my community. We are concerned about issues of quality, inclusion, health and healthcare, cultural competence, and parent involvement, and we are excited that these are all the issues that are part of New Jersey's application.

The Quality Rating Indicator Scale is one of the best parts of the application. As parents, we want to know about the quality of the childcare programs in our area. We want tools to help us pick the places that will help our children the most. And we want to know that our children's teachers will have training and support to learn how to do a better job with their education and health. It would be wonderful to have these supports in place three years from now when we look for a childcare center for our daughter!

As a trained SPAN Resource Parent who helps many other families in my community, I am also very happy about the proposal to have county Early Childhood Councils led by parents. Giving parents of young children the chance to have a voice, and to become leaders when our children are young, will not only make early childhood programs better at the county level, but also help start parents on the path to parent involvement and leadership that will help improve our state's schools.

Thank you for the opportunity to write this letter of support for your application!

Garima Jain

(b)(6)

Appendix 434

October 5, 2011

Ellen Wolock
NJ Department of Education
Riverview Plaza
Trenton, NJ 08625

Dear Ms. Wolock:

I am the parent of young children in New Jersey. I also help other parents in Union County and Mercer County who have young children. I know that there are many resources for families who have young children in our state, but I also know that there are many barriers to families accessing those services, especially families who don't speak English, have children with disabilities, or have literacy issues. I am writing to support New Jersey's application for funding for the Early Childhood Race to the Top because your proposal will help make high quality early childhood programs available to all New Jersey families.

It is exciting to think that, if this proposal is funded, New Jersey would have a team of experts in each county to help early childhood providers learn more about how to teach young children, help maximize the health of young children, include young children with disabilities, and work with the parents of young children. Having a Quality Rating Indicator Scale that each early childhood program would use for self-assessment, and having a parent tool so that we as parents can find programs that are high quality, would be very beneficial to parents. I also enthusiastically endorse county Early Childhood Councils with a majority of parents to help get parents more involved with the education of our young children. I would love to be part of the Council in my county!

Sincerely,

Jeannette Mejias

October 10, 2011

Ellen Wolock
New Jersey Department of Education
Riverview Plaza
Trenton, New Jersey 08625

Dear Ms. Wolock:

We are the parents of three young children who live in Newark, New Jersey. We are very active in our children's lives and in their education. We are happy to write this letter to support New Jersey's application for Early Childhood Race to the Top funding.

One of our young children, our daughter, has been identified as "gifted," while one of our sons has autism. Our experiences with our children has made it very clear that New Jersey's early childhood programs need help in being able to maximize the development of all of the children in their care.

As (b)(6) parents, we also see every day the continued need for cultural competence training for professionals who work with our children. We enthusiastically support the cultural competence aspects of the Quality Rating Indicator Scale and the fact that early childhood providers will have access to experts in early childhood instruction, health, disability, and parent involvement to help them meet the needs of all the young children they work with.

One of us is the co-chair of the Essex Family Council, a group of parents and grandparents who are involved in trying to improve education, health, child behavioral health, child welfare, and other systems in Essex County. We are excited that this proposal calls for each county to have an Early Childhood Council with a majority of parent members to try to make early childhood programs and systems more effective, and we will enthusiastically volunteer to be part of such a Council if your proposal is funded.

Very truly yours,

(b)(6)

Kim and Kyle Rivers

October 18, 2011

To Whom it May Concern,

I write this letter on behalf of my child attending St. Ann's Community Day Care Center, Inc. My daughter has attended the center since she was a newborn and is now in the three year old class. It has been a joy to leave my child at the center, knowing and feeling that she is in a warm, safe environment. Over the years, I have watched (b)(6) grow into an enthusiastic young girl. The teachers are always sharing information and willing to assist me with information on my child's development.

Sincerely,

(b)(6)

October 7, 2011

Ellen Wolock
NJ Department of Education
Riverview Plaza
Trenton, NJ 08625

Dear Ms. Wolock:

My name is (b)(6) and I am the parent of two young sons. One of my sons has autism and the other one has special healthcare needs. I am writing to support New Jersey's application for the Early Childhood Race to the Top funding.

As the parent of children with special needs, I support the application's focus on providing support to early childhood programs on health and disability issues. As a parent who is very involved in my children's education, I support the application's focus on helping early childhood professionals work more effectively with parents. And as a Latino parent, I support the application's focus on cultural competence.

I am also excited about the idea of a county Early Childhood Council in Hudson County where I live. This Council will give parents of young children the chance to help make the services for our children and families better.

Sincerely,

(b)(6)

Henry Tejada

(b)(6)

NEW JERSEY DEPARTMENT OF EDUCATION
PRESCHOOL PROGRAM IMPLEMENTATION GUIDELINES

2010

ACKNOWLEDGMENTS

These guidelines were originally developed in February 2003 in conjunction with stakeholders chosen for their diversity and expertise in the field of early childhood education and their commitment to the children of the state of New Jersey. Many thanks go to all those who participated, including other state agencies, advocacy groups, researchers and professional education organizations. Special thanks to all of the individuals who participated in the focus group sessions and responded by letter or e-mail to provide input for the original document.

Based on new research and best practice, significant revisions have been made by the Division of Early Childhood Education over the past seven years to the original 2003 document in the areas of supporting dual language learners, master teachers, community, family involvement, and fiscal oversight.

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Rochelle Hendricks, Acting Commissioner
Acting Secretary, State Board of Education

PRESCHOOL PROGRAM IMPLEMENTATION GUIDELINES

INTRODUCTION

The purpose of this document is to provide guidance to school districts, private providers and local Head Start agencies in the planning and implementation of high-quality preschool programs for three- and four-year old children. These guidelines are designed to meet the *New Jersey Preschool Teaching and Learning Standards*.

Each school district's preschool program should be driven by the research-based best practices offered in this document along with a systematic assessment of the needs of children in that district. With technical assistance from the Department of Education (DOE), school districts can provide high-quality preschool programs via a locally determined mix of in-district, private provider, and local Head Start agency classrooms.

Intensive, high-quality preschool programs can close much of the early achievement gap for lower income children. This substantially increases their school success and produces a host of life-long benefits, including increased school achievement and social and economic success as adults (Schweinhart, Barnes & Weikart, 1993; Ramey & Campbell, 1984; Reynolds, 2000). These goals can be reached through the creation and support of high-quality preschool programs. The preschool effort presents an extraordinary opportunity to meet the needs of New Jersey's most disadvantaged children.

State-funded preschool programs in school districts must include all of the major elements identified by the Department as essential for implementation of a high-quality preschool program and found in chapter 13A, Elements of High Quality Preschool Programs located in the New Jersey Administrative Code.

These elements are the essential ingredients of effective preschool education. High quality teachers and teacher assistants are imperative. Enrollment in general, should not exceed fifteen students in any preschool classroom. Classrooms must be sufficiently large (950 square feet per classroom for new construction and for newly contracted classrooms) and organized for developmentally appropriate preschool activities, which differ significantly from those of elementary school children. Health, nutrition and other services should be incorporated, and family involvement should be maximized.

The guidelines in this document offer a basic framework for individual school districts to use when implementing each component of the preschool program and when evaluating how well children and their communities are being served.

PRESCHOOL PROGRAM COMPONENTS

Administrative Oversight

Administrators play an integral role in shaping the quality of each preschool program component, from the oversight of teachers to recruitment and outreach efforts. Because administrative personnel perform such a critical role, this document sets forth guidelines to maximize the effectiveness of their skills, expertise, and time.

The superintendent and designated school district personnel have ultimate responsibility for the implementation of the preschool program. A director and/or supervisor of early childhood education should lead the implementation of the program. The director/supervisor should provide assistance to master teachers/coaches on professional development and best program practices, oversee the recruitment/outreach efforts and ensure the coordination and delivery of comprehensive services, including parent involvement. This administrator may conduct some of the formal evaluations of the classroom teachers in both school district-operated and private provider preschool classrooms. He or she must be well versed in strategies designed to help teachers and other professionals optimize children's learning and development. Regardless of the size of the preschool program in the district, the director/supervisor is responsible for the following:

- Developing and implementing the preschool budget, preschool program plan, annual updates, and professional development plans;
- Contributing to the development of long range facilities plans;
- Supervising registration, recruitment and outreach efforts;
- Overseeing contractual compliance with private provider and local Head Start agencies;
- Collaborating and communicating with the school district office of special services;
- Facilitating transition initiatives in collaboration with other preschool through third grade administrators;
- Meeting regularly with private providers, including local Head Start agencies, to foster collaboration and program implementation including, but not limited to, fiscal and curriculum information;
- Overseeing the implementation of the comprehensive preschool curriculum;
- Providing assistance to all staff responsible for the implementation of appropriate early childhood practices within the preschool program;
- Administering strategies designed to help teachers and other professionals optimize children's learning and development in all domains;
- Coordinating annual program evaluation;
- Hiring, supervising and ensuring evaluation of all in-district staff funded by the preschool programmatic budget; and
- Ensuring that each private provider and local Head Start agency implements a system for classroom teacher observations.

Early Childhood Supervisor

In school districts with greater than 750 enrolled preschool children at least one dedicated in-district early childhood supervisor is provided. In-district early childhood supervisors and administrators of in-district buildings with preschool children must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate, and have preschool education experience. Experience in preschool education may include: preschool teaching or supervision experience or experience as a director of a licensed private provider or Head Start agency. The supervisor and/or administrator must participate in annual training specific to preschool program planning and implementation and the school district's comprehensive preschool curriculum.

Principals/Vice Principals

In school districts with schools containing preschool or any combination of preschool, kindergarten and elementary classrooms, funding prorated by the proportion of preschool children is provided in the preschool programmatic budget for a principal and vice principal and one administrative support staff member, depending upon the number of teachers employed in each school building. The principal or vice principal in this situation should be involved in both the development of the preschool program plan, annual updates, professional development specific to early childhood education and the supervision of classroom staff.

Support Staff

Administrative support personnel such as secretaries and data clerks are essential to the daily operations of any program. Support staff responsibilities may include, but are not limited to, the following:

- Enrollment and registration of preschool children;
- Data collection and entry;
- Clerical assistance to master teachers/coaches, supervisors, directors, and other personnel; and
- Provision of general program information to families.

Recommended Model:

These positions lead to effective supervision and support:

- For school districts with total preschool enrollments of fewer than 3,000 preschool children, one early childhood education supervisor should be available for every 750 students minus the number of students enrolled in district stand-alone early childhood education buildings;
- For school districts with at least 3,000 total preschool students, one district-wide administrator/supervisor should be a director or an administrator of the preschool program;
- For school districts with at least 4,000 total preschool students in all settings, one of these administrators should be an assistant superintendent;

- One principal, one vice principal and one administrative support staff are provided for each stand-alone early childhood center or school serving 300 or more three-and four-year-olds.

Master Teachers/Coaching

Master teachers, also known as coaches, play an essential role in implementing and maintaining high levels of program quality by supporting preschool classroom teachers. Their primary role is to assist in curriculum implementation by conducting classroom observations and coaching teachers using the principles of reflective practice to improve instruction. The maximum ratio to use when planning for master teachers in state fully funded preschool programs is one master teacher for every 20 preschool classrooms.

Priority 1: Master teachers/coaches should dedicate the greatest amount of time to classroom coaching using the reflective cycle model. During these visits, master teachers should observe classroom practices and provide feedback directly to teaching staff in a collaborative manner, plan and model exemplary practices and meet with the program directors or principals. Recordkeeping should be maintained during these visits.

Priority 2: A substantial amount of time, but less than that devoted to classroom coaching, should be dedicated to providing and planning for professional development experiences for classroom teachers. Professional development should be aligned with the *New Jersey Preschool Teaching and Learning Standards*, the school district's curriculum, and professional development plan. Professional development opportunities should be differentiated to match the varying levels of experience and expertise of the instructional staff. Professional development should be delivered in a variety of ways, ranging from informal work groups to more structured small and large group presentations.

Primary Master Teacher/Coach Responsibilities

- Visiting preschool classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices using the reflective cycle model,
- Visiting kindergarten classrooms periodically to support teachers programmatically so children can experience a seamless transition from preschool to kindergarten,
- Planning specific goals and training opportunities to improve weak areas identified from curriculum developer reports and results of structured classroom observations (e.g. Early Childhood Environmental Rating Scale – Revised), (Harms, Clifford, & Cryer, 2004), performance-based assessment results, program-wide evaluations, and other information sources,
- Administering structured program evaluation instruments (in assigned classrooms) to measure quality practices in preschool classrooms (e.g., Early Childhood Environmental Rating Scale - Revised, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory, High/Scope Preschool Program Quality Assessment, Creative Curriculum Implementation Checklist),
- Conferring with early childhood supervisors to plan for and provide professional development for all early childhood staff,
- Providing individualized follow-up support and facilitating small group meetings/trainings for teachers with similar needs,

- Supporting implementation of performance-based assessments to ensure reliable collection of child information through portfolio review meetings and professional development, and
- Training teachers on the administration of the Early Screening Inventory–Revised (ESI-R, (Meisels, Marsden, Wishke, & Henderson, 1997).

The Master Teacher’s Role in Collaboration

- Coordinating with the preschool intervention and referral team to request assistance for children with challenging behaviors,
- Conferring regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors,
- Conferring regularly with the community parent involvement specialist to plan for smooth transitions for children entering preschool or going to kindergarten, and assisting in planning related parent involvement activities (e.g., ensuring that the results of the performance-based assessment are shared with kindergarten staff, planning parent workshops, planning kindergarten classroom visits), and
- Providing technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment implementation, and structured observation results.

Required Master Teacher Qualifications

- A bachelor’s degree and teacher certification;
- Three to five years experience teaching in general education preschool programs;
- Experience providing professional development to classroom teachers;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with performance-based preschool assessments; and

Master teachers appointed after September 1, 2007, shall hold at least one of the following certifications:

- Preschool through grade three standard instructional certificate or equivalent certification;

Accommodating Dual Language Learners and Children with IEPs

Each district must select master teachers who can assist preschool teachers and other master teachers in working with specialized populations. Districts with a substantial proportion of Dual language learners (DLL) or children with individualized education plans (IEPs) served in general education classrooms are required to hire bilingual and inclusion specialists as master teachers. The specialists provide focused professional development and consultation to other master teachers and in-district and private provider classroom teachers.

Additional Qualifications Determined by the Population Served

- Master teachers with a specialization in bilingual education should possess bilingual or English as a second language certification and either possess or pursue early childhood certification.
- Master teachers with a specialization in inclusion should possess special education certification and either possess or pursue early childhood certification.

The Role of the Specialized Master Teacher

Master teachers with a specialization should, in addition to their other responsibilities, provide professional development and support for other master teachers regarding inclusion or Dual Language Learner or English Language Learner practices. Specializations or content areas (e.g. mathematics, literacy, science, and assessment) should be assigned to all master teachers, depending on their backgrounds and qualifications.

Professional Development for Master Teachers

Master teachers need ongoing professional development to support the goals of the early childhood program. Whenever possible, they should be trained by curriculum developers using a Training-of-Teacher Trainer (TOTT) model. This will help to ensure sustainable and high quality curriculum implementation. New master teachers should complete “The Role of the Master Teacher” seminar offered by the Division of Early Childhood Education.

Instructional Staff

Appropriate qualifications of classroom teachers are an essential component of a high quality preschool classroom. Teachers of preschool children must understand how young children learn and develop, as well as their role in facilitating the growth of each child in all domains, from early math and language arts literacy to social emotional development and science understanding. Preschool teachers must accommodate the individual growth of each child, while taking into account his or her unique circumstances. All preschool classrooms must be staffed with one appropriately certified teacher and one appropriately qualified teacher assistant.

Certification Requirements for General Education Preschool Teachers

Ultimately, all preschool classroom teachers must have a bachelor's degree and a preschool through grade three certificate or one of the following other equivalent certifications:

- A bachelor's degree and a certificate of eligibility or a certificate of eligibility with advanced standing for preschool through grade three certification;
- A standard New Jersey nursery school endorsement; or
- Any other equivalent certification, pursuant to N.J.A.C. 6A:9.

Intervention and Support Services

The goal of the preschool education program is to provide each child the opportunity to access a high quality preschool learning environment with the individualized supports needed for school success. Individualized supports to children are informed by the use of ongoing records, observations and performance based assessments that document children's behavior, progress, and functioning within the classroom. Observations and performance based assessments provide the necessary information to adapt activities and environments to meet the individual child's distinct learning or behavioral needs. High quality preschool programs also include classroom teachers who have established relationships with the child's family or caregivers, who are the child's "first teachers." Connections with families should occur from the first day of school or even before school starts, to share important information about the child or any concerns that may occur. Information from family and caregivers is vital to understanding an individual child's unique needs. When a child demonstrates learning or behavioral difficulties, the classroom teacher uses all the above resources and enlists other resources such as the master teachers, social workers and family workers. All play a critical role, in supporting teachers and communicating regularly with families.

The Preschool Intervention and Referral Team

In addition to the supports listed above, the Preschool Intervention and Referral Team (PIRT) is in place to assist preschool staff in addressing children's persistent challenging behaviors. Through the development and implementation of an intervention plan and positive behavior support plan (PBS), teachers are given strategies and interventions that address a variety of persistent challenging behaviors in young children (i.e. aggression and lack of socialization), behaviors that may otherwise prevent successful participation in general education classrooms.

- The primary role of the PIRT is to provide support and suggested interventions to teachers so that all children can succeed within the general education classroom.
- PIRT members should have knowledge and training in early childhood education, child development, the district chosen curriculum, and the four levels of the Pyramid Model and Positive Behavior Supports (Fox, Jack, & Broyles, 2005).
- The team may include any combination of the following: teachers, master teachers, behavior specialists, psychologists, learning disabilities teacher-consultants, school social workers, speech and language pathologists or other specialists. The PIRT is supervised by the school district preschool administrator.

Positive Behavior Support Pyramid Model (Fox et al., 2005)

Positive Behavior Supports Pyramid Model (PBS) offers a process that provides teachers and families with a way to understand and address a child's persistent challenging behavior. The strategies used to change behavior include teaching new skills, preventing the occurrence of challenging behavior, and supporting the child in achieving meaningful, long-term outcomes. PBS includes a written intervention plan for the teacher to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

Preschool Intervention and Referral Team Responsibilities:

Preschool Intervention and Referral Teams (PIRT) responsibilities include working with teachers, families and other preschool personnel on the implementation of the district chosen social emotional curriculum and the four levels of the Pyramid Model and Positive Behavior Supports (PBS) from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center for Social Emotional Interventions (TACSEI). CSEFEL and TACSEI resources can be obtained at: <http://www.vanderbilt.edu/csefel/> and http://www.challengingbehavior.org/do/pyramid_model.htm.

PIRT dedicates the greatest amount of professional time working in classrooms, observing teachers and children, collecting documentation and data, modeling strategies, and providing feedback using CSEFEL, TACSEI and Positive Behavior Supports. PIRT meets outside of the classroom to write intervention and positive behavior support plans based on the data and information gathered during classroom observations and interviews with families, teachers and other relevant staff. PIRT uses a consultation model as outlined by CSEFEL, TACSEI and PBS and does not give therapeutic interventions directly to children.

In addition, PIRT provides substantial yearly professional development on the district's social and emotional curriculum, CSEFEL, TACSEI and the four levels of the pyramid model including PBS, the district's PIRT Protocol and the Request for Assistance (RFA). Professional development is ongoing and is routinely offered by PIRT to classroom teachers, paraprofessionals, special education support staff, administrative staff, and parents and families, in a variety of ways, differentiated to match varying levels of experience, expertise, and need. Professional development should include one-on-one consultations, technical assistance meetings, informal work groups, and structured small and large group presentations.

Additional PIRT Responsibilities:

- Coordinate the administration of a developmentally based screening such as the Early Screening Inventory-Revised (Meisels et al., 1997).
- Establish a PIRT assistance Protocol including a Request for Assistance (RFA) form.
- Once an RFA is received, establish and manage a case file for each child. Each case file contains a PIRT Intervention Plan which may include a Positive Behavior Support Plan (PBS) as needed. PBS plans are typically needed for only 1-4% of the classroom population: <http://www.vanderbilt.edu/CSEFEL/>).
- Conduct classroom visits to observe, coach, model strategies, make verbal and written recommendations, and provide feedback regarding the child's Intervention Plan or PBS plan.
- Modify and adapt the Intervention Plan or PBS plan as necessary throughout the year.
- Consult with necessary professionals and families as applicable (i.e. classroom teacher, master teacher, administrators, social workers, family workers).
- Evaluate the progress of the child and, if necessary, facilitate a written referral to the school district's Child Study Team as set forth in N.J.A.C. 6A:14.
- Facilitate transition of all PIRT case files when necessary to other programs (i.e. kindergarten, CST) per written district policy.

Screening

Preschool program regulations require the administration of a developmentally-based early childhood screening assessment, such as the Early Screening Inventory-Revised (Meisels et al., 1997), to each child upon entry into the preschool program. Information from the screening instrument should never be used to determine or deny placement. Rather, it should be used to determine if a child is within one of the three screening categories: 'refer', 're-screen', 'ok'. Parents must be notified before and after all screenings have taken place. Additional information regarding screening is located in the Curriculum and Assessment section of this document.

Referral to the Child Study Team

When initial screening indicates that a child should be referred, or a parent, teacher, or PIRT member has a concern about a child's development and suspects a potential disability, the following steps should be taken:

1. Submit a written request to the school district's child study team for evaluation for eligibility for special education and related services. The written request (referral) must be submitted to the appropriate school official. This may be the principal at the neighborhood school, the director of special education, or the child study team coordinator of the school district.
2. The parent, preschool teacher and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, and speech and language pathologist) meet within twenty days (excluding school holidays) to determine the need for evaluation.
3. After the completion of the evaluation and upon determination of eligibility, an Individualized Education Program (IEP) is developed for the child by an IEP team consisting of a parent, a child study member, a school district representative, the case manager, and the general education teacher. The team determines modifications, interventions, and supplementary aids and services necessary to support the child in the least restrictive environment.

Services Provided in the Least Restrictive Environment

As per N.J.A.C.6A: 14-4.2(a) Students with disabilities shall be educated in the least restrictive environment...

- To the maximum extent appropriate, a student with a disability is educated with children who are not disabled;
- Special classes, separate schooling or other removal of a student with a disability from the student's general education class occurs only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily;
- A student with a disability is not removed from the age-appropriate general education classroom solely based on needed modifications to the general education curriculum;

In the event that there is disagreement, the school district has an obligation to inform parents of due process rights in referral. A parent and a preschool teacher or an administrator who is familiar with the school district's preschool programs must be present at all meetings when determining special education services and placement. Classroom teachers are involved in the planning process.

Referrals from Early Intervention

Throughout the year, referrals are made to the child study team from the Early Intervention (EI) system which serves children from birth to three years of age. Children exit the EI system at age three. If the child is determined to be eligible for special education and related services as a preschool child with a disability, an Individualized Education Program (IEP) is developed by the child's third birthday.

Health and Nutrition

The goal of school health services is to strengthen and facilitate the educational process by improving and protecting the health status of children. According to the “School Health Services Guidelines” developed by the New Jersey Department of Education in 2001, the health and intellectual development of children are inextricably related. For instance, screening of students for current immunization helps to reduce absences due to illness. Screening for vision and hearing problems removes potential obstacles to learning. Health services staff provide physical and emotional support so that children can better cope with periodic illness and injury, which are commonly a part of growing up. Schools also provide daily support to students with chronic health needs.

School Nurse

The school nurse is a health services specialist who assists students, families and staff in attaining and maintaining optimal health and health attitudes. School nurses strengthen and facilitate the educational process by improving and protecting the health status of children and staff.

Nurses who work with preschool children and their families provide the following services:

- Conduct health screenings (vision, hearing, dental, height, and weight screenings);
- Monitor and follow up on individual child health records;
- Document and communicate with staff and parents about allergies or other health issues;
- Assist in written policies related to health, safety and nutrition;
- Assist parents in locating appropriate medical and health resources, as needed;
- Assist in the development of written emergency procedures; and
- Provide health-related training to staff, parents and/or children.

Recommended Model:

- Nurses will be employed at a ratio of one for every 300 preschool students in fully funded state preschool programs and will provide services to all students, including those in private provider programs.
- Each school district will conduct health examinations to include, at a minimum, vision, hearing, dental, height and weight screenings of each eligible child upon entry into the school district.
- Parent education will include regular health and safety topics designed to meet the unique needs of families enrolled in the program.

Food and Nutrition

Adequate nutrition is a critical component of the preschool program. Meals and snacks should be planned to meet a child's nutritional requirements as recommended by the Child Care Food Program of the United States Department of Agriculture.

Meals and snacks are essential for young children's optimal growth and development. Healthy foods help to ensure that children will be ready to fully participate learning opportunities. During meal and snack-times, preschool children learn to make nutritious choices, discover a wide variety of different foods, and develop healthy eating habits while engaging in language-rich interactions. Nutritious meals and snacks should be offered every two to three hours at appropriate times (not too early or too late) during the school day. Food should be offered to children who are hungry when arriving at school after a scheduled mealtime.

Meal Health and Safety

Programs should be diligent in maintaining a healthy, safe environment for food preparation and eating areas. Staff and children's hand-washing requires consistent attention. Proper washing and sanitizing procedures should be followed for cleaning tables used for eating, food preparation surfaces, and food equipment before and after food use. The recommended procedure for cleaning eating surfaces involves washing tables with a soapy solution, then sanitizing with a bleach-water solution. Tables should be dried with disposable paper towels. Staff should always wash their hands after wiping tables and before serving food. Before meals, children should wash their hands with soap and water, dry their hands with a paper towel, and go directly to a table.

Family Preferences and Food Allergies

Families' dietary restrictions due to religious beliefs, personal beliefs, cultural customs, and health issues should be respected. Information regarding food allergies should be documented in writing for each affected child and be readily available to all staff involved with children's meals and snacks. This includes kitchen personnel and substitute instructional staff.

Meal Time is Part of the Educational Day

Meal and snack times offer excellent learning opportunities. They allow children to:

- Practice emerging independence by using child-sized containers and utensils, allowing preschoolers to set tables, pour beverages, serve themselves, and clear their places;
- Interact in a pleasant social atmosphere as they participate with peers and adults in decision-making, sharing, communicating with others, and practicing good manners during family-style mealtime settings;
- Learn healthy habits such as hand-washing;
- Practice counting, sorting, patterning and one-to-one correspondence; and
- Enhance language development by hearing and using new vocabulary, and by engaging in conversational turn taking.

Family Style Meals

These important language, math, and social skills can best occur in family-style meal settings in children's classrooms. School cafeterias often provide table and seating heights that are inappropriate for preschoolers. More importantly, opportunities for teachers to extend children's language and learning are decreased in large, noisy environments.

Family and Community Involvement

All aspects of the child's life can be more meaningfully supported with systematic coordination between home and school. Many families encounter challenges that place children at risk. Basic issues involving clothing, shelter, and medical care add to family stress and interfere with a child's ability to learn. Program staff should support and partner with parents by making every attempt to understand their perspectives, enhance their understanding of child development, assist them in reaching their goals, and involve them in the preschool program. Programs must carefully balance understanding of obstacles that their families face with high expectations for the children's success.

Defining Family Involvement

Family makeup varies widely and can include parents, stepparents, grandparents, brothers, sisters and others living in the household. Families also come from a variety of cultural backgrounds, values, and traditions. Differences can be misinterpreted as indifference to children's education. There are a variety of ways to effectively engage family members in their child's preschool experience, from helping at the school, to taking an active role in educational decision-making processes. It is critical that schools develop policies that are sensitive to, and reflective of, the communities they serve.

General Ways to Include Families (Epstein, 2002)

- **Communicating:** Communication between home and school is regular and two-way;
- **Parenting:** Parenting skills are promoted and supported;
- **Student Learning:** Parents play an integral role in assisting student learning;
- **Volunteering:** Parents are welcome in the school, and their support and assistance are sought;
- **School Decision-Making and Advocacy:** Parents are involved in the decisions that affect children and families; and
- **Collaborating with Community:** Community resources are used to strengthen schools, families, and student learning.

Specific Ways to Include Families

The best way to accommodate the varying types and degrees of family participation is to offer a range of flexible ways to get involved. The following approaches easily adapt to each individual family's changing needs and circumstances:

- Include teachers, parents and other family members in the design of family services plans;
- Ask families to develop their own participation goals;
- Design a volunteer calendar and encourage parents to participate when possible;
- Communicate regularly. Focus on verbal communication when written language is an obstacle;

- Create a browsing and checkout library with books, videos, cassettes, brochures and magazines;
- Make it easy for parents to attend meetings and visit the school by offering transportation and child care;
- Hold meetings at different times of the day to accommodate working schedules;
- Send frequent communications to families about both individual children and classroom content. Provide information about key child developmental milestones and ways to nurture and support growth. Offer specific, individualized strategies that guide families in how to help at home;
- Act as a clearinghouse for external supports such as local businesses, health care agencies, and colleges to make services more accessible; and
- Solicit the help of interested family partners.

The following positions are provided to address family needs:

Community and Parent Involvement Specialist (CPIS)/Parent Liaison

The Community and Parent Involvement Specialist (CPIS) or Parent Liaison is a district position that oversees the district's family services. The CPIS is responsible for facilitating the community needs assessment, staffing the Early Childhood Education Advisory Council, organizing family involvement plans and activities, and coordinating work with other school district professionals and community agencies and providers.

Social Worker

The social worker is a district position in the role of collaborating with the classroom teachers, master teachers/coaches, CPIS and other school district professionals to support the Family Services Program. In conjunction with the CPIS, the social worker should reach out to families, determine individual needs, provide advocacy services and help obtain available community services. Responsibilities also include assisting parents in learning about child development, nutrition, providing a safe environment and how to support the curriculum chosen by the school district. The social worker should accomplish this by designing and providing family workshops based on identified needs and topics revealed on parent surveys.

Family Worker

Family workers are provider employees that have experience working with families, as well as knowledge of local community resources and social service agencies. Family workers work closely with the CPIS, in-district social workers, master teachers/coaches, teachers, private provider center directors, and other school district professionals, as needed, and assist in the recruitment and outreach process. The family worker has ongoing communication with families to ensure that their social and health services needs are being met. Family workers visit each family at least three times per school year.

Recommended Model:

This staffing model supports and extends the services provided by classroom teachers by helping to maintain communication with families and connecting families with community resources and services.

- One family worker should serve every 45 children and their families in private provider settings;
- A social worker should serve the school district-operated classrooms at a ratio of one for every 250 children; and
- One community and parent involvement specialist or person designated to serve in this role should fulfill this function in the school district.

Local Community Collaboration

Everyone benefits when families, schools, and community (e.g., local businesses, community colleges, and health agencies) are invested in the school district's implementation of the preschool program. Schools enjoy the informed support of families and community members, and families experience many opportunities to contribute to their children's education.

To ensure effective collaboration:

- Each school district will form an Early Childhood Advisory Council to review preschool program implementation and support transition as children move from preschool through grade three. The Community Parent Involvement Specialist or person serving in this role employed within the school district staffs the council; and
- The Early Childhood Advisory Council will provide an opportunity for local stakeholders invested in the education and welfare of preschool-age children to review progress towards full implementation of high-quality programs.

Recommended Model:

The following practices will help identify and provide services that match the needs of the children and families.

- One community and parent involvement specialist or person designated to serve in this role should fulfill this function in the school district. In smaller school districts, this position may be combined with another position. The CPIS will coordinate the advisory council, evaluate the needs of families, organize and coordinate systematic parent involvement plans and activities, and coordinate work with social service personnel and other agencies.

The Advisory Council might include, but not be limited to, representatives of the

following groups:

- Child care providers, pediatric medical providers, Head Start agencies, child and family advocates, municipal government, health professionals/agencies, social service providers, higher education, philanthropic community, mental health agencies, school district central office, teacher's union, business community, parents, kindergarten through grade three teacher(s), bilingual education specialists, supervisors and administrative organizations, early intervention/special education groups, community groups such as: NAACP, Urban League, churches, YMCA/YWCA, and The New Jersey Association for the Education of Young Children (NJAEYC).

Suggested Responsibilities of the Council

- Participate in the community assessment of specific community needs and resources, including facilities, as they pertain to the implementation of high-quality preschool services;
- Review preschool program implementation and support transition from preschool through grade three.

Structure and Operations:

To implement local collaboration as defined here, the council should do the following:

- Meet at least quarterly;
- Elect its own leadership and adopt its own bylaws; and
- Be led by elected co-chairs, consisting of one district representative and one community representative; and
- Concentrate on preschool as well as the preschool through third grade continuum.

Collaboration with Head Start Programs Serving Eligible Children

Head Start is the nation's oldest federally-funded early care and education program. Its mission is to promote school readiness by enhancing the social and cognitive development of young children by providing educational, health, nutritional, social and other services to low income children and families.

Governed by the Administration for Children and Families (ACF) within the US Department of Health and Human Services, the program provides grants to local public and private non-profit and for-profit agencies to provide comprehensive early care and education services to economically disadvantaged children and families, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school (<http://www.acf.hhs.gov/programs/ohs/about/index.html#mission>).

Head Start programs serving eligible children in each community should be included in all preschool efforts. As contracted preschool service providers, Head Start programs will work systematically toward achieving the standards of high-quality preschool programs.

Memorandum of Understanding (MOU)

The overall goal of providing high quality preschool to low income children will be best met through a collaborative effort between school districts and local Head Start agencies. To accomplish effective collaboration, ACF requires that Head Start grantees and the local districts enter into a Memorandum of Understanding (MOU).

Curriculum and Assessment

Curriculum

Curriculum, broadly speaking, is “what schools teach.” This includes all that is planned for children in the classroom, such as learning centers, morning circle or a teacher-initiated small-group activity. Curriculum also includes the unplanned experiences a child has while building a bridge with paper towel tubes, string and popsicle sticks, waiting for the bus, at the snack table or when frustration leads to a temper tantrum. Curriculum is the entire range of experiences that children have at school. Content objectives and learning outcomes, knowledge of child development and careful observation of the needs and interests of individual children guide a curriculum. The National Association for the Education of Young Children calls this “developmentally appropriate practice” (Neuman, Copple, & Bredekamp, 2000). Developmentally appropriate practice follows the interactive or constructivist approach.

The *Preschool Teaching and Learning Standards* delineate effective teaching practices linked to developmentally appropriate learning outcomes. This is the framework for planning and adopting curricula for preschool classrooms. It is not meant to replace planned curricula, but instead to be a guide for making important curricular decisions. There is no one “best” curriculum for all programs. There are many excellent models that meet the guidelines for developmentally appropriate practice and the *Standards*. The four curriculum models below each meet the following criteria for effective curricula:

- Aligned with the *Standards*;
- Provide methods for inclusion of students with disabilities;
- Have clear, research-based content and teaching strategies;
- Include significant content taught with focus and integration;
- Focus on maximizing child initiation and engagement;
- Are developmentally appropriate; and
- Show evidence of benefits.

The four curricula are:

The Creative Curriculum[®]

The Creative Curriculum[®] for Preschool is a comprehensive, scientifically-based curriculum, linked to an assessment system that addresses teachers' need to know what to teach and why, and how children learn best. It specifies the literacy, math, science, social studies, arts, and technology content to be taught, based on published standards. It relates directly to the subject area curricula used in elementary schools, so children's learning in preschool forms the basis of all of the learning that will follow. Its distinguishing features are a framework for decision making and a focus on interest areas. The Creative Curriculum[®] for Preschool is inclusive of all children—those developing typically, children with disabilities, and English language learners (Dodge, 2002).

Curiosity Corner®

Curiosity Corner was developed as a comprehensive school reform program by the Success for All Foundation in response to the *Abbott* decision. The program was piloted in the winter of 1999 and then implemented and evaluated in 1999-2000 and 2000-2001. The curriculum provides a developmental approach emphasizing language and literacy as well as physical, emotional and interpersonal development, math, science, social studies, music, movement and art. The literacy-focused, problem solving program provides teachers and children with structured thematic units that include concrete, interactive experiences with detailed instructions and materials. Effective instruction is built around the concept of cooperative learning within a carefully designed and supportive structure. Extensive training and support for teachers is integral to ongoing curriculum implementation (SFA, 2005).

High/Scope Preschool Curriculum

The High/Scope Curriculum, utilized in thousands of programs worldwide, is based on the work of constructivists: Jean Piaget, High/Scope's founder David Weikart and others. The basic premise of the High/Scope Curriculum is that children learn best by doing. "Control" is shared between adults and children so that children's creativity and exploration of individual interests are encouraged. The teacher's role is that of a facilitator who observes and interacts with children and, with the High/Scope Content (Key Experiences), provides high-quality experiences and interactions that keep children engaged and learning. The High/Scope Key Experiences align with *New Jersey's Standards* for young children (Weikart, 1970).

Tools of the Mind

Tools of the Mind, which started in 1992, is the result of collaborative work between Russian and American educational researchers based on the theories of Lev Vygotsky. Utilizing the Vygotskian approach, a series of strategies were created to support meta-cognitive and meta-linguistic skills as well as other skills essential to literacy development. Play is the central teaching tool, within a scaffolded learning environment that focuses on giving children the tools they need that will lead to the development of higher mental functions (Bodrova & Leong, 2007). Techniques include teacher's facilitation of children's construction of individual play plans and asking children to describe multiple, imaginative uses for open-ended objects such as blocks. Central to the approach is the use of scaffolded writing to help children recognize words as units, work with the sounds that make up words, and use letters to represent those sounds. The program emphasizes that young children must build strong speaking and social skills and be able to exercise emotional and behavioral control (self-regulation) before they can learn to read.

Assessment

Assessment is the ongoing process of documenting evidence of early learning in order to make informed instructional decisions. This evidence may include anecdotal records of children's conversations and behaviors in individual, small- and large-group situations, samples of artwork and drawings, and photographs, recordings or other records of children engaged in activities and play. Discussions and decisions about children's learning should be directly linked to a set of clearly defined learning goals (*Standards*).

The Major Purpose of Assessment in Preschool Education

In a report to the national goals panel, Shepard, Kagan, and Wurtz (1998) argued that, "An appropriate assessment system may include different assessments for different categories of purpose, such as:

- Assessment to support learning;
- Assessments for identification of special needs;
- Assessments for program evaluation and monitoring trends; and
- Assessments for high-stakes accountability" (p.7).

The primary purpose of the assessment of young children is to support learning and help educators determine appropriate classroom activities for individuals and groups of children.

The assessment of young children's learning should do the following:

- Build on multiple forms of evidence of the child's learning;
- Take place over a period of time;
- Reflect sensitivity to each child's special needs, home language, learning style, and developmental stage.

The information from the assessment process should do the following:

- Connect to developmentally appropriate learning goals;
- Add to an understanding of the child's growth and development;
- Provide information that can be applied directly to instructional planning; and
- Be communicated with the child's family and special education personnel when appropriate.

Curriculum-based Assessment

Curriculum-based assessment or otherwise known as performance-based assessment is intended to support learning. Gullo (2005) describes curriculum-based assessment as, "a wide-ranging approach to assessment that directly links the assessment process to the curriculum content and instructional strategies used within the classroom" (p.160). Therefore, districts are encouraged to use the assessment instrument that is tied to the comprehensive preschool curriculum such as High/Scope's Child Observation Record and the Creative Curriculum's Developmental Curriculum.

The Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when discussing children;
- Talk about child observations informally, during everyday conversations with parents;
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and curriculum-based assessments;
- Write about assessment in a newsletter or a special letter home;
- Invite parents to be partners in the assessment progress. Give them the opportunity to collect and discuss samples of their child's drawings or notes on the child's language and conversation; and
- Support comments with documentation showing what the child has accomplished over time.

The Children

Everyone has a view of a child's abilities, preferences, and behaviors, including the child. Do the following to effectively involve the children in their own assessment:

- Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big," are evidence that children are capable of assessing what they can do and how they are changing;
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may be pleased by a conference-like situation in which they have the adult's undivided attention, while others may respond to more informal discussions;
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolio. Respect their choices and responses about their work; and
- Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen picture portfolio.

Achievement Tests

When assessing young children's progress, individual- and group-administered norm referenced tests of achievement are usually inappropriate tools to inform instructional planning. Such measures may be appropriate to administer to a sample of children for large scale program-wide evaluation.

Developmental Screening Measures

Developmental screening is a brief assessment procedure designed to identify children who might be at risk for a possible learning problem or delay. Screening tools quickly

sample children's skills across areas of language, reasoning, gross motor, fine motor, and social development. Screening is only the first step in the assessment process. It does not provide enough information to identify and assist children needing special education services.

The following protocol is recommended when using a screening device:

- Screen upon entry to the program within the first month of school by the child's teacher.
- Screen to determine if further evaluation is necessary; never use as a sole means for identifying children needing special services or for providing intervention.
- Do not use screening as a pretest/posttest assessment. The screening process is not designed to show growth over time.
- For children who fall into the "re-screen" category, screen within the time frame recommended by the screening instrument (usually within six weeks).
- For children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, refer to the child study team (via written referral) for further, more in-depth evaluation.
- Advise parents as to the purpose and results of the screening and notify them both before and after the screening takes place.

Referral for an Evaluation

When a potential disability is suspected, or if a child's screening results require it, a written referral to the school district's child study team starts the process of determining whether a child may be eligible for special education. The parent, preschool teacher, PIRT and the child study team meet to determine the need for evaluation and discuss the assessments to be completed. After completion of the evaluation and a determination of eligibility, an Individualized Education Program (IEP) is developed. In addition to special education personnel, the IEP team always includes the parent and the preschool teacher. The team determines what types of support are necessary, such as modifications to the classroom or special education services. To the maximum extent appropriate, preschoolers with disabilities should receive their preschool education with their peers.

Professional Development

Each school district will submit an annual district-wide preschool professional development plan. This plan should be designed to achieve the *Standards*. The professional development plan must be directly related to the school district's long-term vision for their preschool through third grade program. It should include provisions for systematic ongoing training and be based on research on adult learning and children's development, as well as on a formal needs assessment. In addition to in-service workshops, various professional development techniques may be incorporated, such as mentoring, peer coaching, modeling, self-assessment, observation and feedback, and team development. The plan should also include steps to evaluate the effectiveness of each professional development strategy.

Professional Development to Improve Classroom Quality

Using systematic classroom observation data to plan professional development for preschool teachers and assistant teachers is necessary for improving quality. School districts should use a structured observation instrument or set of instruments approved by the Department to measure quality practices in preschool classrooms. Through examination of individual classroom data and aggregate school district data, finely tuned professional development can be planned. Teachers and school districts then set goals for themselves and provide training opportunities to improve in the weaker areas.

Guidance on the Use of Structured Classroom Observation Instruments

Structured classroom observation instruments provide a lens for the examination of the many components of classroom quality from the nature of teacher-child interaction to the availability of materials and activities that support early learning and development. Using a set of criteria and a rubric for scoring, structured observation instruments allow teachers and administrators to evaluate a range of classroom features. These observations inform individual and program-wide professional development and serve as a means of tracking program quality from year to year.

The Early Childhood Environment Rating Scale-Revised (ECERS-R)

The ECERS-R is a nationally recognized measure of preschool classroom quality. This instrument can be used to collect baseline data in the initial stages of classroom improvement and as a comparative index across statewide programs and over time.

Curriculum-based Instruments

High/Scope's Preschool Quality Assessment, Creative Curriculum's Implementation Checklist, Tools of the Mind Fidelity Checklist and Curiosity Corner's Implementation Self Assessment Guide are examples of curriculum-specific assessments that have a key role in maintaining curriculum fidelity.

Targeted Classroom Observation Instruments

If classrooms across the district have an average score of 5.0 or above on the ECERS-R and achieve a high level of curriculum implementation using the measures associated with the program's curriculum, the district may want to instead consider more targeted instruments such as the Supports for Early Literacy Assessment or the Preschool Classroom Mathematics Inventory, depending on need.

Reliability

Regardless of the instrument(s) chosen, a system of reliability must be in place. Reliability focuses on the quality of the use of a measure; specifically its "consistency" and "repeatability". It is the process that will help the observer to use the measure in a manner consistent with the way in which it is intended to be used. It is important that master teachers/coaches and administrators use classroom observation instruments with consistency, so that they can appropriately inform program improvement. To ensure that staff are interpreting each item correctly, they should be trained in the scoring rubric and practice what they have learned with a "reliable" observer to make sure that they are interpreting each item correctly. Most structured classroom observation tools come with a recommended system of reliability to help observers use them in an accurate and consistent manner. If the instrument does not come with materials to guide the reliability process, the developer should be contacted.

Choosing a classroom observation tool

Districts should be wary of using more than one formal observation tool at a time, as the process can be time consuming. They should understand the purpose of each instrument and how the results will be interpreted and used. Thorough knowledge of these tools can inform supervisors' and master teachers' classrooms visit on a regular basis throughout the year.

- For classrooms that score consistently over a 5.0 for at least 2 consecutive years on the ECERS-R, curriculum-based classroom assessments should be used instead (e.g. Implementation Checklist) on an annual basis to ensure high quality implementation of the program's curriculum. ECERS-R should be administered in these classrooms every two to three years to insure that quality is maintained.
- For classrooms that score consistently over a 5.0, also consider using more focused instruments depending on need such as the Preschool Classroom Mathematics Inventory or Supports for English Language Learners Classroom Assessment.
- For new classrooms, and classrooms scoring under a 5.0, the ECERS-R should be used on an annual basis to facilitate the quality improvement process.

Using a structured observation tool for coaching

The purpose of administering these tools is to present individual teachers with a template for effective practice.

- Structured observations should be used as formative evaluation tools for professional development purposes.

- Master teachers/coaches should ask teachers to use the instrument for self-evaluation with time for discussion prior to the evaluation.
- Master teachers/coaches should visit their assigned rooms individually early in the year.
- The results of the classroom observations serve as the basis for the coaching model known as the reflective cycle, which involves a discussion between the master teacher/coach and each classroom teacher shortly following the observation.
- Master teacher/coach and classroom teacher determine areas of improvement and use relevant sections from the classroom observation instrument for follow up.

District Wide Professional Development

Too often, school district staff members are not knowledgeable about “best practices” or curricula for preschool and may have inappropriate expectations for this age group. Therefore, district-wide professional development should be available that includes the benefits of preschool education and the elements of effective preschool tailored to the different audiences. For example, administrators need information, including, but not limited to, criteria for evaluating preschool teachers, preschool language and literacy, (including the needs of dual language learners), knowledge of the curriculum components and appropriate adult-child interaction strategies, particularly classroom management and facilitation of children’s language and reasoning skills. Child study teams, social workers and their administrators need information on preschool education for young children. Additional support staff including lunch assistants, custodians and bus drivers should receive information about interacting with young children.

Professional development should address the needs of administrators, master teachers, private provider and Head Start directors, and preschool teachers in district operated classrooms, private provider and local Head Start agency classrooms. It should address the needs of other educational staff, including all teacher assistants, intervention and referral team members, teachers of children in self-contained settings, child study team members, speech and language therapists, social workers, learning consultants, occupational therapists, behavioral specialists, and nurses. It should also support family workers, parent liaisons and any other support staff. An approach which supports learners’ construction of new ideas or concepts based upon their current knowledge should be used in developing the professional development plan.

Professional development shall be planned and implemented as a comprehensive, multiyear strategy for improvement. It must adhere to the *Standards* and focus on implementation of the school district’s comprehensive preschool curriculum. Each activity in the professional development plan must represent an integral component of the comprehensive plan as opposed to staff attendance at workshops or seminars addressing an array of discrete topics. Professional development for teachers should always include in-class follow-up of the content of the training.

Teacher Professional Development

The New Jersey Department of Education requires teachers to pursue 100 hours of professional development over a five-year period. These professional development hours are to focus on training in the implementation of the Core Curriculum Content Standards and related topics. With the publication of the revised *Standards*, a base has been formed for the appropriate preparation of preschool teachers. Since so many new teachers are entering the field, and many more teachers are joining the ranks of early childhood teaching from other grades and disciplines, it is essential that all teachers working with young children are grounded in the knowledge base of preschool education. This knowledge base includes the following aspects of developmentally appropriate practice:

- Knowledge of child development, including research on the relationship between early experiences and brain development;
- Design of the learning environment;
- Preschool curriculum and assessment;
- Classroom management techniques;
- Emergent literacy;
- Enhancing problem-solving, skill development and integrated content knowledge in math, social studies, science, the arts and other domains of learning;
- Promoting social competence and healthy emotional development;
- Performance based assessment;
- Cultural competence;
- Inclusion practices;
- Methods for enhancing language development in the home language, as well as English;
- Technology in the preschool classroom; and
- Family and community involvement.

These training topics should be required for all teachers and delivered in a systematic, on-going basis. All training should include relevant theory and current research and their applications to classroom practice.

Based on the school district's professional development plan, teaching staff should attend a variety of workshops each year. Integrated with the comprehensive preschool curriculum, these workshops should be both formal and informal, offered by master teachers and followed by in-class support. This professional development should be tailored to meet the needs observed and identified in classroom evaluations. Preschool teachers should attend building- or district-wide training, if appropriate, but not at the expense of training designed specifically for the preschool program.

Peer Tutoring

The value of teachers learning and working together is well recognized. Opportunities should be provided for preschool teachers to observe each other and to collaborate on curriculum development and meeting student needs. Master teachers/coaches should be

responsible for helping teachers to build collaboration opportunities into the school schedule. Each school district should develop a plan to allow interactions between teachers to become more regular than incidental.

Conferences

Participation in large conferences does not substitute for ongoing, professional development. Local, state or regional conferences tend to offer few opportunities for active participation and hands-on experiences. In addition, there is no current method to evaluate how conference attendance meets professional development goals.

Supporting Dual Language Learners

When children enter preschool, they are still just beginning to learn all about language. Strategies used to foster language development have critical implications for lifelong literacy and school success. Preschool teachers are faced with additional challenges when children come to their classes from different home language backgrounds. In order to make each child feel welcome and accepted, and to provide the best possible foundation for their development of language and literacy, special attention must be paid to the unique needs of dual language learners. Early childhood education guidance, based on research and expert opinion (Tabors, 2008; NAEYC, 1995; Snow, 1998; Genishi, 2002) emphasizes developmentally appropriate practice that is specific to three- and four-year-olds. The following concepts and practices are important to helping preschool dual language learners benefit fully from their preschool education.

Support for Home Language is Essential

Support for continued development of the home language is critical in the preschool years as it impacts the child's basic language foundation as well as content learning. Research that examines ways to optimize the language development of young dual language learners shows that educational programs should focus on first language development as well as English language acquisition. In fact, the support of the development of the home language has been shown to facilitate effective transfer of learning to English (August & Shanahan, 2006; Snow, 1998). This support is also important because the children's first language is intricately tied to their concept of self, family, and home (Wong Fillmore, 1991).

Support Should be Built into Classroom Activities and the Curriculum

Classroom support for children's language occurs best in the context of natural interactions and environments. Pull-out and push-in strategies are not appropriate for young children learning language. As bilingual children are exposed to English in their natural day-to-day interactions, they may begin to learn enough of the new language to appear competent in social situations. It is important for preschool teachers to continue to support the development of depth, richness and complexity in the home language during this transitional period as the early, superficial use of English is often not sufficient to support later literacy skills (NAEYC, 1995; Neuman et al., 2000).

Bilingualism Should be a Goal for all Children

In today's world, being bilingual is an asset. Many school districts report that they enroll preschool children who are from language backgrounds other than English. Statewide estimates show that Spanish is the language spoken by up to $\frac{3}{4}$ of English language learners. There are 153 other languages spoken by students in New Jersey, including preschoolers.

Preschool Teachers Need Guidance

All children are entitled to a high quality preschool experience, whether they speak the majority language or are the only speaker of a language in his or her class. Preschool teachers need guidance on how to use resources appropriately to meet the needs of all children. An increasing number of school districts employ teachers and assistants who are bilingual. This is an important step, but is not sufficient on its own.

Qualified Staff are Essential

Every attempt should be made to employ both a teacher and teacher assistant who speak the language of the children enrolled in their classrooms. There should be at least one adult in the classroom who speaks the primary language of the children. Bilingual staff must be encouraged to use the children's home languages to fill the children's environment with rich vocabulary, open-ended questions, detailed conversations, and positive interactions. Care must be taken to ensure that all of the language input available to preschool children in any language is correct and developmentally appropriate in order to provide good language models for the children.

Non-bilingual teachers and teacher assistants should develop some basic communication skills in the predominant languages of the children in the classroom. This basic language must include both necessary survival needs as well as vocabulary that will welcome children and make them feel more comfortable in the classroom.

School districts should hire master teachers with bilingual expertise or certification, and utilize the increased master teacher/classroom ratio of one master teacher for every fifteen classrooms for school districts that serve large concentrations of dual language learners. Bilingual specialist master teachers must also have a strong background in early childhood education and developmentally appropriate practice.

Professional development should focus on:

- The development of both first and second languages;
- The importance of facilitating home language development;
- The importance of using open-ended questions, rich vocabulary, and conversation in the children's home language. (It is inappropriate for bilingual staff to use their non-English language mainly for purposes of behavior management.);
- Appropriate strategies for supporting home language and English development in bilingual preschool children; and
- The acquisition of pre-reading and early reading skills, including phonological awareness and alphabet knowledge in the context of different languages.

Knowledge of Child's Language

The home language survey should be used to help teachers know how to best support the child. The IPT and other English proficiency tests should be used only at the end of

preschool or at kindergarten entrance when determining optimal kindergarten placements. Any child who speaks a language other than English at home is considered an English language learner, or dual language learner, in need of home language supports, even if he or she understands and speaks some English. The home language survey should be followed up by individual conversation or interview with the parents to develop a better understanding of the child's home language environment and to help parents understand the school district's language goals for their child.

Dual language learners should not be isolated from each other. Children should be placed in classrooms where the most appropriate physical and human resources are available. Children can benefit from the opportunity to interact with their same-language peers and further develop their home language skills. All children can also benefit from interactions with different language peers.

Teachers and assistants should be informed of the languages of all students to be enrolled in their class and learn several key words and phrases in each child's home language to help the child and family feel welcome.

Transition

The literature on early childhood practices provides a strong rationale for creating continuity in transitions during this period. Achievements made during preschool, especially cognitive gains, sometimes fade as children move through subsequent grades (Shore, 1998). Changes in program components such as parent involvement, classroom organization, curriculum and teaching style may explain the differences in growth (O'Brien, 1991). Similarly, children have been found to have difficulty adjusting to classrooms where the rules, routines and underlying philosophy differ from their previous experience (Shore, 1998).

Transitions to Preschool

For many children and their families, their first major transition occurs when they enter preschool. Preparing families for the transition process helps orient families to the program, anticipate services based on each child's need, and provide valuable insight to each child and family. Family participation also helps reduce some of the stress that may be associated with transition.

The level and type of participation prior to enrollment will vary across families, based on each family's interests, resources and general ability to be involved. Offering a range of flexible ways to learn about the program will help ensure that most families are ready for the program. The following activities will foster smooth transitions:

- Offer parent meetings focused on child and family expectations and services in the preschool setting. Topics can include parent role, curriculum, and family services;
- Send out invitations to visit the preschool;
- Have an open house for families;
- Hold a child orientation at the preschool prior to attending; and
- Set up home visits for teachers to meet the families.

To facilitate a smooth transition for toddlers who attend child care or for children with disabilities already in early intervention programs, preschool teachers should meet, consult and plan with the child's teachers and therapists, when appropriate, from their previous placement. If possible, they should observe the child in the setting.

Continuity and Transitions within Settings

One way to facilitate continuity and minimize transition is by implementing multi-age practices. The term "multi-age" refers to the grouping of children so that the age span of the class is greater than one year. This technique uses both teaching practices and the makeup of the classroom to maximize the benefits of interaction and cooperation among children of various ages. In mixed- or multi-age classes, teachers encourage children with different experiences and stages of development to interact with each other throughout the day, naturally facilitating emerging skills (Katz, 1998). Another way to minimize

effects of transitions is to loop, or keep the same group of children and adults together for more than one year.

Optimal Mixed-Age Groupings

Ideally, school districts will create multi-age settings for three- and four-year-old children. Children of both ages will stay with the same adults in the same room for a two-year period, creating a “family” type learning environment that includes the children, teachers and parents.

Cross-age learning allows for social interaction, modeling, mentoring and leadership among children. A child may accomplish something earlier with support from a more advanced peer while the older child experiences feelings of confidence and compassion (Vygotsky, 1962; Vygotsky, 1978; Slavin, 1987). A multi-age setting allows teachers to foster an emotionally secure environment for children to grow, learn, take risks and experience success. While children are developing social skills, learning responsibility and engaging in more complex play, teachers are generally more child-centered, as they must adeptly accommodate individual strengths, interests and needs. The two-year time period helps ensure that teachers, parents and children know each other well and develop a working partnership.

Transitions to Kindergarten

It is also important to smooth out the transition from preschool to the next setting. This will help prepare children for the new situation and increase the involvement of parents and families in the process (Bohan-Baker & Little, 2002). General transition activities are as follows:

- Invite families to visit children’s future kindergarten;
- Distribute home-learning activities, including summer book lists and other literacy activities for the summer months prior to kindergarten entry;
- Partner with the local parent-teacher association to inform parents about how they can be involved in their child’s kindergarten setting and connect new families with families currently enrolled in the school;
- Disseminate information to parents on the transition to kindergarten, including kindergarten registration guidelines, kindergarten options in the community, information on specific schools once placements have been made, and health and nutrition information to ensure that children enter school healthy;
- Offer early registration for kindergarten so that families have time to prepare children for their new setting and specific teachers can contact their prospective students well before the first day of school;
- Arrange field trips to participating elementary schools and kindergarten classrooms to increase children's familiarity with the new environment;
- Invite future teachers to visit children and give parent presentations;

- Ask current preschool teachers to visit the participating classrooms. These visits can promote the sharing of curriculum information, early childhood strategies, philosophies, and special needs of specific children;
- Offer meetings focusing on child and family expectations in the next setting to better prepare children and their families for the opportunities and challenges they will encounter. Parenting and curriculum, the school district's structure, family services and advocacy and other topics can be covered; and
- Hold workshops that combine both preschool and elementary school teachers to discuss and coordinate curriculum and teaching practices to ensure continuity from one setting to the next.

Physical Environment

The physical environment of a preschool classroom has an impact on both the behavior and learning of the children and adults working in that space. Adequate physical space affects children's levels of involvement and the types of interactions with their teachers and peers. Classrooms for preschool children must be designed specifically to meet the needs of three- and four-year-old children.

Classroom Environment

An optimal classroom environment allows children to have independent access to materials and activities. The classroom environment should have at least seven learning centers that encourage children's experiences with blocks, books, dramatic play, creative arts, writing, manipulatives, math, science, sand, water, and computers. Space should accommodate both active and quiet activities. Soft furnishings and spaces for privacy should be available for children who need a quiet place to rest.

Outdoor Requirements

Preschool children must have access to a developmentally appropriate playground for at least 45 minutes daily. Outdoor gross motor space should have a variety of surfaces such as sand, woodchips, grass, and black top. Gross motor equipment, both stationary and portable, should be available. Outdoor areas should also have some protection from the sun, such as trees for shade.

Program Evaluation

Each school district providing preschool programs must be committed to providing high-quality programs for young children and their families. To create and maintain quality, each school district's fully funded state preschool program participates in the Department's *Self Assessment and Validation System* (SAVS). The self assessment and validation process examines the total program, from the quality and nature of teacher-child interactions to the developmental appropriateness of the activities, health and safety of the setting, teacher-child ratios, staff qualifications, physical environment, administration, and ability to accommodate the needs of the community. The focus is on how well the components of the program work together to support each child's learning and development. Each school district's self-assessment should be conducted yearly. Parent surveys, teacher surveys, administrator evaluations and results of structured classroom observations should be used to determine how well the program is working.

The Self Assessment and Validation System (SAVS) components include:

Community Collaboration

- An Early Childhood Advisory Council is in place and participates in program planning, community needs assessment, and the self-assessment;
- The Early Childhood Advisory Council includes appropriate community representatives and meets at least quarterly;
- Regular meetings are scheduled with private providers, including Head Start; and
- The needs and goals of the community, as determined by a community needs assessment, are met.

Recruitment and Outreach

- The school district actively recruits eligible children throughout the year using multiple strategies; and
- The school district is meeting recruitment goals.

Facilities

- Amendments to the long-range facilities plan are formulated with careful consideration given to assessment of the universe, demographic trends, housing patterns, community needs, and the adequacy of current facilities based on ECERS-R results and other evaluations.

Administration

- Administrators overseeing the preschool program and educational leaders have the proper qualifications and training specific to early childhood education;
- Principals have experience in early childhood education and proper qualifications; and

- The fiscal specialist has a working knowledge of the preschool program, familiarity with professional accounting standards and performs duties relevant to the fiscal accountability of community providers including ensuring submission of effective and efficient private provider budgets, analyzing private provider quarterly reports to ensure that expenditures conform to approved budgets, developing corrective action plans as necessary, providing training and assistance to providers, and maintaining teacher certification information.

Staff Qualifications

- All teachers have or are working toward appropriate credentials and certification;
- In-district and private provider teachers and assistants receive ongoing evaluations and reviews;
- All assistant teachers have a high school diploma or equivalent and meet DCF licensing requirements, where applicable;
- All existing and new directors of private providers complete the DCF required Director's Academy; and
- Master teachers meet recommended qualifications.

Curriculum and Program

- Curriculum guidelines, as described in the *Standards*, are met;
- Teachers demonstrate knowledge of how children learn and develop;
- Teacher expectations vary appropriately for children of differing ages and abilities. Individual differences are respected;
- All aspects of the child are supported including language development, cognitive development, social and emotional development, and physical development;
- Children work and play individually or in small groups, minimizing whole-group activities with a balance between child-initiated and teacher-initiated activities; and
- The results of classroom observations indicate a high level of quality and curriculum implementation.

Child Assessment and Screening

- The assessment system is used appropriately and regularly to support each child's unique learning and developmental growth; and
- Screening devices are carefully selected and used appropriately.

Professional Development

- Professional development is grounded in the knowledge base for preschool education articulated by the school district's chosen curriculum.
- Training topics cover all aspects of the child's development, as well as the specific needs of the program;

- Appropriate training is implemented for instructional, non-instructional, and administrative staff;
- Appropriate assistance and training is provided to teachers of dual language learners, as well as to teachers working with children with special needs; and
- Systematic classroom evaluation is used to determine professional development topics.

Supporting Dual Language Learners

- Teachers use strategies to support dual language learners;
- The focus is on helping children achieve English competency and maintain their first languages; and
- The curriculum provides numerous language enrichment opportunities.

Intervention and Support

- A preschool intervention and referral team is fully staffed; and
- The intervention and support from the team meets the needs of the early childhood staff.

Inclusion

- Administrative supports are in place that facilitate inclusion;
- Children with special needs are served in least restrictive environments with IEP goals addressed in the context of the curriculum and daily activities;
- Children with special needs are served in general education classrooms to the maximum extent possible;
- The proportion of children with and without special needs reflects that of the general population;
- The IEP team includes the teacher, parent, child study team member, and special education personnel; and
- Push in and pull out services are not used or are used on a limited basis.

Transition

- Families, teachers and children are prepared for transitions from preschool to kindergarten and kindergarten through grade three; and
- Transition activities are planned for children entering the preschool program from early intervention and other settings.

Health, Safety and Food Services

- The program is designed to help children reach and maintain the *Standards* for health, safety, and physical education;

- Nurses are available at a ratio of one for every 300 preschool students and will provide services to all students including those in private provider and Head Start programs;
- All children receive health screening upon entry into the school district;
- Parent education includes regular health and safety topics designed to meet the unique needs of families enrolled in the program;
- Meal and snack requirements established by US Department of Agriculture are in place; and
- Family style meals are served in children's classrooms.

Parent Involvement

- Parents are welcome in the school and their support and assistance are sought;
- There are multiple opportunities for parents to be involved with school;
- Parents are partners in the decisions that affect children and families;
- Community resources are used to strengthen schools, families, and student learning;
- Communication between home and school is regular and two-way;
- Parenting skills are promoted and supported;
- Parents play an integral role in assisting student learning;
- Barriers to family involvement such as transportation and language are reduced; and
- Family workers, social workers and community parent involvement specialists work together to assist parents in obtaining services within the school district and the community.

Contracts and Fiscal Oversight

Within the mixed delivery system, school districts may contract with private providers and/or local Head Start agencies that are willing and able to provide high-quality preschool programs as required by P.L. 2006, c.260 and described in chapter 13A, of the Administrative Code. The Department of Education provides a State-approved contract template for school districts to use when contracting for preschool program services.

Districts are responsible for ensuring that preschool funds are spent according to *N.J.A.C. 6A:13A*, and that the fiscal practices of private providers are sound. In school districts that contract with more than eight private providers including the local Head Start agency, a fiscal specialist may be necessary. The role of the fiscal specialist is to:

- Provide financial management assistance to private providers and local Head Start agencies in the development and monitoring of their program budgets;
- Monitor compliance with the preschool program contract;
- Track and report teacher certification information;
- Review and expedite adjustments to quarterly expenditure reports in accordance with the approved child care center provider budgets; and
- Work with those private providers needing assistance including the development of corrective action plans in response to findings from an audit and/or limited review examination.

To be effective, the fiscal specialist shall have auditing, budgeting and accounting experience. This staff member will be directly responsible to the early childhood supervisor or director of early childhood programs. The fiscal specialist should also work with the business administrator's office.

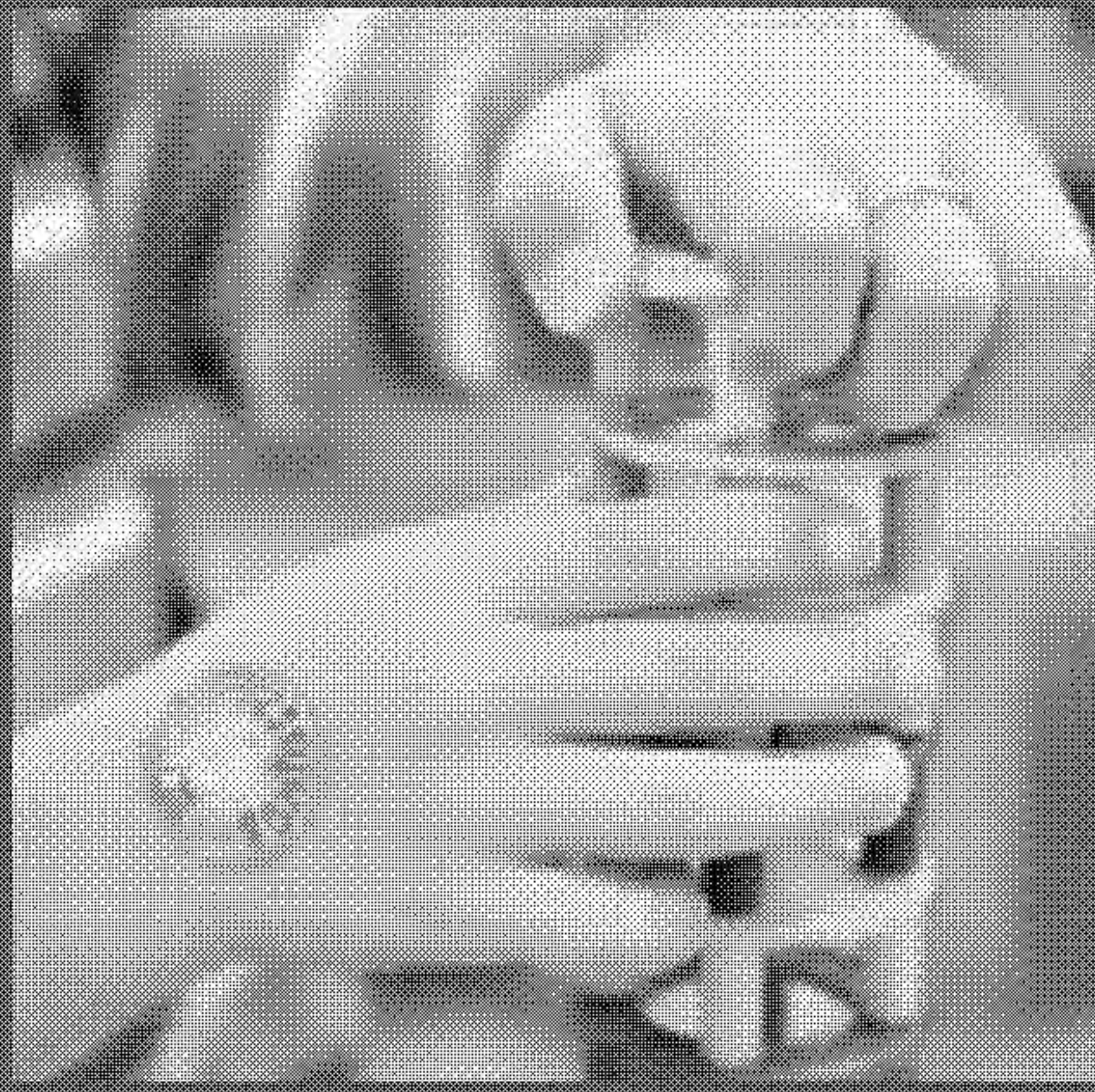
Recommended Model:

- One fiscal specialist for each school district contracting with a minimum of eight private provider agencies.

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Build the Future

Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey

A report from the Build Initiative,
a project coordinated by the
Association for Children of New Jersey.

April 2010

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Special Acknowledgment

Children's Futures and the William Penn Foundation provided generous financial support for the QRIS Pilot and this policy paper. The Schumann Fund for New Jersey provided support for ACNJ's early learning advocacy. The Association for Children of New Jersey, a statewide child advocacy organization, served as project facilitator. The Trenton QRIS pilot was staffed by Beth Ann Gardiner, Cindy Jackson and Maisah Foote of the Child Care Connection, the child care resource and referral organization for Mercer County. The author is indebted to them for their ideas and expertise, hard work and sense of humor. Technical assistance for the Camden participants and the Camden County Department of Children's Services, the child care resource and referral agency for Camden County was provided by Suzanne O'Connor, United Way of Southeastern Pennsylvania; Sister Donna Minster and Ritamarie Giosa, Camden DCS; and Angela Connor, The Center for Children and Childhood Studies. Parent focus groups were conducted under the direction of Diana Autin, Statewide Parent Advocacy Network.

BUILD Subcommittee on QRIS

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- ✿ National BUILD – Deb Stahl
- ✿ Child Care Connection & NJACCRRRA – Nancy Thomson
- ✿ Children's Futures – Melinda Green*
- ✿ DCF/OOL – Janet Hochman
- ✿ DHS/DFD – George Kobil*, Shonda Laurel, Beverly Wellons
- ✿ DHS/OECE – Terri Buccarelli*
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- ✿ Southeast Regional Key – Debra L. Lawrence

**Over the years that the QRIS subcommittee worked together, these members changed career positions. We have listed them with their original affiliations.*

Build

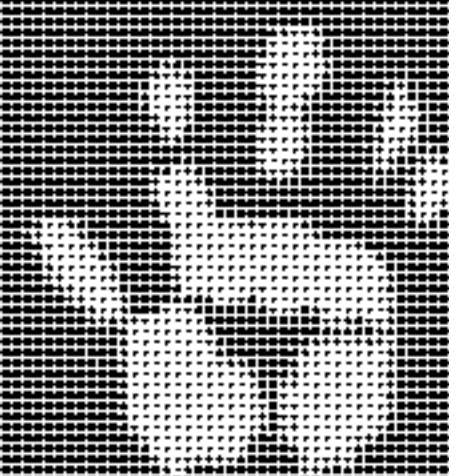
Strong Foundations For
Our Youngest Children

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Written by Amanda Blagman, Senior Policy Analyst

Build the future



*Recommendation:
New Jersey should
institute a voluntary,
statewide quality rating
and improvement system
for all providers of early
care and education.*

Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey

The evidence is clear that high quality early care and education works to improve child outcomes. New Jersey preschoolers participating in state-funded programs are already demonstrating gains over time on state and national standardized tests; a testament to their participation in programs designed to increase school readiness. Parents too are sharing anecdotes about the observable educational and social growth they see in their children. But not all of New Jersey's young children attend programs that operate under the same high standards. Infants, toddlers and preschoolers attending services outside of the state-funded school districts do not have the same resources or guidance when it comes to quality improvement.

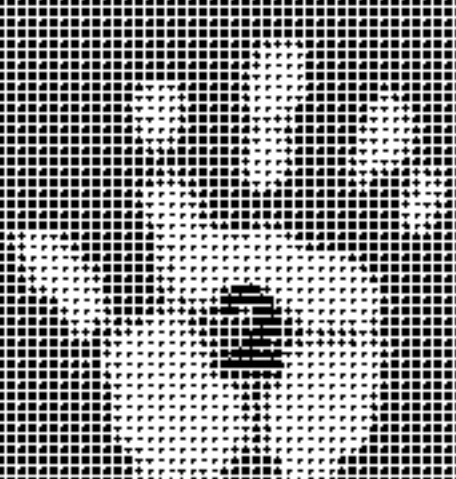
A Quality Rating and Improvement System (QRIS) is a mechanism to align knowledge of best practices for young children in education and care. New Jersey needs to build a system of quality standards and improvement that all providers of early care and education can follow regardless of the age of the children served or the location of the service delivery. Parents need to be able to understand the quality of services that their child care dollars purchase. BUILD partners have developed a QRIS and field-tested it to determine its effectiveness as a tool to measure and enhance child care service quality.

At the present time, federal funds for early care and education, including the development of quality rating and improvement systems, are being considered in Congress. New Jersey is struggling with an early childhood learning system that is splintered and with significant state financial decisions that will affect all of its citizens, especially the youngest. The state needs to be poised to take advantage of new funding opportunities and new strategies to assure the delivery of quality early care and education services for young children.



Build's Mission

Every family with infants and young children in New Jersey will have access to comprehensive, high quality early learning opportunities.



Introduction

The purpose of this paper is to provide a concise introduction to quality rating and improvement systems for early care and education programs and to make recommendations for the adoption of such a system in New Jersey. This is a policy area that has seen considerable national growth in the last several years and which has tremendous support through the New Jersey BUILD Initiative. Potential federal funding opportunities make the understanding and adoption of this quality improvement strategy timely. The experience of six early care and education programs piloting the process provides data that informs the lessons learned on the road to building a quality rating and improvement system. *Creating a Roadmap for Success* is a briefing paper for policy makers and an introduction to the institutions, programs and people that can make QRIS work.

The wisdom of ensuring that children attend high-quality early learning programs is clear. Numerous studies show a return on investment as a result of targeted funding spent on such programs. But early care and education program directors need external assistance in the form of resources and strategic guidance to continue to improve. Families need information about the quality of services available that will assist in the selection of early care and education providers to match their particular needs. To this end, measures of quality paired with improvement incentives, generally referred to as QRIS, have emerged from grassroots efforts and are now in widespread use across the country.

In 2006, the New Jersey BUILD Initiative created a blueprint for early childhood systems development. Among the articulated goals of that plan was to strengthen a good foundation by building on the existing state-funded preschool program standards.¹ This included the recommendation to improve the quality of the child care system by establishing a pilot program in two counties to implement and evaluate a quality incentive initiative for child care programs.² Through the work of a BUILD subcommittee, a Quality Rating and Improvement Scale was developed which incorporated standards of quality laid out in a tiered system that would provide a roadmap for early learning programs. BUILD NJ has developed a five-step quality rating and improvement system which offers incentives and technical assistance to early learning programs as they improve.

The Association for Children of New Jersey (ACNJ), lead organization for BUILD NJ, Child Care Connection and Camden County Department of Children's Services assisted six child care centers in Trenton and Camden in the use of this scale to achieve changes that would raise the centers' quality. With funding provided by Children's Futures and the William Penn Foundation, this innovative project was designed to model the implementation of a quality rating and improvement system throughout New Jersey.

Quality Matters

Child care quality rating systems are a relatively recent trend in the United States.

The purpose of a Quality Rating and Improvement System (QRIS) is to present a uniform definition of "quality" for all providers of early care and education, while offering parents information about the quality of programs their children attend. Over the last ten years, twenty states and the District of Columbia have implemented QRIS, while over twenty-five more states are in various stages of designing their systems.³

The first statewide QRIS was created in 1998 in Oklahoma. Since then, there has been growing momentum at the state and local levels to use QRIS as a systemic approach for benchmarking quality, as well as identifying and rewarding early childhood programs that provide high quality services.

QRIS takes a systems approach and uniformly addresses evaluation, improvement and communication of the level of quality in early childhood programs serving children from birth through age five, and school-age child care programs such as center-based child care, family child care, out-of-school time programs, prekindergarten and/or Head Start. The main components of most state QRIS programs are:

- a set of concrete, observable quality standards that apply in all service delivery settings;
- a process for objectively assessing child care quality and maintaining accountability;
- a system of training and technical assistance to help child care providers improve quality;
- incentives to encourage providers to reach higher levels of quality; and
- public information to tell parents about the QRIS system and how it can be used when making child care decisions.⁴

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The purpose of a Quality Rating and Improvement System (QRIS) is to present a uniform definition of "quality" for all providers of early care and education, while offering parents information about the quality of programs their children attend.

Build's Vision

- All New Jersey's infants and young children are provided with nurturing, safe, healthy, quality early learning environments so they will be eager to learn and ready to succeed in school.
- As the primary caregivers and teachers of their children, parents will have access to opportunities that effectively and appropriately support this crucial nurturing relationship.
- Resources for the early care and learning system in New Jersey will be sufficient and used efficiently to provide all infants and young children with optimal learning experiences.
- The professional development infrastructure will be coordinated, accessible and it will ensure the early childhood workforce is appropriately compensated, adequately supported and well-prepared to work with all children.
- A comprehensive, coordinated system of policies and programs will meet the diverse early care and learning needs of infants and young children.
- All sectors of the state, including families, caregivers, elected officials, business and community leaders, policymakers and educators will join together as partners to promote an early learning climate that ensures that all our children grow up to be responsible, healthy, productive citizens.

QRIS recognizes the efforts of programs that go above and beyond the regulatory standards of state licensing and registration. It also supports program improvement through clear steps for setting and achieving future goals. Licensing requirements set the minimum standards that ensure the basic health, safety and development needs of children are being met. Most QRIS systems give financial rewards for providers who want to continuously improve. Improvements in programming are designed to increase the capacity to support children's learning and development, increase educational attainment among practitioners, and enhance professional skills and competencies in support of children's learning and development. Many researchers believe that there is a strong link between excellent child care and healthy children who are prepared for school.

QRIS generally presents a number of tiers or levels that set clear benchmarks of quality building upon one another, leading to a top tier that includes program accreditation by a national early childhood program accreditation system,⁵ such as the National Association for the Education of Young Children (NAEYC) accreditation for center-based and school-based programs, and the National Association for Family Child Care (NAFCC) accreditation for home-based programs.

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History of BUILD NJ and QRIS

The BUILD INITIATIVE is a multi-state partnership that assists state leaders in developing coordinated early childhood learning policies, programs and services that are responsive to the needs of families, prudent in the use of private and public resources and effective in preparing our youngest children for a successful future. The mission of BUILD NJ is to ensure that every infant and young child in New Jersey has good quality, enriching early learning opportunities.

With a strong, widely representative team composed of both public and private partners, a systems vision articulated as the BUILD Blueprint in place since 2006⁶ and a well-defined agenda, BUILD NJ is implementing an advocacy plan for improving the quality of early education in New Jersey. Led by ACNJ, over forty individuals and organizations across the state are BUILD partners; a core team of about fifteen active members steers the initiative.

- ✿ The State of New Jersey has a long history of supporting children of low-income and working parents. In particular, three state departments have made significant investments in early care and education programs that have raised the quality of services and improved school readiness.
- ✿ The Department of Human Services, Division of Family Development (DHS/DFD) has used the federal Child Care and Development Block Grant (CCDBG) to pay for child care for working parents, to provide scholarships for professional development and teacher certification and to promote quality improvements in both center-based and family child care.
- ✿ Since the inception of the New Jersey Supreme Court decision *Abbott v Burke V*⁷, the Department of Education, Division of Early Care and Education (DOE/DECE) has administered state funds for the provision of high quality preschool education.
- ✿ The Department of Children and Families (DCF), Office of Licensing manages the licensing of child care programs and the Division of Prevention and Community Partnerships promotes the *Strengthening Families through Early Care and Education* approach to increase effective parenting.
- ✿ The needs of young children with developmental disabilities are monitored by both the Department of Education and the Department of Health and Senior Services.

In spite of the state's large investment in early care and education, the process of moving beyond assuring basic health and safety licensing standards to improving the education levels of teachers, using nationally recognized, research-based curricula and enhancing overall quality has been a difficult challenge.

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As a means of rewarding quality improvement efforts, New Jersey currently has a two-tiered system of reimbursement for children who are voucher eligible. Early care and education programs and family child care homes accepting voucher payments that are accredited under national standards receive a five percent increase in tuition reimbursement. Despite this incentive, less than nine percent of child care centers in New Jersey are accredited under national standards such as those of the well-respected National Association for the Education of Young Children (NAEYC). Even fewer family child care homes meet national standards. Providers in the state have cited cost, difficulty meeting high standards and lack of guidance as roadblocks to pursuing and obtaining accreditation.

The BUILD Blueprint goal of ensuring quality identified a specific objective: establish a pilot program in two cities to implement and evaluate a quality incentive initiative for child care programs. A subcommittee of BUILD NJ members, representing early care and education, health, community providers, advocates, professional development and parents worked from 2005 through 2007 to draft a QRIS scale that would best reflect the high-quality standards for New Jersey centers to achieve. This process included a review of existing QRIS scales from other states. Development of the QRIS scale incorporated several agreed-upon attributes:

- Use of NAEYC accreditation standards under the system revised in 2005 as the highest level of the scale.
- Selection of quality indicators that are accessible and achievable; challenging but not impossible.
- Equal weighting of all categories of program quality: program and learning environment, family involvement, health and safety, professional development, personnel and business practices.
- Selection of the most important indicators of overall quality in each category as agreed upon by the stakeholders.

During the development of the scale, other sources of quality criteria were analyzed and integrated. This effort produced a sustainable model for early care and education best practice in New Jersey and makes a case for other partners to have a vested interest in a statewide QRIS. These strategies included: the five protective factors from Strengthening Families through Early Care and Education, the Early Learning Guidelines from NJDOE and federal Head Start Performance Standards. Consideration was also given to alignment with the professional development career lattice maintained by Professional Impact New Jersey.

Once the scale was agreed upon by an advisory group, Child Care Connection was able to build on its long history of quality improvement initiatives by developing companion tools for the implementation of a QRIS pilot. These tools would demonstrate whether reform could indeed be accomplished using the proposed scale. Additional support included a step-specific checklist that could be used for pre- and post-assessment, a document review checklist and an action plan format.

QRIS in Practice

Funding to pilot the scale was obtained from private organizations: Children's Futures, a program of the Robert Wood Johnson Foundation, built on their long-standing commitment to investing in early care and education quality improvements and engaging Trenton parents; the William Penn Foundation focused on enhancing early childhood learning in the Camden area.

The major goals of the pilot were:

- ☛ To produce and test tools for use in a model Quality Rating and Improvement System
- ☛ To assist private early care and education programs in achieving measurable quality improvements
- ☛ To generate policy recommendations regarding the adoption of a statewide Quality Rating and Improvement System

The QRIS Pilot was launched in May 2007 with a request for applications from centers interested in participating. Two centers from Camden and four centers from Trenton were chosen for the pilot. The number of centers from each city was determined by funding availability. The selection criteria included the commitment of the organization and site director to the change process, the variety of age groups served and the demographic diversity of the settings.

Detailed assessments were conducted throughout the project to measure all facets of the centers, including the classroom quality, staff qualifications and parental satisfaction. Using a checklist developed from the QRIS scale, Environmental Rating Scales (ERS)⁸, and the Program Administration Scale,⁹ assessments were conducted by Child Care Connection staff in Trenton and by a subcontractor in Camden. From the assessment results, planning and reform strategies were developed with each participant center. The detailed assessments were conducted pre- and post-assistance to measure the changes in each participating location. Over an eighteen-month period, the centers were given support through technical assistance and financial contributions.

In order to gain a clear picture of the quality of the program, assessments were conducted in fifty percent of all classrooms in each center with the inclusion of at least one classroom in every age group.¹⁰ A total of 736 children, housed in twenty-nine classrooms, were served by the participating centers. In addition to three- and four-year-olds, three of the centers also served infants and toddlers. Three of the centers also offered school age child care. These classes were part-time and were not included in the assessment or the quality improvement plan, as the QRIS scale does not presently incorporate quality indicators for this age population. Seventeen of the total classrooms provided preschool services under contract with the school district, formerly operating as an Abbott district. Nineteen classrooms were included in the pre- and post-pilot assessments.

In order to gain a clear picture of the quality of the program, assessments were conducted in fifty percent of all classrooms in each center with the inclusion of at least one classroom in every age group.¹⁰ A total of 736 children, housed in twenty-nine classrooms, were served by the participating centers. In addition to three- and four-year-olds, three of the centers also served infants and toddlers. Three of the centers also offered school age child care. These classes were part-time and were not included in the assessment or the quality improvement plan, as the QRIS scale does not presently incorporate quality indicators for this age population. Seventeen of the total classrooms provided preschool services under contract with the school district, formerly operating as an Abbott district. Nineteen classrooms were included in the pre- and post-pilot assessments.



*Recommendation:
A companion to the
QRIS scale should
be developed for
parents, so they can
rate and analyze their
child's current or
prospective center.*

The development of an individualized quality improvement plan was a key component of the pilot. The plan for each center built upon the strengths of that center and promoted best practices in areas needing improvement. Action steps identified by both the center staff and the training “mentors” became a part of the improvement plan. Each plan addressed needs in the six rating scale categories: program and learning environment, family involvement, health and safety, professional development, personnel and business practices. Following the pathway to improvement established by the QRIS scale, all of the centers were guided to use the proposed improvement plans to move toward obtaining NAEYC accreditation. The plans developed also served as a tool for identifying broader policy issues.

As the centers progressed through their individually developed improvement plans, they were eligible to receive incentive funds to help them meet the QRIS indicators. Use of the funds included, for example, the cost of bringing in a consultant to assist in writing a personnel manual; painting a portion of the center; purchasing furniture, equipment and developmentally appropriate classroom toys and materials that were not covered by other contracts; and reimbursement for attendance at national or state conferences. The incentive funds were distributed in increments as the centers reached key benchmarks. Participating programs also received targeted quality improvement support and resources, such as coaching, mini-trainings, technical assistance and access to training and scholarships for directors and staff.

BUILD NJ contracted with the Statewide Parent Advocacy Network (SPAN) and Parents Anonymous of NJ to conduct research on parents’ understanding and comfort level with the QRIS scale being piloted and the quality indicators included. In some states parents initially balked at the idea of standardizing early learning programs, or lacked confidence that the state could measure what mattered to them,¹¹ and BUILD NJ wanted to ensure that parents felt included in the QRIS development process. Through participation in focus groups, parents had the opportunity to react to areas on the rating scale to determine if the item was important and should be included. Agreement on the areas of quality to be included in the scale was critical to parental support for and comfort with the final product to be used in New Jersey. Consistently across all three focus groups, parents felt that each of the major areas in the QRIS scale was important and that it was also important for parents to be able to rate those categories.¹² While there were clear differences among the three focus groups in prioritization of various elements of the quality rating scale, there was uniform agreement that all of the areas were necessary and relevant to parents.¹³

Pilot Results

Based on ACNJ's analysis of the QRIS pilot it can be concluded that, if implemented with diligence, care and accountability, the QRIS program has the potential to increase the quality in child care centers and child care homes.

- ✦ While accreditation continues to serve as the highest benchmark of quality sought by participating programs, QRIS can provide stepping stones for measurable achievement along the way. The QRIS pilot project provides early learning programs with the information and support they need to improve and maintain higher quality services for children and families. The QRIS supplements national accreditation efforts by providing opportunities for programs to participate in a system that encourages incremental improvement and provides targeted supports for that purpose. These include financial assistance, a roadmap to follow and mentorship.
- ✦ With the additional resources and guidance provided through the QRIS pilot, overall gains were made in the participating centers. Every program began the assessment process on Step 2 of the QRIS scale. Generally 44 out of the 45 quality indicators in this step applied to each of the centers.¹⁴ By the completion of the pilot period, five of the six centers had significantly improved their quality and substantially met all of the quality indicators on the second step of the scale (See Figure 1). Lack of progress by the sixth center can be largely attributed to numerous changes in the center director. That center did make progress in some areas, but it is clear that consistency in the leadership of the center is a key to raising program quality.
- ✦ Quality indicators were a key catalyst for change. Although the participants did work on weaknesses identified by the ERS assessment, having the indicators broken down into manageable steps on the QRIS scale allowed them to focus on quality elements that would serve as precursors to more complex achievements.
- ✦ Participation in the QRIS pilot brought about changes in classroom quality as measured on Environmental Rating Scales especially in the area of interaction. The Early Childhood Environment Rating Scale (ECERS-R) was used to measure program quality in the preschool classrooms.¹⁵ Overall, the pilot classrooms showed significant growth from their baseline scores in the Fall 2007 to their final assessment in the Fall 2008 or Spring 2009. (Assessment dates varied based on assessor availability.) Five of the six centers showed significant growth, with gains in scores ranging from .11 to 1.57. Only one classroom of the fourteen preschool classrooms experienced a reduction in overall score. (See Figure 2)

Special Thanks to the Pilot Participants

- ✦ BPUM West Child Development Center
- ✦ Mi Casita
- ✦ Carolyn Stokes Day Nursery
- ✦ Hamilton Avenue Day Care Center
- ✦ True Servant Preschool Academy
- ✦ CYD of Mercer County – Trenton Preschool

Number of Step 2 Quality Indicators Met

	Met '07	Met '08
Center 1	29	44
Center 2	24	43
Center 3	32	43
Center 4	26	44
Center 5	28	44
Center 6	19	19
TOTAL	158	237

Figure 1



*Recommendation:
The highest standards
of quality should
serve as New Jersey's
five-star ranking.*

ECERS-R Scores

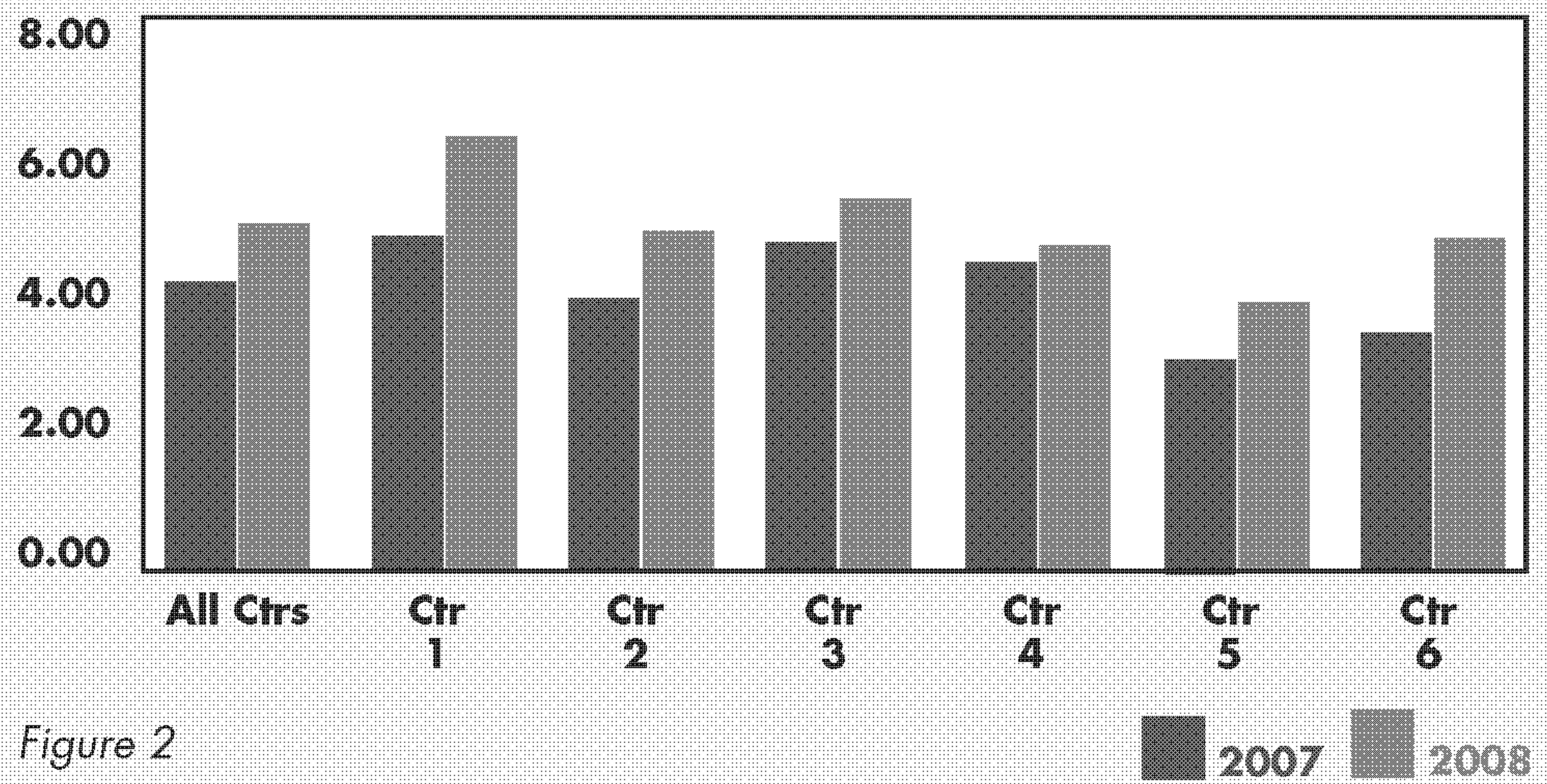


Figure 2

When the ECERS-R scores were broken down by subscales, the average scores increased for all seven subscales over the assessment period. The most noticeable subscale growth was in the areas of "Personal Care Routines" (increase of 2.19), "Space and Furnishings" (increase of 1.01) and "Interactions" (increase of .96). These subscales have significant impact on program quality. (See Figure 3)

ECERS-R Subscale Scores

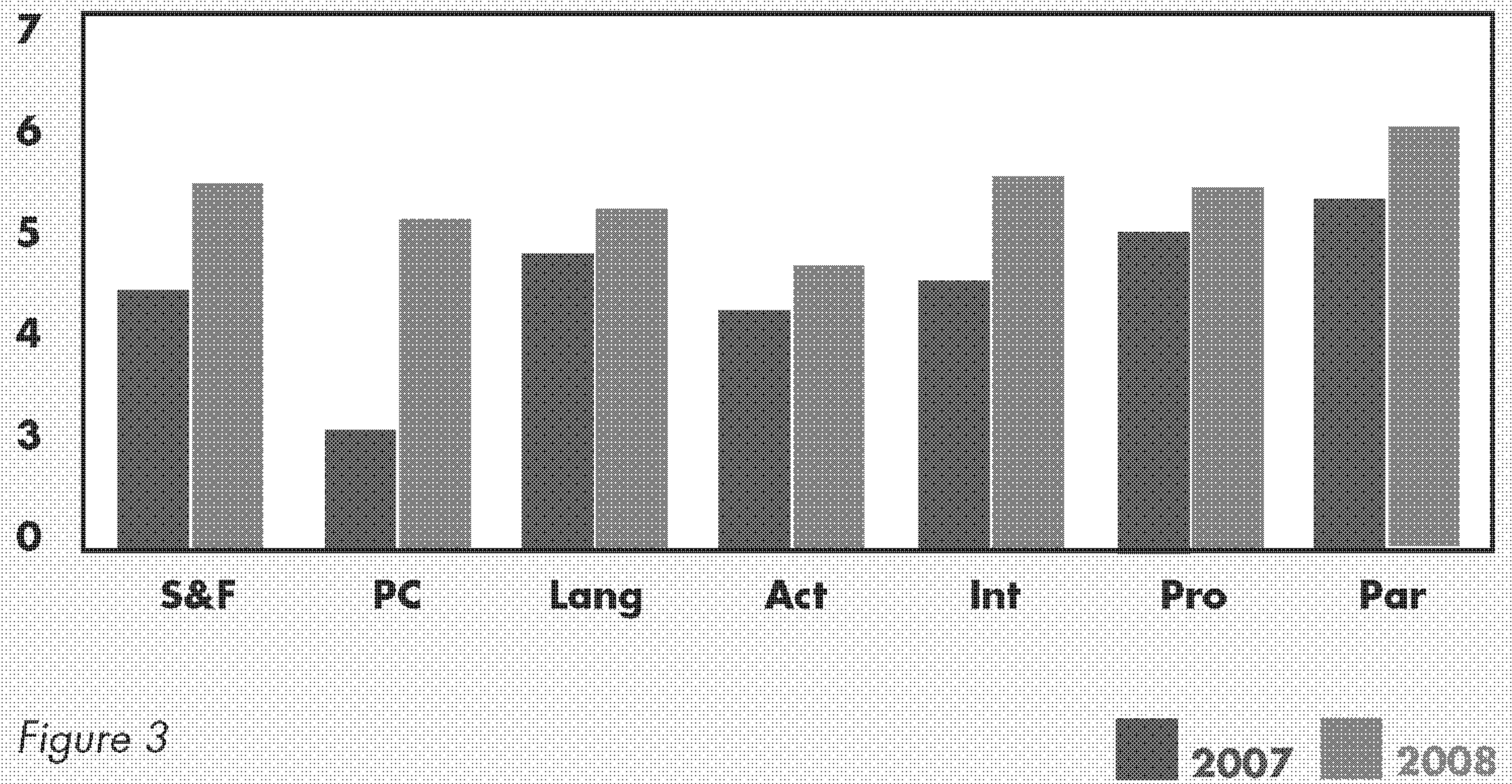


Figure 3

Key: S&F= Space & Furnishings, PC= Personal Care Routines, Lang=Language & Reasoning, Act=Activities, Int=Interactions, Pro=Program Structure, Par= Parents & Staff

All Infant/Toddler (I/T) classrooms were assessed using the Infant Toddler Environment Rating Scale.¹⁶ (ITERS) This instrument assesses program quality and is designed for use in center-based child care programs for infants and toddlers up to 30 months of age. Three of the six QRIS pilot centers have Infant/Toddler programs.

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Overall, the pilot classrooms showed significant growth from their baseline scores in the Fall 2007 to their final assessment in the Fall 2008 or Spring 2009. (Assessment dates varied based on assessor availability.) All of the three centers showed significant growth, with changes in scores ranging from -1.17 to +3.04. Only one classroom of the five I/T classrooms experienced a reduction in overall score. (See Figure 4)

ITERS Scores

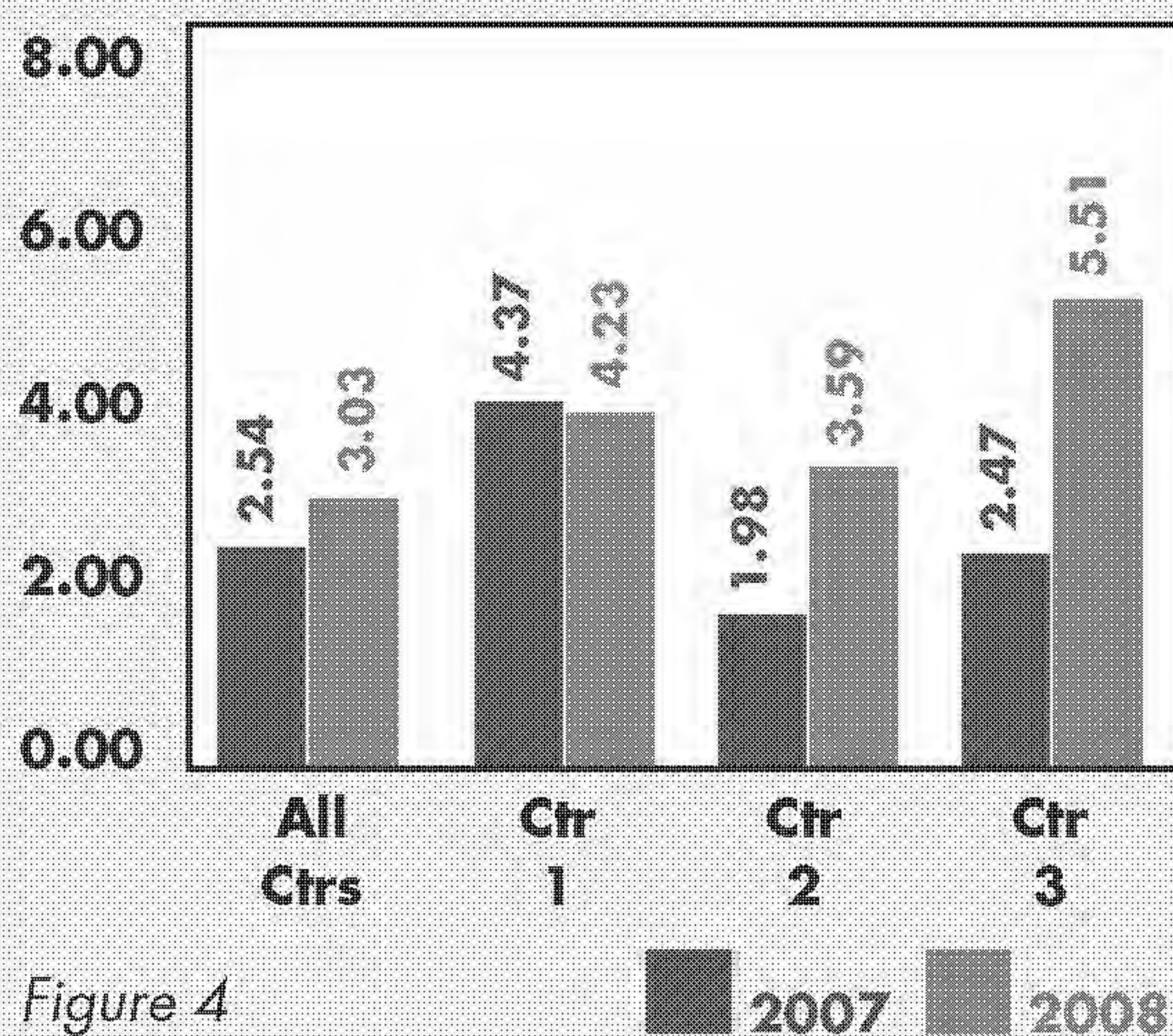


Figure 4

- ☛ **The overwhelming attention given to implementing Abbott preschool:** Because of the *Abbott V* Supreme Court mandate, the Abbott preschool classrooms required a significant commitment of time from both the centers' administration and staff. Despite original intentions to raise the level of quality in these programs, the burden of implementing Abbott preschool came at the expense of raising that level of quality in the I/T programs. While interactions were good, the classrooms still lacked materials, sanitation issues remained problematic and the teachers' education levels were not as high as those in the preschool classrooms. I/T teachers generally lacked the knowledge and education to consistently ensure that developmentally appropriate practices were being implemented in those classrooms.
- ☛ **Less availability of public funds for infant/toddler program improvements:** The Abbott mandate provided additional requirements and additional funding for preschool classrooms but no comparable supplements existed for I/T programs. The QRIS pilot promoted the use of its resources for planning and improvements in the I/T classrooms and the changes in the ITERS scores attest to the progress that can be made when suitable resources are available for this age group.

The overall ITERS scores did not reflect gains at the same levels as those made in the preschool classrooms; however, the ITERS subscales provide a better picture of where gains were actually being made. In the subscale "Listening & Talking," the score rose dramatically from 2.93 in 2007 to 4.1 in 2008. Similarly, the subscale "Personal Care" experienced an increase from 2.43 in 2007 to 4.10 in 2008. Increases in both of these subscales provide the framework for program improvement. (See Figure 5)

(b)(6)

Recommendation:
In order for school districts to confidently partner with private providers and Head Start programs to deliver preschool expansion, and for families to be confident in the child care that they choose, we must continue to improve the quality of programs as we did in the Abbott preschool program.

*Recommendation:
New Jersey's QRIS
system should be
administered by a
knowledgeable,
competent service
provider that has
long-standing
relationships with
early care and
education providers
from all service
delivery sectors.*

Staff hours

Grand Total - Nov. '07 - Aug. '09

Site Visits/Face to Face	427
Phone Contact	75.25
Meetings/Training (Director)	80
Prep Time/Resource Development	215.5
Administrative QRIS	519
Total Hours	1162.3

ITERS Subscale Scores

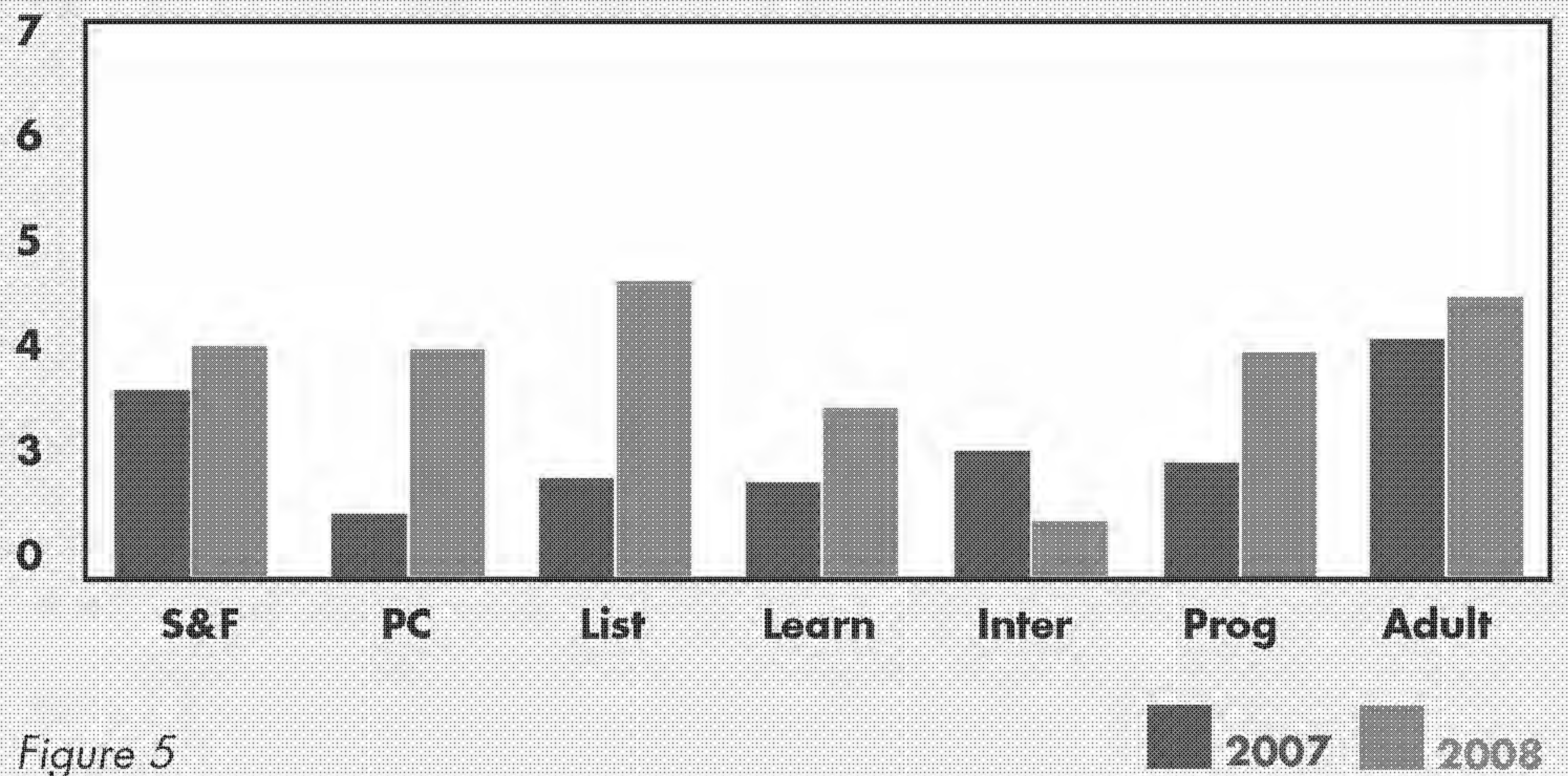


Figure 5

Key: F&D=Furnishings & Displays, PC= Personal Care, List=Listening & Talking, Learn=Learning Activities, Inter=Interactions, Prog=Program Structure, Adult=Adult Needs

- ✿ The baseline quality of private provider preschool classrooms contracting with the former Abbott districts varies from city to city. Overall ECERS scores in the three Camden preschool classrooms ranged from 4.09 to 4.27 at the beginning of the pilot to 4.68 to 5.49 at the conclusion of the pilot. The average ECERS score at the conclusion of the pilot had risen to 5.04, a gain of .84. By comparison, the scores in the seven Trenton Abbott preschool classrooms ranged from 4.29 to 6.07 at the beginning of the pilot to 4.78 to 6.92 at the conclusion of the pilot. The average ECERS score at the conclusion of the pilot was 5.88, a gain of .72. Although all of these classrooms were required to meet the same early learning guidelines, actual classroom quality varied broadly.
- ✿ Relationships with mentors are critical to the success of the providers. In addition to the initial assessment, each program participating in the QRIS pilot received assistance in the development of a clear set of objectives for high quality child care and early education, the identification of local assets for and barriers to achieving those objectives and the establishment of a plan to build on assets to overcome the barriers and move the program toward high quality early care and education. QRIS staff worked with each program providing onsite training, mentoring and technical assistance to help programs improve. (The significant portion of staff hours documented in the chart below was time spent developing the process and tools to be utilized during the pilot).
- ✿ Quality incentives were made available to each of the participants, provided the funds were used to advance their improvement plans; however, the centers more often utilized the technical assistance provided by their mentors to move their quality improvements forward. During the pilot period, an average of \$5,300 per center was used for purchasing classroom materials, equipment or for attendance at national conferences. An average of \$15,000 per center was spent on technical assistance, mentoring or coaching.

Opportunities to Advance QRIS

Preschool expansion

New Jersey's recently adopted school funding formula, passed by the legislature on January 7, 2008, is the state's attempt to level the playing field for low-income children, regardless of where they live. The formula includes a significant expansion of state-supported preschool throughout the state. When fully implemented, approximately 30,000 more children will be enrolled in preschool, adding to the 40,000 three- and four-year-olds currently being served in the former Abbott school districts.

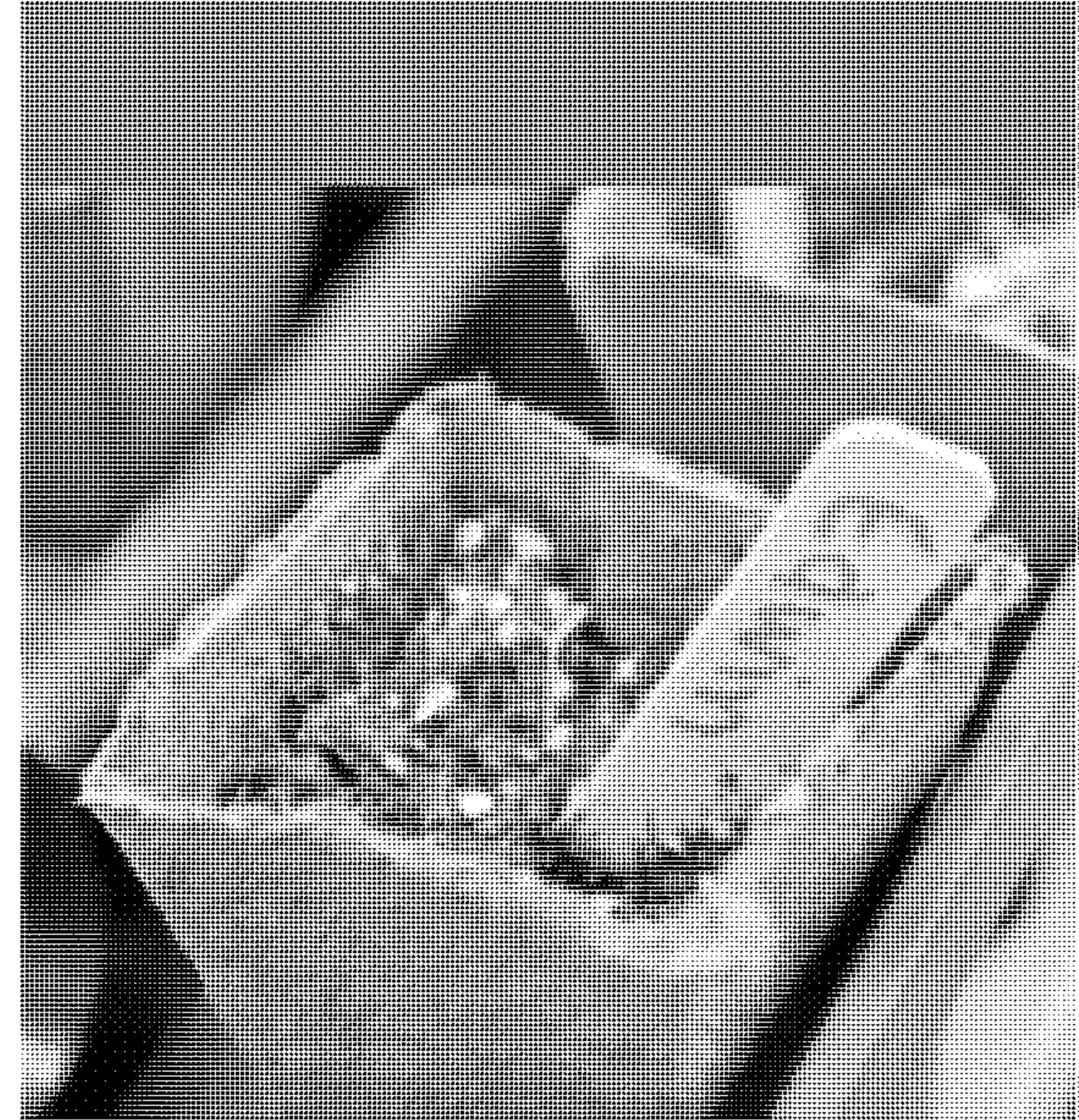
The necessity of building new relationships between school districts and private providers raises concerns about maintaining the model of a multi-service delivery system in which school districts subcontract with community programs. QRIS is one way to establish a formal system of quality assessment that school districts can use to determine which private providers will meet and maintain high standards of service delivery.

Unionization of family child care homes

An opportunity and interest has also emerged to apply QRIS to family child care. The unionization of family child care providers presents an opportunity to discuss QRIS as a vehicle for quality improvement and potential additional incentives for home-based child care providers. The Division of Family Development (DFD) convened a committee to review the QRIS developed for center-based programs and to develop a companion QRIS scale that can be applied to family child care. Representatives of the Child Care Workers Union (CCWU) were invited to participate in those discussions along with other stakeholders. A draft QRIS for family child care homes has been completed as of June 2008. It substantially matches the center-based QRIS scale in categories, quality indicators, levels or steps with the attainment of a national accreditation (NAFCC) as the highest step on the scale. The next phase of this process will be to develop a companion "guidance" manual for use with the family child care scale and to begin piloting the QRIS family child care scale. Participation in QRIS for family child care should be addressed in the upcoming bargaining with the CCWU.

Federal Legislation and Funding

Federal legislation has been introduced in Congress or is planned for the near future. If enacted these will present states with tremendous opportunities for funding early care and education quality improvement. Although the setback of the Early Learning Challenge Fund, intended to increase the number of low-income children in high-quality early education settings, is disappointing¹⁷, there is still strong commitment to early childhood education. President Obama's FY2011 budget address calls for \$1.6 billion for child care and \$989 million for Head Start/Early Head Start. There is much greater recognition in Congress and the Administration as to the importance of the early years. New Jersey is in position to take advantage of federal initiatives as they are presented and could benefit from a significant infusion of federal dollars to take the QRIS pilot to a statewide scale.



Recommendation

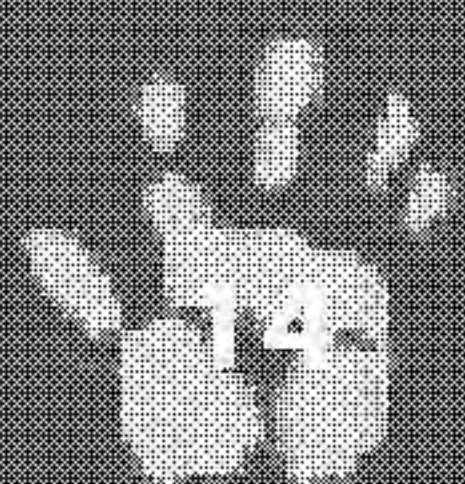
The unionization of family child care providers creates an opportunity to discuss QRIS as a vehicle for continuous quality improvement.

Recommendation Summary

Subsequent to the development of a quality rating and improvement scale for use in center-based early care and education programs and an eighteen-month pilot of its use, the following are recommendations for the implementation of a statewide quality rating and improvement system:

- ✿ New Jersey should institute a voluntary, statewide quality rating and improvement system for all providers of early care and education. New Jersey's existing high quality preschool program and its efforts to align and coordinate its Preschool through 3rd grade curricula have made New Jersey a national leader in planning and implementing early learning programs. QRIS offers a pathway to increase quality in private child care centers, Head Start programs and family child care homes, and to provide families with a way to judge the quality of the services they select in meeting their early care and education needs.
- ✿ Establishing a QRIS will enable New Jersey to take advantage of the positive climate regarding early learning which currently exists in Washington, as well as potential federal funding. As a goal to improve the educational outcomes for children, President Obama and his secretaries of education and human services have repeatedly voiced their support for efforts to improve and strengthen early learning programs throughout the country. The timing is right to incorporate QRIS in proposals for federal funding.
- ✿ New Jersey's QRIS system should be administered by a knowledgeable, competent service provider that has long-standing relationships with early care and education providers from all service delivery sectors. Relationships between private providers and the child care resource and referral staff or mentor consultants are critical to the success of the program. Funding must be available to train CCR&R staff to implement the program and to assure the reliability of assessors.
- ✿ The highest standards of quality should serve as New Jersey's five-star ranking. Child care programs that work their way through the previous four steps on the scale and are accredited by a nationally recognized accrediting association whose standards substantially meet or exceed the National Association for the Education of Young Children accreditation standards (NAEYC) and the National Association of Family Child Care (NAFCC) shall receive a five-star designation. While there are other accreditation bodies, New Jersey should strive to maintain the high standards it has defined in the state-funded preschool program and apply these standards to all early care and education service delivery models. NAEYC and NAFCC quality indicators most closely match New Jersey's high standards. NAEYC accreditation, under the newer, more stringent standards adopted in 2005, promotes a model of early childhood practice: the provision of safe and healthy learning environments, warm and nurturing teacher/child and teacher/parent interactions and the use of developmentally appropriate curriculum.

*Recommendation:
Establishing a QRIS
will enable New Jersey
to take advantage of
the positive climate
regarding early learning
which currently exists
in Washington, as
well as potential
federal funding.*



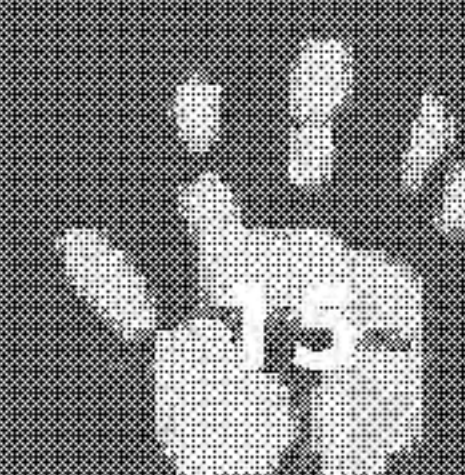
Appendix 502

- ☛ A companion to the QRIS scale should be developed for parents, so they can rate and analyze their child's current or prospective center. At the core of the QRIS is a measurement tool of child care quality designed for both providers and parents. Six areas are measured: program and learning environment, family involvement, health and safety, professional development, personnel and business practices. Parents found the language of the existing scale difficult to interpret, but felt entirely comfortable when the language was rephrased in less professional jargon.¹⁸
- ☛ In order for the QRIS to be implemented statewide, county-based Child Care Resource and Referral agencies (CCR&Rs) must be trained to uniformly administer, provide technical assistance and/or assess the programs' quality. Child Care Connection has a strong training department in place. In order to take on the QRIS assessment and mentoring responsibility, no additional capacity-building work was necessary. These are skills necessary for full implementation of QRIS. Each CCR&R should host a broad range of skills among its staff members for analyzing those quality indicators included on the scale, providing technical assistance, particularly in areas of management and supervision, and for maintaining through adequate staffing the high quality standards established in the QRIS process. In order for QRIS to be sustainable, we must build a sound infrastructure.
- ☛ In order for school districts to confidently partner with private providers and Head Start programs to deliver preschool expansion, and for families to be confident in the child care that they choose, we must continue to improve the quality of programs as we did in the Abbott preschool program. The success achieved by requiring a higher level of training for Abbott preschool teachers, the use of research-based curricula and smaller class sizes should be expanded to include all programs working with young children, particularly programs supported by states funds. By linking QRIS with existing initiatives such as the infant/toddler credential and scholarship assistance, school districts and families will know the level of program quality when a provider has participated in the QRIS process.
- ☛ The unionization of family child care providers creates an opportunity to discuss QRIS as a vehicle for continuous quality improvement. To warrant the increased compensation of unionized family child care providers, they need to be held accountable to higher standards of quality. QRIS is a pathway to achieve this goal.

(b)(6)

Recommendation:

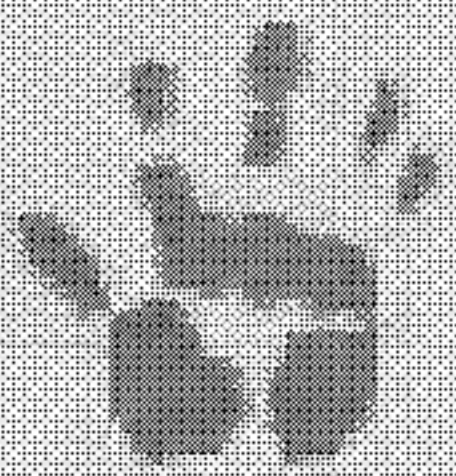
In order for the QRIS to be implemented statewide, county-based Child Care Resource and Referral agencies (CCR&Rs) must be trained to uniformly administer, provide technical assistance and/or assess the programs' quality.



Conclusion

The dramatic increases in provider quality levels in both pilot communities illustrate the success of the Quality Rating and Improvement System. In both Trenton and Camden, relationships between providers and project staff, in particular mentoring and technical assistance services, were critical to the success of the programs and to their progress through the quality rating level. The pilot programs demonstrate that the QRIS system is understandable both to early care and education providers and to parents. The programs provide preliminary evidence that when providers reach higher levels, they are increasing the quality of care and education they offer to children. The success of the QRIS pilot supports the investment in an expanded statewide QRIS using the tools developed.

Improving program quality is challenging and complex and requires significant time, dedication and resources. The Quality Rating and Improvement Scale is an important first step toward this end. Other components are needed to expand quality improvement services into a statewide system. Capacity can be built at the local level to provide necessary technical assistance. State and federal initiatives exist that can provide partnerships and financial assistance to establish a statewide system. The lessons learned from the QRIS pilot offer valuable guidance for building a high-quality QRIS throughout New Jersey.



Children's Futures and the William Penn Foundation provided generous financial support for the QRIS Pilot and this policy paper. The Schumann Fund for New Jersey provided support for ACNJ's early learning advocacy.

- ¹ Build the Future: A Blueprint for Early Learning in New Jersey. February 2006, p. 6.
- ² Build the Future, p. 9.
- ³ National Association for the Education of Young Children. (January 2010). *QRS Fact Sheet*. Retrieved January 5, 2010. <http://www.naeyc.org/files/naeyc/file/policy/state/QRFactSheet.pdf>.
- ⁴ Elicker, J., Clawson Langill, C., Ruprecht, K., and Kwon, K. (October 23, 2007) Paths to Quality: A Child Care Quality Rating System for Indiana. What is its Scientific Basis?, Purdue University, pg. 2.
- ⁵ Elicker, J., Clawson Langill, C., Ruprecht, K., and Kwon, K. (October 23, 2007) Paths to Quality: A Child Care Quality Rating System for Indiana. What is its Scientific Basis?, Purdue University pg5.
- ⁶ Build the Future
- ⁷ *Abbott v. Burke*, 153 N.J. 480 (1998) *Abbott V*
- ⁸ ERS included the ECERS and ITERS developed by Harms, T., Cryer, D., & Clifford, R.N. (1998) *Early Childhood Environment Rating Scale, Revised Edition*. New York, NY: Teachers College Press. and Harms, T., Cryer, D. & Clifford, R.N. (1998) *Infant/Toddler Environment Rating Scale*, New York, NY: Teachers College Press.
- ⁹ PAS developed Talan, T & Bloom, & Jorde Bloom, P (2004). *Program Administration Scale: Measuring Early Childhood Leadership & Management*. New York: Teachers' College Press.
- ¹⁰ This was recommended by Dr. Kathy Thornburg, University of Missouri Center for Family Policy and Research during a personal conversation with the author in February 2007.
- ¹¹ *CommonWealth Unbound: Standardizing Preschool*. August 10, 2009 retrieved August 19, 2009 <http://www.cwinbound.org/2009/08/standardizing-preschool.html>
- ¹² Autin, Diana. Final Report on the Family Engagement in Quality Rating and Improvement System Pilot Project, unpublished, December 1, 2008, p. 3.
- ¹³ Autin, pg. 4
- ¹⁴ Often no child having an Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP) had been identified to the center so indicator 2.1.10 was considered not applicable).
- ¹⁵ Harms.
- ¹⁶ Harms, T., Cryer, D. & Clifford, R.N. (1998) *Infant/Toddler Environment Rating Scale*, New York, NY: Teachers College Press.
- ¹⁷ <http://www.nwlc.org/pdf/EarlyLearningChallengeGrantsSummary.pdf> retrieved March 2010.
- ¹⁸ Autin, pg 4

Build Initiative

The BUILD INITIATIVE is a multi-state partnership created to help states develop a coordinated system of programs, policies and services in early childhood care and education. Build envisions a system that is responsive to the needs of families, efficient in the use of private and public resources and effective in preparing our youngest children for a successful future.

BUILD is a catalyst for change, a source of ideas and funds and a pathway to a deeper national understanding of the issue. It operates in eight states: New Jersey, Illinois, Minnesota, Ohio, Pennsylvania, Michigan, New York and Washington.

The BUILD INITIATIVE was created by the Early Childhood Funders' Collaborative (ECFC), a consortium of national and local foundations with substantial grant-making programs in early childhood care and education. ECFC provides networking, information-sharing and grant-making opportunities to its members. Through its work, ECFC has recognized that current programs, policies and services for young children and their families often operate in isolation, at cross purposes, or without enough resources to meet critical needs. In response, ECFC created BUILD, using private funds to stimulate public investments in early learning.

Although BUILD's work in each state varies, the initiative focuses generally on connecting programs and infrastructure into a coordinated system of policies and services.

Build NJ

New Jersey has been a part of BUILD since the initiative began in 2002. ACNJ leads the effort, known as BUILD New Jersey Partners for Early Learning (BUILD NJ). The work in New Jersey focuses primarily on building connections in the early care and education system between providers, policy makers and parents, bringing together education, health, nutrition, mental health, family involvement and early intervention. A steering committee leads BUILD NJ in this effort to create a statewide early learning system. Stakeholders come from the public and private sectors and include state agency officials, service providers, business and community leaders, parents and advocates.

BUILD NJ aims to ensure that every family with infants and young children has access to comprehensive, high-quality early learning opportunities. It has six goals:

1. **Provide access** — All families must have access to early learning programs and services, including health care, parenting support, child care and preschool. Programs must be affordable and located where parents can get to them easily.
2. **Ensure quality** — Early learning programs must be of the highest quality. This is key to ensuring children's healthy growth and development and that early learning experiences give them the best possible start in life.
3. **Support parents** — Parents must be supported in their role as their child's first and best teachers. Engaging and supporting parents is vital for a strong early learning system.
4. **Train and support professionals** — Early care and education professionals must be adequately prepared and compensated. Having well-trained professionals is critical to ensuring program quality. Adequate compensation is essential to maintaining a stable work force.
5. **Coordinate systems** — Early care and education cuts across several domains: health care, child care, education and parent support. These must be coordinated more effectively to improve quality, expand access and ensure a comprehensive approach to supporting the development of young children. This will build better programs and maximize return on taxpayer dollars.
6. **Educate the public** — All New Jersey residents must recognize the value of early care and education for children and the state. A public information campaign about the importance of early learning can educate parents and inform the public.

Build
Strong Foundations for
Our Youngest Children

www.acnj.org

Grow NJ

Quality Rating & Improvement Scale for Center & School-Based Sites

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 1	1.1.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.	1.2.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.	1.3.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.	1.4.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.	1.5.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.	1.6.1 Early Head Start, Head Start and Center-based sites have a Department of Children and Families (DCF) License for one year. School-based sites have Department of Education (DOE) preschool program plan approval.
Step 2	2.1.1 Must meet all Step 1 criteria.	2.2.1 Must meet all Step 1 criteria.	2.3.1 Must meet all Step 1 criteria.	2.4.1 Must meet all Step 1 criteria.	2.5.1 Must meet all Step 1 criteria.	2.6.1 Must meet all Step 1 criteria.
	2.1.2 The NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards documents are provided and discussed with all early learning program staff. *ELDS	2.2.2 The program shares information with families about the curriculum, the NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards, expectations, and routines at enrollment and throughout the year. *ELDS, FES	2.3.2 The program implements health and safety standards and embeds practices into the daily routine. *ELDS, HP	2.4.2 The program demonstrates that all teaching staff have completed annual professional development hours of training as specified in the Workforce Registry (minimum of 20 hours annually). *ECEQ	2.5.2 The program schedules monthly staff meetings and maintains agendas and sign-in sheets. *ELDS	2.6.2 The program has a written mission statement and philosophy. *ELDS
	2.1.3 The program has a State approved research-based curriculum, that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards. Preschool programs use Creative Curriculum, HighScope, Tools of the Mind, Montessori, or Reggio Emilia Approach. Infant/toddler programs use Creative Curriculum, HighScope or The Program for Infant/Toddler Caregivers (PITC) . *ELDS	2.2.3 The programs offers families opportunities to engage in classroom learning and development experiences with their children. *ELDS, FES	2.3.3 The program provides daily physical activities for children to support gross motor skills and promote physical fitness. *HP, ELDS	2.4.3 All teaching staff and program administrators/directors reflect about their own performance through feedback from family and/or teacher surveys. *ECEQ, EDP	2.5.3 The program has a personnel manual. *ECEQ	2.6.3 The program has a policy and procedures manual that is made available to staff and families. Manual is available in family home language or meeting arranged with family and translator. *FES, (CC, EL)

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 2	2.1.4 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 3.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 3.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES	2.2.4 The program fosters strong relationships with families upon child entry, through planned events such as open house and orientation. *FES	2.3.4 The program assures that food is prepared, served and stored in a manner which promotes good health and hygiene. *HP	2.4.4 The program has a professional development plan that includes training in the adopted curriculum. *ELDS	2.5.4 All staff read and sign the National Association for the Education of Young Children (NAEYC) code of ethical conduct. *ECEQ	2.6.4 The program has a written plan for emergencies including evacuation routes and practice drills. Plan includes individual instructions for particular children, staff with disabilities as applicable. *(DDD)
	2.1.5 A State approved developmental screening is used to identify children who may need further evaluation or intervention strategies. The ESI-R or Brigance is used in preschool programs. The ASQ or BDI is used in infant and toddler programs. *ELDS, CA	2.2.5 The program shares individual child information on a daily basis to families of infants and toddlers. The preschool program shares information to families regarding their child monthly. *ELDS, FES	2.3.5 The program maintains current health records for each child that includes information regarding: age-appropriate immunizations, preventive health screenings, and instructions for children with special medical needs. *HP, FES, EDP, (DDD)	2.4.5 All teaching staff have received an introduction to the NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards, and topics specific to child development and DAP. *ELDS	2.5.5 The program administrator provides on-going staff development that includes team building events/activities and cultural competence. *ECEQ, (CC)	2.6.5 The program has outreach and recruitment strategies in place. Written materials and broadcast strategies are prepared in multiple languages as appropriate to the community. *(EL)
	2.1.6 The program follows policies and procedures to refer children for further evaluation based on the screening results, which must include a collaborative discussion with parents/families. *CA, EDP, FES	2.2.6 Families are made aware of the importance of maintaining both English and home languages. *ELDS, FES, (EL)	2.3.6 The program supplies information and resources to families about Health Insurance enrollment, state nutrition programs, immunization schedules, lead poisoning, and mandatory lead screening. *HP, FES	2.4.6 All teaching staff have received introductory training in the adopted curriculum, including the design of the learning environment to meet the needs of all children. *ELDS, (DDD, EL)	2.5.6 The program creates an organizational climate that fosters trust, collaboration, and inclusion among employees, and incorporates staff's input and feedback through surveys. *EDP	2.6.6 The program uses a financial record keeping system for tracking revenue and expenses.
	2.1.7 The program provides an accepting, diverse environment which is nurturing and supportive of all children (culture, language, ethnicity, gender, family composition and physical and learning differences). *ELDS (DDD & CC)	2.2.7 Bilingual staff, trained interpreters or parents/community volunteers (who understand confidentiality obligations) provide home language translation, and assist with outreach to families with limited English proficiency as needed. *ELDS, FES (EL, CC)	2.3.7 The program has a policy and procedure manual available to staff and families that includes: <ol style="list-style-type: none"> Immunization requirements Medication administration Prevention of infections Exclusion Inclusion of children with special needs. *HP, (DDD) 	2.4.7 All teachers have received training in the administration of the adopted developmental screening. *CA, ELDS	2.5.7 The center director has a NJ Directors' Academy Certification or has completed an approved program with comparable curriculum and requirements. *ECEQ	2.6.7 The program must provide evidence that it is compliant with all state, federal, and local laws.

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 2	2.1.8 The program supports diversity by allowing children to use home language, gestures, communication devices, sign language, and pictures to communicate when needed. <i>*ELDS, (DDD, EL)</i>	2.2.8 The program solicits information from the family regarding their cultural background and preferences, and their child's interests, abilities, and special needs. <i>*ELDS, FES, (DDD, EL, CC)</i>	2.3.8 All children with special health care needs have a medical care plan completed by a physician/nurse practitioner and corresponding implementation plan to assure that the medical care plan is followed as directed. <i>*HP, (DDD)</i>	2.4.8 All teaching staff have professional development or college level course work that prepares them to work with children who have special needs. These should include strategies for supporting inclusion. <i>*ELDS, ECEQ, (DDD)</i>	2.5.8 33% of full-time teaching staff in center-based sites have completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field. <i>*ECEQ</i>	2.6.8 Administrators/directors, families, staff and other routinely participating adults are surveyed regarding their knowledge of and satisfaction with program services. <i>*EDP, FES</i>
	2.1.9 The classroom teacher participates with families and members of early intervention or child study teams in the process of developing and or updating the IFSPs/IEPs. <i>*ELDS, FES, (DDD)</i>	2.2.9 Families are equal partners when developing goals and intervention plans for their children with IFSPs/IEPs. <i>*ELDS, FES, (DDD)</i>	2.3.9 Safeguards are used with all medications for children including specific training of and an annual performance evaluation by a health professional on the practice of medication administration. <i>*HP</i>		2.5.9 The program has the following available to all staff: the agency's mission statement; an "at-will employment statement" if applicable; equal employment opportunity/affirmative action statement, harassment-free workplace statement; and annual health and workplace safety training requirements. <i>*ECEQ</i>	2.6.9 According to ADA, the program has an inter-agency agreement with local school district and early intervention service coordination unit. <i>*(DDD)</i>
	2.1.10 The classroom teacher has access to the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP). Classroom staff embed the goals of the IFSP/IEP into classroom routines. <i>*ELDS, (DDD)</i>	2.2.10 Families participate in transition planning in order to support their children's development and learning as they transition from one placement to another. <i>*FES</i>	2.3.10 Families are notified of identified health concerns and medical emergencies. <i>*HP, FES</i>			

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 2	2.1.11 The program provides written policies that support integrating staff who provide specially designed therapies within the school-based general education classroom, home, or center-based site. <i>*ELDS, (DDD)</i>	2.2.11 Community and school-based resources and/or direct services are provided to all families to ensure safety, health and financial stability offered in the context of the family's values, culture and aspirations. <i>*FES, (CC)</i>	2.3.11 At least one staff member in each classroom has a certificate of completion of pediatric first aid training and cardio-pulmonary resuscitation (CPR). The names and primary location of the certified individuals are posted in each classroom. <i>*HP</i>			
	2.1.12 The program has a transition plan supporting children moving from one placement to another (i.e., group to group; early intervention to preschool, preschool to kindergarten). <i>*ELDS</i>	2.2.12 The program provides opportunities/activities for families to participate in throughout the year to support their child's learning and development (i.e., books and breakfast). <i>*ELDS, FES</i>				
	2.1.13 The program has an improvement plan based on the Grow NJ self-assessment and the areas of need based on the results of the ECERS-R and/or ITERS-R. The plan will involve teachers, administrators, and other appropriate staff or representatives. <i>*CA, EDP</i>					

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 3	3.1.1 Must meet all Step 2 criteria.	3.2.1 Must meet all Step 2 criteria.	3.3.1 Must meet all Step 2 criteria.	3.4.1 Must meet all Step 2 criteria.	3.5.1 Must meet all Step 2 criteria.	3.6.1 Must meet all Step 2 criteria.
	3.1.2 Staff have opportunities throughout the year to discuss ways to incorporate the NJ Birth to Three Standards and/or Learning Standards into their daily routines and activities. *ELDS	3.2.2 The program has established a Family Group open to all families that supports the needs of the school community. The program shares program data to advise the group (i.e., family surveys). *FES, EDP	3.3.2 The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for birth to 5 programs who visits at least annually to conduct a health and safety assessment or to address health and safety concerns. *HP	3.4.2 All Early Head Start, Head Start, Center and School-based program staff participate in the Workforce Registry. *ECEQ	3.5.2 The program offers at a minimum monthly staff articulation meetings to discuss curriculum planning. *ECEQ, ELDS	3.6.2 The program has established an advisory council that includes appropriate and diverse community representatives who meet regularly to analyze program and fiscal data and strategize for improved practice. *EDP
	3.1.3 Lesson plans reflect the NJ Birth to Three Standards or the NJ Preschool Teaching and Learning Standards and differentiate based on children's individual differences. *ELDS, (DDD, CC)	3.2.3 The program's policies and procedures manual includes information on multiple means for families to communicate with teaching staff (i.e., teacher's webpage, phone contact, time in school without children). Manuals are available in the home language of the families enrolled. *FES, (CC)	3.3.3 A program that cares for infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for the child's mother. *HP	3.4.3 All teaching staff and administrators/directors have received formal training from the curriculum developer/trainer in the adopted curriculum. *ELDS	3.5.3 The program has a salary scale guide based on responsibility, level of education, and years of ECE experience. *ECEQ	3.6.3 Programs led or governed by a board of directors, board of education, advisory council, or other similar group, have written policies defining their roles and responsibilities.
	3.1.4 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 4.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 4.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES	3.2.4 Families have on-going opportunities to share observations from home to contribute to the assessment process. *ELDS, FES, CA	3.3.4 The program has a written policy ensuring nutritious meals and snacks are provided as defined by United States Department of Agriculture (USDA) guidelines and is respectful of religious and dietary restrictions. *HP, (CC, DDD)	3.4.4 All teaching staff have received professional development in the adopted formative assessment, including child observation skills, developmental benchmarks, and recording information. *ELDS, CA, EDP	3.5.4 The program provides at least two of the following basic benefits to fulltime staff: Paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension, or family leave. *ECEQ	3.6.4 Financial policies and procedures are established based on professional accounting standards.

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 3	3.1.5 Preschool programs use the ECERS-E to focus on curricular areas such as literacy, math, science, and diversity. *ELDS, CA, EDP	3.2.5 The program provides family education workshops related to literacy, positive interactions, cultural awareness, developmental issues, and/or other topics based on the needs of the family. (Whenever possible, sessions are delivered in the languages of the participants or translators/interpreters are available.) *ELDS, FES, (ELL, CC, DDD)	3.3.5 The program provides family health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention. *HP, ELDS, (DDD)	3.4.5 Administrators/directors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program quality in specific areas. *CA, EDP	3.5.5 The program provides documentation of one staff recognition activity per year.	3.6.5 The program has a marketing plan to maximize full enrollment.
	3.1.6 The program uses a formative assessment aligned to the curriculum that addresses all developmental domains (i.e., GOLD, COR, or Work Sampling for preschool programs; GOLD, COR or Ounce Scale for infant and toddler programs). *ELDS, CA	3.2.6 The program provides authentic culturally sensitive activities for family engagement. *FES, (CC)		3.4.6 Based on trends reflected in child and classroom data (i.e., missing or low performance areas), the professional development plan is adjusted to strengthen teaching practices in those areas. *ELDS, CA, EDP	3.5.6 The center director has a BA/BS from an approved accredited college or university with at least 3 credits in business administration in fiscal management, human resources management or other field relevant to child care program administration, or an equivalent certificate course, and 6 credits in early childhood. (See Technical Assistance Manual for alternate pathways.) *ECEQ	3.6.6 The program has a projected one-year operating budget, including a statement of income and expenditures.
	3.1.7 Formative assessment results are shared with families and used by staff to plan and individualize learning opportunities. *ELDS, CA, EDP, FES	3.2.7 The program provides opportunities for family members to share family culture (books, food, music) in parent meetings and the classroom. *FES, (CC)		3.4.7 Administrators/directors have received training in evaluating and observing teachers both formally and informally. *ECEQ	3.5.7 66% full-time teaching staff in center-based sites have completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field. *ECEQ	3.6.7 The program analyzes and uses the data from the feedback surveys to continuously inform the program improvement plan and annual budget. *EDP

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	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 3	3.1.8 Staff make appropriate modifications and/or accommodations based on children's specific needs when necessary. <i>*ELDS, (DDD)</i>	3.2.8 Family members are provided with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times per year. <i>*ELDS, FES</i>		3.4.8 All teaching staff receive an annual written performance evaluation conducted by their supervisor which includes a self-assessment and an individualized professional improvement plan. The professional improvement plan is revisited throughout the year. <i>*ECEQ, EDP</i>		
	3.1.9 Data from the formative and environmental measures are used to inform the program improvement and professional development plans. <i>*CA, EDP</i>	3.2.9 Written information is translated into other languages when needed for families. <i>*FES, (EL)</i>		3.4.9 The administrator/director demonstrates membership in at least one early childhood professional organization (i.e., NAEYC). <i>*ECEQ</i>		
		3.2.10 The program is open to families during program hours and families are encouraged to visit and participate. <i>*FES</i>		3.4.10 The program offers professional development in The Pyramid Model (CSEFEL) and social and emotional development, supporting children with special needs, supporting English language learners, cultural competence, transitions, and the Strengthening Families through Early Care and Education Protective Factors. <i>*EDLS</i>		
		3.2.11 The program assists families in addressing barriers (i.e., lack of transportation, child care fees, language, accessibility). <i>*FES, (DDD)</i>				

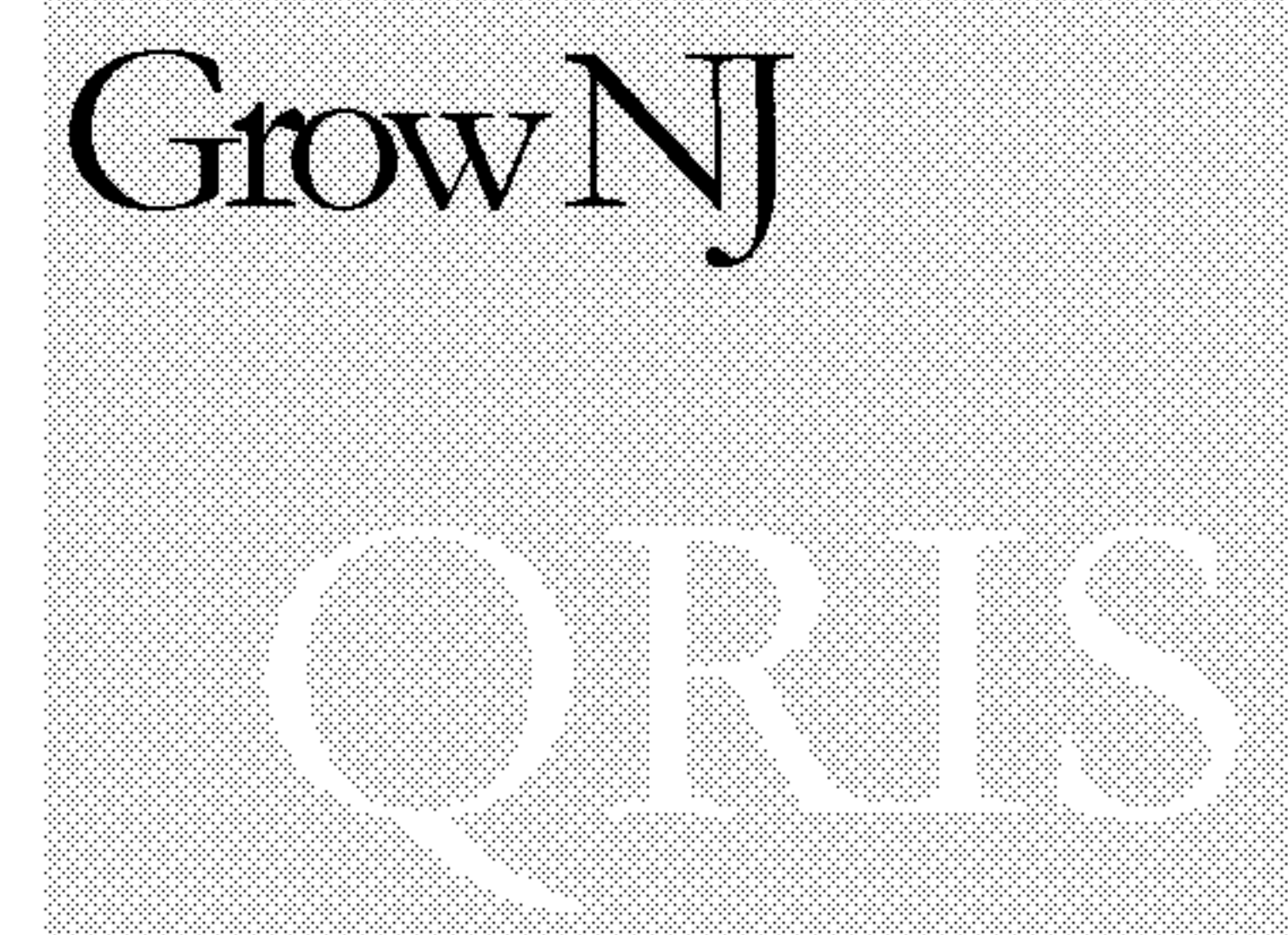
	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 4	4.1.1 Must meet all Step 3 criteria.	4.2.1 Must meet all Step 3 criteria.	4.2.1 Must meet all Step 3 criteria.	4.4.1 Must meet all Step 3 criteria.	4.5.1 Must meet all Step 3 criteria.	4.6.1 Must meet all Step 3 criteria.
	4.1.2 The State approved research-based developmentally appropriate curriculum is fully implemented based on lesson planning, classroom observations, and professional development. <i>*ELDS</i>	4.2.2 Teaching staff survey families to offer multiple types and levels of program involvement. <i>*FES, EDP</i>	4.3.2 The program utilizes a health consultant for two consultations annually to conduct a health and safety assessment or to address health and safety concerns. One of these consultations must be on-site. <i>*HP</i>	4.4.2 Differentiated training is provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with initial curriculum training). <i>*ECEQ</i>	4.5.2 The program attempts to recruit bilingual teachers reflective of the community. <i>*ECEQ, (CC)</i>	4.6.2 The program has a business plan which is revised and updated at least every five years.
	4.1.3 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.0 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R. <i>*ELDS, CA, EDP, HP, FES</i>	4.2.3 The program offers home visits to support its policy on building reciprocal relationships with families. <i>*FES</i>	4.3.3 The program has a system for daily age-appropriate oral health for all children. <i>*HP</i>	4.4.3 The professional development plan includes the use of a curriculum checklist/instrument to further support the implementation of the adopted curriculum. <i>*ELDS, CA, FES, EDP</i>	4.5.3 The program implements a salary plan with incremental increases for each salary level. Increases must be based on a formula that considers performance, responsibilities, increased education and experience. <i>*ECEQ</i>	4.6.3 The program's financial system includes an annual budget.
	4.1.4 Early learning programs use an additional State approved program observation instrument to focus on specific instructional supports and interactions and further inform the improvement plan. The CLASS is used in preschool programs and the Arnett Caregiver Interaction Scale is used in infant and toddler programs. <i>*ELDS, CA, EDP</i>	4.2.4 Program staff use a variety of methods to communicate with families about the curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. <i>*FES, EDLS</i>	4.3.4 The program demonstrates that playgrounds are inspected annually to assure that play equipment is safe and accommodates abilities, needs, and interests of each age group the program serves. <i>*HP, (DDD)</i>	4.4.4 Teachers have opportunities to share collected child anecdotes and work samples with each other to improve and maintain their reliable use of the adopted formative assessment. <i>*CA, EDP, ELDS</i>	4.5.4 The program provides at least three basic benefits to full-time staff including health insurance with 50% of the employee's premium paid by the program and two of the following: paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension, or family leave. <i>*ECEQ</i>	4.6.4 The program's fiscal specialist or designee analyzes financial statements and creates quarterly reports to ensure fiscal integrity and inform their business plan.
	4.1.5 Staff use formative assessment data to inform instruction and determine overall trends in children's development and learning. <i>*ELDS, CA, EDP</i>	4.2.5 Families are provided with opportunities to identify books that are culturally familiar for the classroom and to provide teaching staff with basic words from their home language (i.e., hello, how are you, do you need to use the bathroom, how are you feeling, do you understand, etc.). <i>*FES, (CC, EL)</i>	4.3.5 The program provides guidance to families regarding the benefits of outdoor play/physical fitness, nutrition and obesity. <i>*HP, FES</i>	4.4.5 The program analyzes the data generated from staff's professional development needs surveys, and child and classroom data to inform the professional development plan. <i>*ECEQ, (DDD, EL, CC)</i>	4.5.5 The program provides paid planning time for full-time teaching staff as reflected in the policy manual.	4.6.5 The program includes an internal and external annual audit.

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 4	4.1.6 A State approved behavioral screening is used to identify children who may need further evaluation or intervention strategies. *ELDS, CA, EDP	4.2.6 Families have opportunities to form relationships with peers through community activities to improve children's learning experiences and enhance their own social-well being. *FES, ELDS, (CC)		4.4.6 The program has an advisory council representative from the community who assists in the analysis of collected data to inform the professional development plan and strategize how to improve program quality. *EDP	4.5.6 The program provides at least two staff recognition activities per year.	
	4.1.7 Staff is familiar with New Jersey Administrative Code (NJAC) 6:28, Parts B and C of the Individuals with Disabilities Education Act (IDEA) and make referrals to appropriate support systems. *ELDS, (DDD)	4.2.7 The program gets input from families about program policy development and curriculum activities. *FES, ELDS		4.4.7 The administrator/director is an active participant in at least one professional early childhood association (i.e., attends conferences, conducts presentations, or participates in advocacy activities within the past two years). *ECEQ	4.5.7 The program has a method of tracking teacher retention and a plan for addressing turnover. *ECEQ, EDP	
	4.1.8 The program has coordinated with the sending and receiving sites personnel to develop Individual transition plans for children who exhibit particular challenges or needs. *ELDS, (DDD, CC)	4.2.8 Families have opportunities to participate in leadership development, decision making, and are supported in becoming advocates for their children's early learning and development. *FES		4.4.8 Administrators/directors participate in professional development activities based on identified areas for professional growth. *ECEQ	4.5.8 The program sets a target level of retention and develops participation incentives to encourage retention with staff. *EDP	
	4.1.9 Program staff demonstrate the development of partnerships and professional relationships with families, agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve (i.e., advisory council). *ELDS, FES	4.2.9 The program facilitates opportunities for parents/families to have an active role in the development and implementation of the program improvement plan. *FES		4.4.9 Non-instructional staff, such as lunch assistants, bus drivers, and specialists, receive information about developmentally appropriate practices, diversity and receive an overview of the age-appropriate standards, the adopted curriculum, and adult-child interactions. *ELDS, ECEQ	4.5.9 The center director has a BA/BS from an approved accredited college or university with at least 6 credits in business administration, fiscal management, human resources management or other field relevant to child care program administration, or an equivalent certificate course and 12 credits in early childhood. (See Technical Assistance Manual for alternate pathways.) *ECEQ	

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
Step 4					4.5.10 All teaching staff in center-based sites has a minimum of a CDA or has professional improvement plan which includes enrollment in a CDA, AA or BA program in ECE. *ECEQ	
					4.5.11 At least 50% of full-time lead teachers in center-based sites have BA's and have or are pursuing P-3 certification or Infant/Toddler credential. *ECEQ	
Step 5	5.1.1 Must meet all Step 4 criteria.	5.2.1 Must meet all Step 4 criteria.	5.3.1 Must meet all Step 4 criteria.	5.4.1 Must meet all Step 4 criteria.	5.5.1 Must meet all Step 4 criteria.	5.6.1 Must meet all Step 4 criteria.
	5.1.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)	5.2.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)	5.3.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)	5.4.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)	5.5.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)	5.6.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R. *ELDS, CA, EDP, HP, FES, (DDD, CC)
	5.1.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS	5.2.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS	5.3.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS	5.4.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS	5.5.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS	5.6.3 Early Head Start and Head Start programs meet all Performance Indicators without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer. *ELDS

	Program & Learning	Family Engagement	Health and Safety	Professional Development	Personnel	Business Practices
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Key	
Term	Abbreviation
Early Learning & Development Standards	<i>ELDS</i>
Comprehensive Assessment	<i>CA</i>
Family Engagement Strategies	<i>FES</i>
Health Promotion	<i>HP</i>
Effective Data Practices	<i>EDP</i>
Developmental Delay and/or Disability	<i>DDD</i>
Cultural Competence	<i>CC</i>
English Learners	<i>EL</i>



Grow NJ

Quality Rating & Improvement Scale for Center & School-Based Sites

Guidelines for Use of
Grow NJ
QRIS

Guidelines for Use of Grow NJ QRIS

Welcome to the Grow NJ -Quality Rating Instrument Scale (QRIS) Manual.

The purpose of this manual is to introduce New Jersey's five-step process for assessing and improving the quality of Head Start, Center-based and School-based centers as they move from state licensure to completing one or more of the following as appropriate: NAEYC Accreditation, the Head Start Performance Standards without deficiencies, the Elements of High Quality Preschool Programs-NJ Administrative Code NJAC 6A:13A or receive Comprehensive Curriculum Site-level Certification.

The Grow NJ QRIS manual provides the guidelines for administering the scale as a self-assessment tool for program administrators and staff to assess program quality and to identify professional development areas of need.

The manual also provides the instructions for trained independent raters' use as part of the comprehensive Grow NJ evaluation.

The Grow NJ-QRIS continues in its tradition of collaboration by including input from stakeholders chosen for their diversity and expertise in the field of early development and learning and their unwavering commitment to the children of the state of New Jersey.

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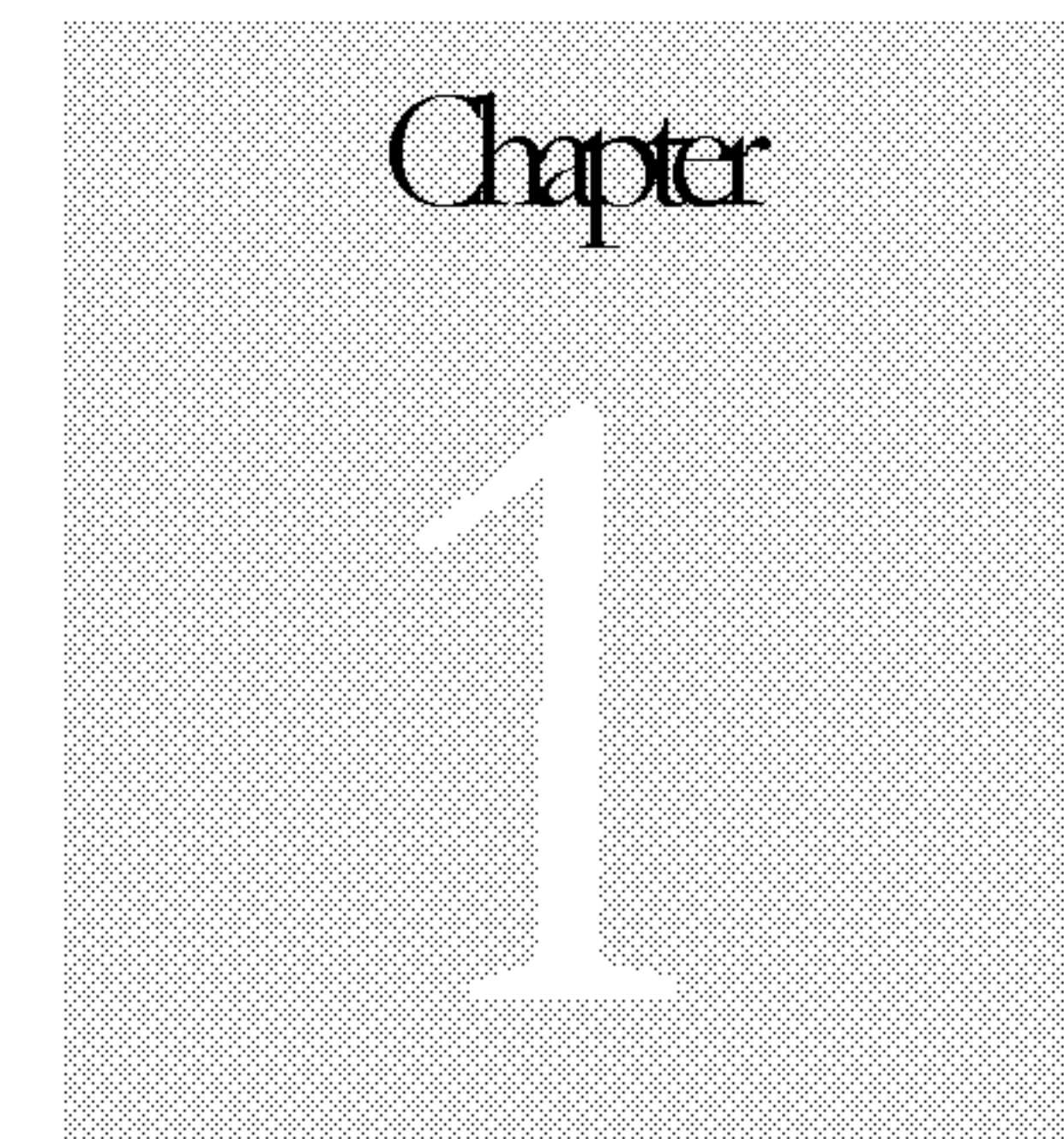
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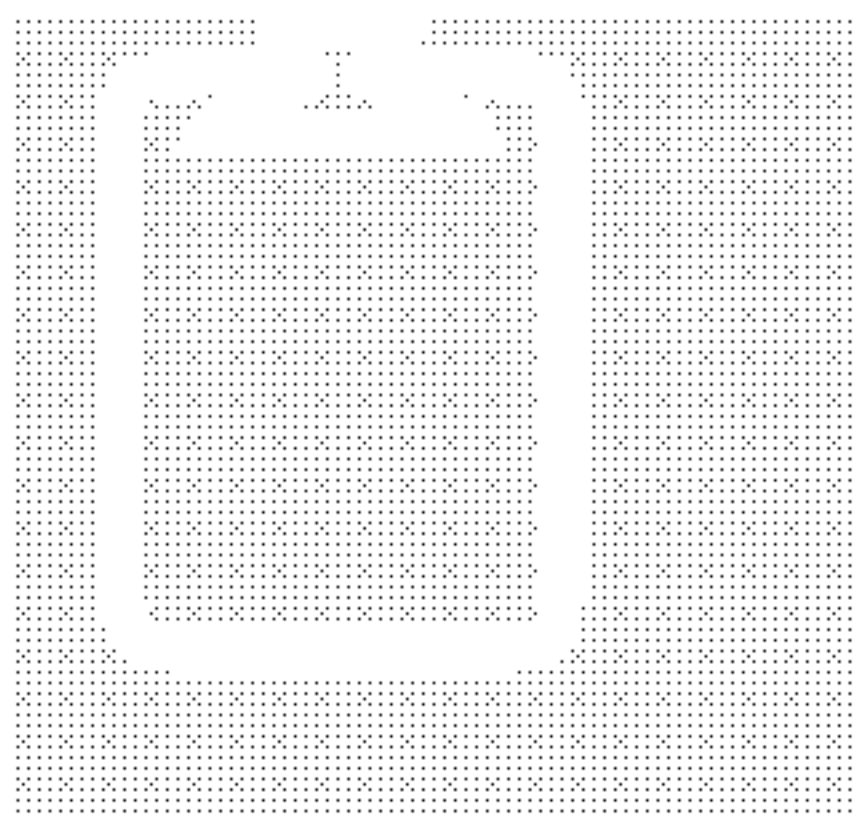
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The Grow NJ Quality Rating & Improvement Scale

Grow NJ QRIS Overview



The purpose of this manual is to introduce New Jersey's five-step process for assessing and improving the quality of Head Start, Center-based and School-based programs as they move from state licensure to completing one or more of the following as appropriate: NAEYC accreditation, the Head Start Performance Standards without deficiencies, the Elements of High Quality Preschool Programs-NJ Administrative Code NJAC 6A:13A or receive Comprehensive Curriculum Site-level Certification.

The standards build upon each other in order to support continuous quality improvement. Each step addresses six categories: Program & Learning, Family Engagement, Health and Safety, Professional Development, Personnel, and Business Practices. All categories address individualized planning and cultural competence. The New Jersey Birth to Three Standards and New Jersey Preschool Teaching and Learning Standards, and Head Start Performance Standards are referenced throughout the document.

The following program scales are referenced and should be used as resources: Arnett Caregiver Interaction Scale, Business Administration Scale for Family Child Care; Classroom Assessment Scoring System (CLASS); DEC Recommended Practices Program Assessment: Improving Practices for Young Children with Special Needs and Their Families; Early Childhood Environmental Rating Scale-Revised Edition (ECERS-R); Family Child Care Environmental Rating Scale-Revised Edition (FCCERS-R); Infant/Toddler Environmental Rating Scale-Revised Edition (ITERS-R).

Program & Learning

The Program and Learning category addresses quality criteria in the areas of self-study and program improvement plan development, classroom environment, curriculum and scheduling, teacher-child interactions, inclusion, observation and assessment, transitions from setting to setting, and community collaborations

Family Engagement

The Family Engagement category addresses quality criteria in the areas of formal and informal communication with families; cultural competence in all areas – materials, language, and traditions; authentic opportunities for family involvement, including development of a program improvement plan and family and advisory groups.

Health and Safety

The Health and Safety category addresses quality criteria in the areas of providing family information, training, and resources; adult/child health, safety, and nutrition; health policies, procedures, and records; special health care plans; health consultation; and staff preparedness in CPR, First Aid, and medication administration.

Professional Development

The Professional Development category addresses quality criteria in the areas of director/administrator education and experience (early development and learning, leadership, and business practices); staff education and ongoing professional development in specified subject areas; performance reviews, reflection, observation and feedback; differentiated instruction of children; and professionalism and ethics.

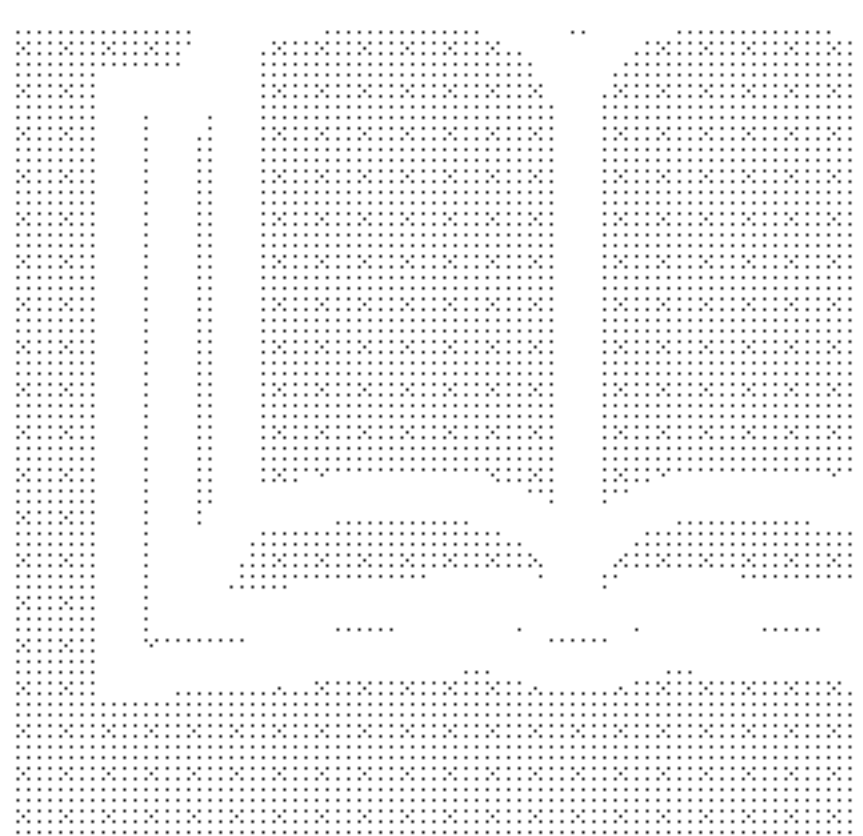
Personnel

The Personnel category addresses quality criteria in the areas of personnel policies with specific content; professional development, meetings, and team work; staff benefits and salary scale; and systems for staff recognition and retention.

Business Practices

The Business Practices category addresses quality criteria in the areas of program mission and philosophy; a system for financial record-keeping; fiscally-sound accounting practices; staff policies and procedures manual; family policies manual or handbook; feedback loop – center, families, staff, administrators; business plan; and clearly defined roles and responsibilities for staff, boards, and advisory groups.

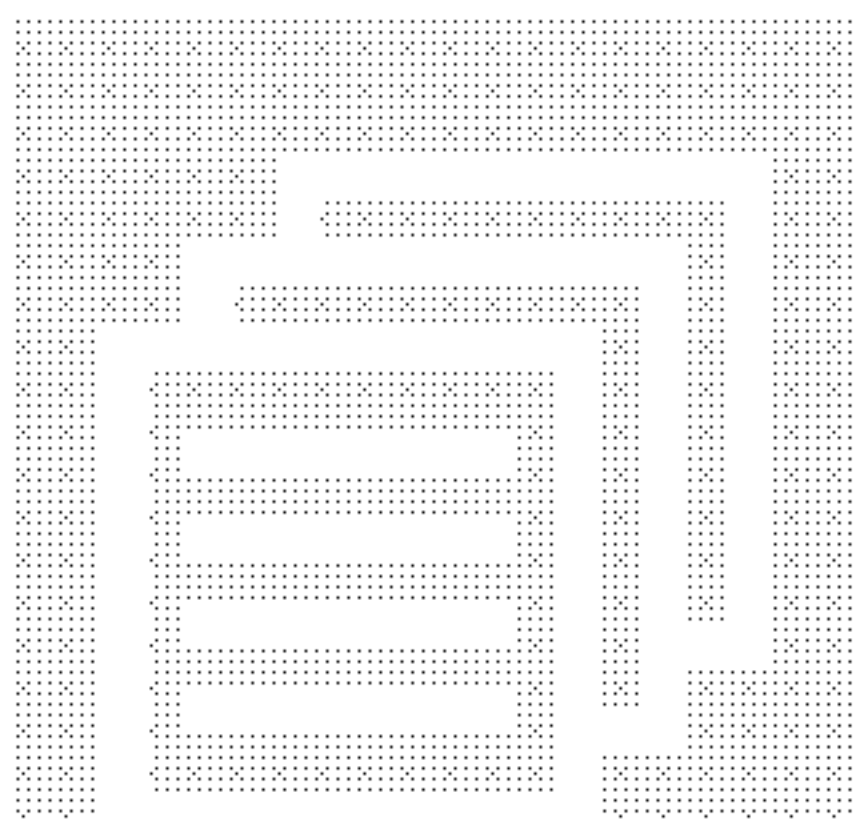
Using the QRIS



Using the Grow NJ Quality Rating and Improvement Scale

Programs begin on *Step 1* once they have maintained their license from the Department of Children and Families (DCF) for one year. At that time, programs are eligible to begin working on *Step 2* criteria. *Step 2* is not achieved until the entire *Step 2* criteria are met through concrete documentation and observation. While it is valuable for programs to look ahead at criteria on future steps, the initial focus should be on developing an Improvement Plan to address all criteria on their current step. Programs continue to address each step until they achieve and maintain all criteria through *Step 4*, as well as achieve one or more of the following in *Step 5*: Accreditation from an approved national accreditation organization; Head Start programs meet all Performance Criteria without any deficiencies; State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A; Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation

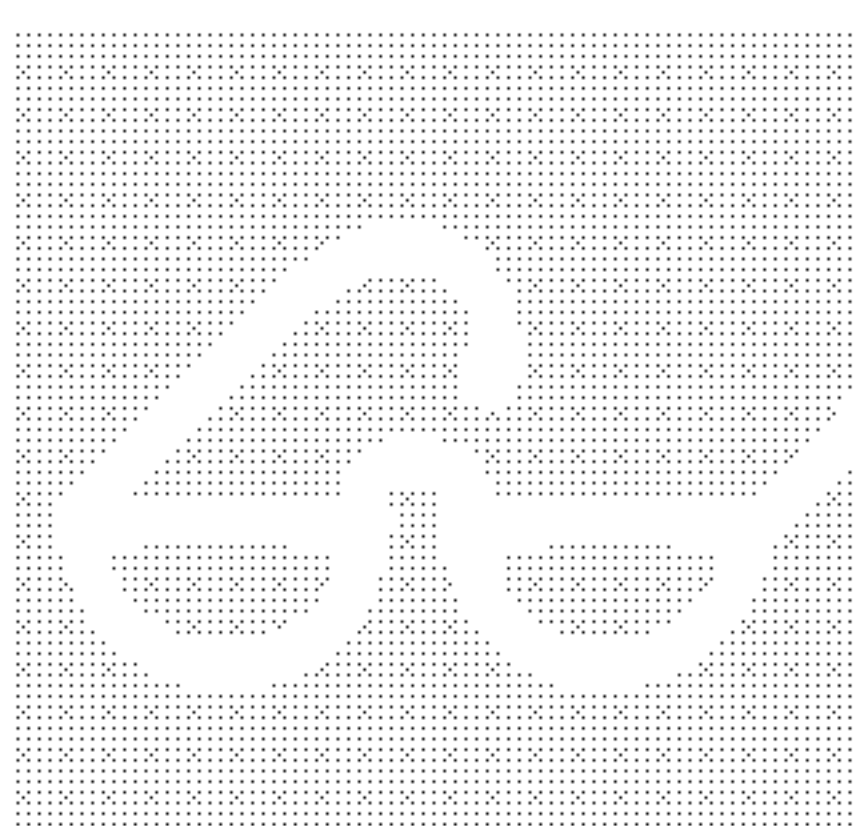


Concrete Accountability

Documentation is crucial to accountability and quality. It is through concrete documentation and systems-building that programs build quality and maintain success. All QRIS criteria rely on documentation to serve as evidence that a certain standard is both met and maintained. It is recommended that programs develop a filing system specific to the QRIS to compile the relevant documentation. Specific details regarding the types of documentation are provided in the following individual step chapters. Boxes are provided to check off reviewed documentation. Unless otherwise indicated, items that require the reviewing of staff or children's files use the following guidelines: review 25 percent of staff files, with a minimum of five files, and review 10 percent of children's files, with a minimum of five files.

When documentation does not provide clear enough representation of a indicator being met, the assessor may interview and/or observe to obtain further information. Use open-ended questions about the procedures to determine which types of evidence might be present. Interview and observation may not replace required documentation. In a few specific cases, the use of interview questions to support documentation is required. In those cases, interview questions are provided. Documentation review and interview notes may be recorded at each indicator or as a separate attachment.

Observable Criteria



Seeing is Believing

Observation is another important aspect of assessing and improving quality. The Early Learning Improvement Consortium raters who have reached inter-rater reliability will follow the established protocol for administering the ITERS-R or ECERS-R.

Other suggested observations must include notes and examples to serve as evidence that the indicator is met. Self-study observations should last up to an hour per classroom for particular criteria. Specific details regarding items or actions to be observed are also provided in the individual chapters. Again, notes may be recorded at each indicator or as a separate attachment.

STEP 2

Centers that have maintained their license from the NJ Department of Children and Families (DCF) for one year and schools with a NJ Department of Education (DOE) approved preschool plan are eligible to begin assessing *Step 2* criteria. Begin by developing a filing system to compile all of the needed documentation and observation notes. For easy future reference, label documents with the corresponding criteria number as they are added to your files. Remember that each item requires the assessor to gain evidence that reflects how the program meets or does not meet each indicator. Once all *Step 2* items have been assessed on current practice, the center/school will develop an Improvement Plan to address all unmet *Step 2* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications, the program moves on to *Step 3*.

ICON KEY


 Program & Learning

 Family Engagement

 Health & Safety

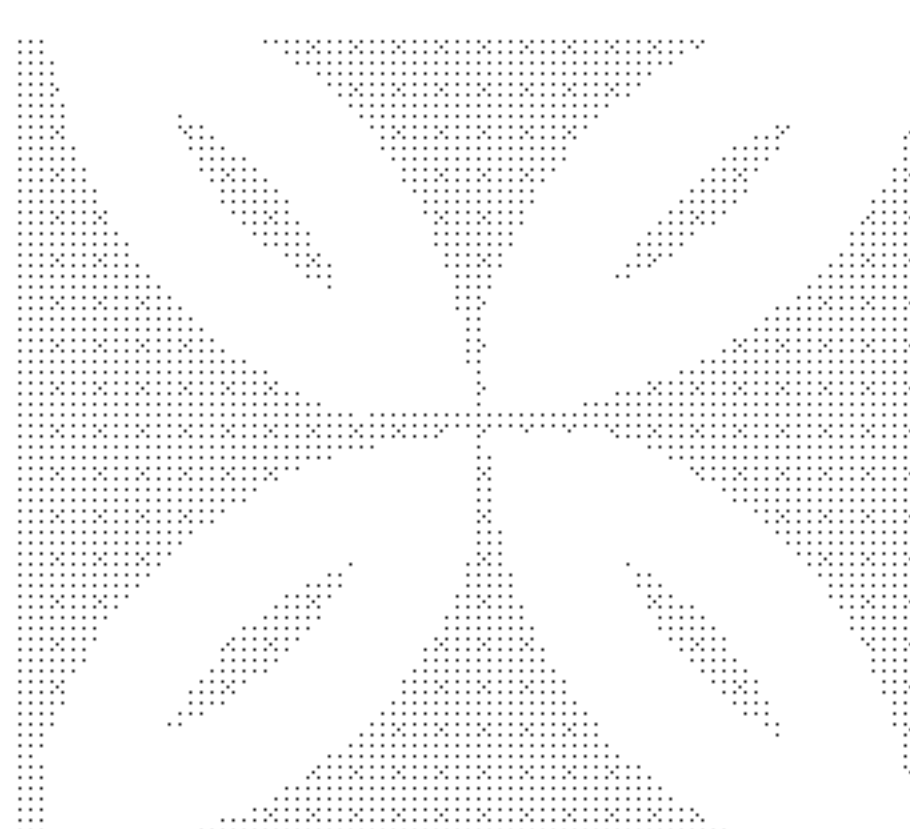
 Professional Development

 Personnel

 Business Practices

Use the Icon Key for quick identification of individual sections.

Program & Learning



2.1.1 Must meet all Step 1 criteria.

2.1.2 The New Jersey Birth to Three Standards and/or the New Jersey Preschool Teaching and Learning Standards are provided and discussed with all early learning program staff.

Documentation:

- The New Jersey Birth to Three Standards and/or the New Jersey Preschool Teaching and Learning Standards

- Professional development or meeting agenda(s) with sign-in sheet(s) noting the Guidelines and/or Standards

2.1.3 The program has a State approved research-based curriculum that is aligned to the New Jersey Birth to Three Standards and/or the New Jersey Preschool Teaching and Learning Standards. Preschool programs use Creative Curriculum, High/Scope, Tools of the Mind, Montessori, or the Reggio Emilia Approach. Infant/toddler programs use Creative Curriculum, High/Scope or The Program for Infant/Toddler Caregivers (PITC). (Programs already approved to use Curiosity Corner can meet this indicator.)

Documentation:

- Curriculum manual/guides
- Lesson plans
- Professional development plan

2.1.4 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 3.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 3.5 on the ECERS-R.

Documentation:

- NJ Early Learning Improvement Consortium (raters') reports

2.1.5 A State approved developmental screening is used to identify children who may need further evaluation or intervention strategies. The Early Screening Inventory-Revised (ESI-R) or Brigance is used in preschool programs. The Ages and Stages Questionnaire (ASQ) or Battelle Developmental Inventory (BDI) is used in infant and toddler programs.

Documentation:

- Electronic or written database with data (number of re-screens and referrals to CST)
- Screening instruments
- Sample of administered screenings (child's name blocked out)

2.1.6 The program follows policies and procedures to refer children for further evaluation based on the screening results, which must include a collaborative discussion with parents/families.

Documentation:

- Sample of written referral and follow-up form
- Samples of family communications
- Samples of Child Study Team communications

2.1.7 The program provides an accepting, diverse environment which is nurturing and supportive of all children (culture, language, ethnicity, gender, family composition and physical and learning differences).

Observation:

- Walk-through a sample of classrooms to see evidence of materials that shows diversity (different races, cultures, ages, abilities, gender) in a positive way.

Interview:

- What do you do if a child or staff member shows negativity towards their peers or children?
- Are any activities used to help children understand and accept diversity?

2.1.8 The program supports diversity by allowing children to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.

Observation:

- Walk-through a sample of classrooms to see if the program supports diversity by allowing children to use home language (consider materials in other languages in the classroom such as books and labels), gestures, communication devices, sign language, and pictures to communicate when needed.

2.1.9 The classroom teacher participates with families and members of early intervention or child study teams in the process of developing and or updating the IFSPs/IEPs.

Documentation:

- Meeting agendas, sign-in sheets and minutes for Individualized Family Service Plans (IFSPs) / Individualized Education Plans (IEPs) meetings indicating participation by CST, teachers, and families

2.1.10 The classroom teacher has access to the IFSP or IEP. Classroom staff embed the goals of the IFSP/IEP into classroom routines.

Documentation:

- Sample of preschool student IFSPs/IEPs (with student and family names removed) including one of the most recent IFSPs/IEPs completed by the Child Study Team
- Lesson plans indicating practices to support IFSP/IEP goals

2.1.11 The program provides written policies that support staff who provide specially designed integrated therapies within the school-based general education classroom, home, or center-based site.

Documentation:

- Written policy on integrated therapies within the school-based general education classroom, home, or center-based site unless otherwise noted in the IFSP/IEP
- Therapist plans and logs

2.1.12 The program has a transition plan supporting children moving from one placement to another (i.e., group to group; early intervention to preschool, preschool to kindergarten).

Documentation:

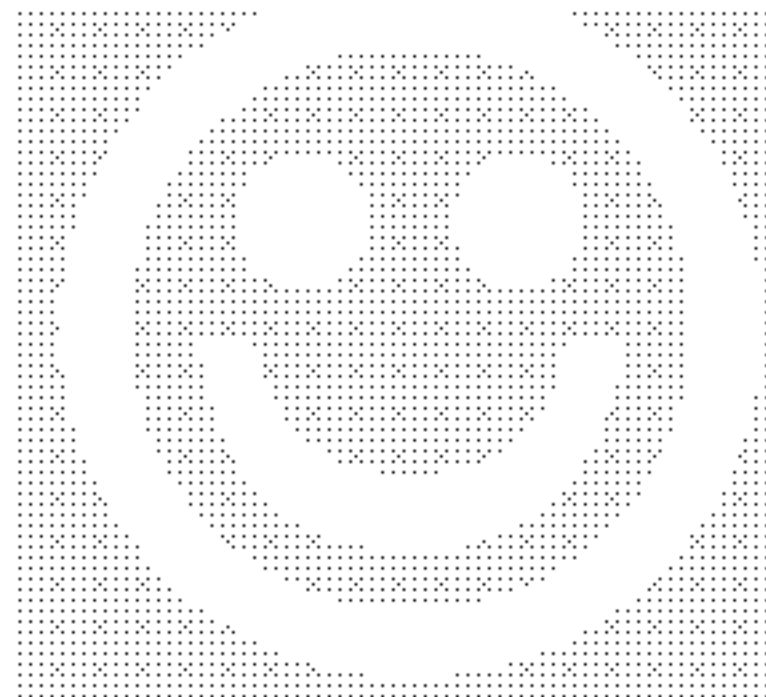
- Written transition plan

2.1.13 The program has an improvement plan based on the Grow NJ self-assessment and the areas of need based on the results of the ECERS-R and/or ITERS-R. The plan will involve teachers, administrators, and other appropriate staff or representatives.

Documentation:

- Completed Grow NJ self-assessments
- Improvement plan

Family Engagement



2.2.1 Must meet all Step 1 criteria.

2.2.2 The program shares information with families about the curriculum, the New Jersey Birth to Three Standards and/or New Jersey Preschool Teaching and Learning Standards, expectations, and routines at enrollment and throughout the year.

Documentation:

- Family Handbook
- Meeting agendas and sign-in sheets

2.2.3 The program offers families opportunities to engage in classroom learning and development experiences with their children.

Documentation:

- Family Handbook
- Invitations or descriptions of family-related activities
- Classroom logs indicating when families visit

2.2.4 The program fosters strong relationships with families upon child entry, through planned events such as open house and orientation.

Documentation:

- Open house
- Orientation
- Classroom logs indicating when families visit
- Family event flyers
- Phone logs, emails, or face-to-face conferencing logs

2.2.4 The program facilitates opportunities for families to have an active role in the development and implementation of the program improvement plan

Documentation:

- Family surveys
- Meeting agendas, minutes, sign-in sheets

2.2.5 The program shares individual child information on a daily basis to families of infants and toddlers. The preschool program shares information to families regarding their child monthly.

Documentation:

- Written notes, logs, or emails

2.2.6 Families are made aware of the importance of maintaining both English and home languages.

Documentation:

- Newsletter

- Family workshop, agenda, and sign-in sheet

2.2.7 Bilingual staff, trained interpreters or family/community volunteers (who understand confidentiality obligations) provide home language translation, and assist with outreach to families with limited English proficiency as needed.

Documentation:

- List of bilingual staff, trained interpreters or family/community volunteers who offer their translation services
- Sample of translated materials

2.2.8 The program solicits information from the family regarding their cultural background and preferences, and their child's interests, abilities, and special needs.

Documentation:

- Family information survey

2.2.9 Families are equal partners when developing goals and intervention plans for their children with IFSPs/IEPs.

Documentation:

- Meeting agendas and sign-in sheets

2.2.10 Families participate in transition planning in order to support their children's development and learning as they transition from one placement to another.

Interview:

- How do you involve families in transition planning?

2.2.11 Community and school-based resources and/or direct services are provided to all families to ensure safety, health and financial stability offered in the context of the family's values, culture and aspirations.

Documentation:

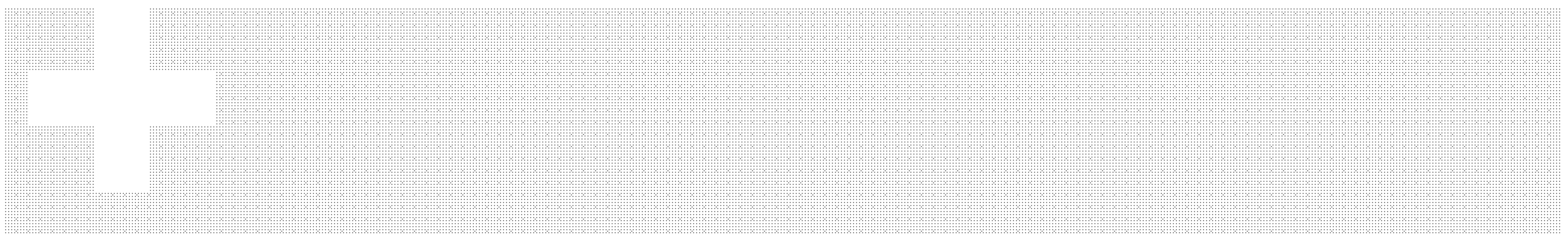
- List or handbook of community and school-based resources

2.2.12 The program provides opportunities/activities for families to participate in throughout the year to support their child's learning and development (i.e., books and breakfast).

Documentation:

- Sign-in sheet sheets from events, meetings/conferences or home visits

Health & Safety



2.3.1 Must meet all Step 1 criteria

2.3.2 The program implements health and safety standards and embeds practices into the daily routine.

Documentation:

- Lesson plans

2.3.3 The program provides daily physical activities for children to support gross motor skills and promote physical fitness.

Documentation:

- Classroom schedules

2.3.4 The program assures that food is prepared, served and stored in a manner which promotes good health and hygiene.

Documentation:

- Evidence of a health inspection

2.3.5 The program maintains current health records for each child under care that includes information regarding: age-appropriate immunizations, preventative health screenings, and instructions for children with special medical needs.

Documentation:

- Three samples of child health records with child's name blocked out
- Nurse log of completed health screenings

2.3.6 The program supplies information and resources to families about Health Insurance enrollment, state nutrition programs, immunization schedules, lead poisoning, and mandatory lead screening.

Documentation:

- Pamphlets/brochures
- Meeting agenda, sign-in sheet

2.3.7 The program has a policy and procedure manual available to staff and families that includes:

- a.) Immunization requirements
- b.) Medication administration
- c.) Prevention of infection
- d.) Exclusion
- e.) Inclusion of children with special needs

Documentation:

- Policy handbook or manual

2.3.8 All children with special health care needs have a medical care plan completed by a physician/nurse practitioner and corresponding implementation plan to assure that the medical care plan is followed as directed.

Documentation:

- Medical care plan and corresponding implementation plan (child's name blocked out)

2.3.9 Safeguards are used with all medications for children including specific training of and an annual performance evaluation by a health professional on the practice of medication administration.

Documentation:

- Training agenda and sign-in sheet
- Performance evaluation

2.3.10 Families are notified of identified health concerns and medical emergencies.

Documentation:

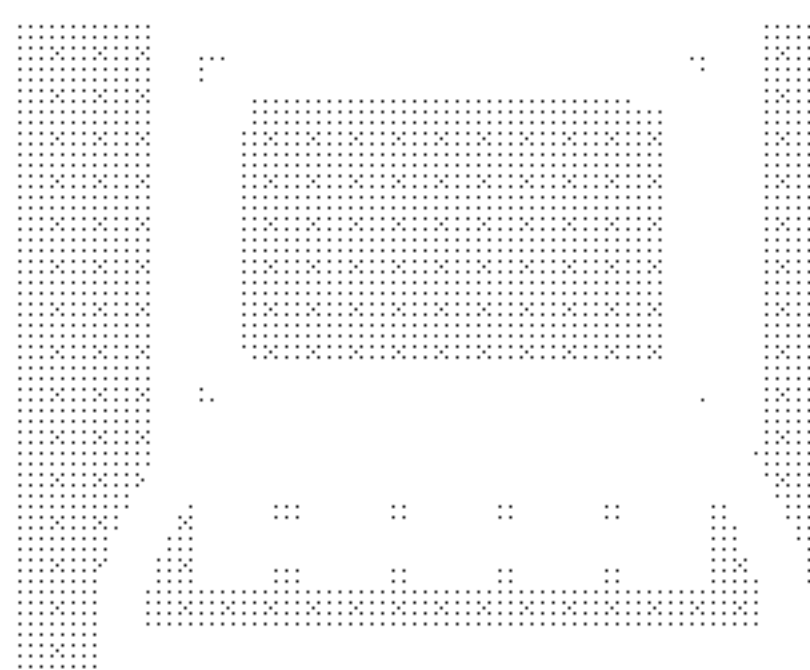
- Samples of evidence of referrals and correspondence to families

2.3.11 At least one staff member in each classroom has certificates of completion of pediatric first aid training and cardio-pulmonary resuscitation (CPR). The names and primary location of the certified individuals is posted in each classroom.

Documentation:

- First Aid and CPR certificates

Professional Development



2.4.1 Must meet all Step 1 criteria.

2.4.2 The program demonstrates that all teaching staff have completed annual professional development hours of training as specified in the Workforce Registry (minimum of 20 hours annually).

Documentation:

- Database indicating all teaching staff have completed at least 20 hours annually (includes training/workshop titles)

2.4.3 All teaching staff and program administrators/directors reflect about their own performance through feedback from family and/or teacher surveys.

Documentation:

- Family surveys
- Teacher surveys
- Performance improvement plans (PIPs)

2.4.4 The program has a professional development plan that includes training in the adopted curriculum.

Documentation:

- Professional development plan
- Curriculum training
- Evidence of attendance

2.4.5 All teaching staff have received an introduction to The New Jersey Birth to Three Standards and/or New Jersey Preschool Teaching and Learning Standards, and topics specific to child development and developmentally appropriate practices (DAP).

Documentation:

- Training or meeting agenda and sign-in sheets

2.4.6 All teaching staff have received introductory training in the adopted curriculum, including the design of the learning environment to meet the needs of all children.

Documentation:

- Training or meeting agenda and sign-in sheets

2.4.7 All teachers have received training in the administration of the adopted developmental screening.

Documentation:

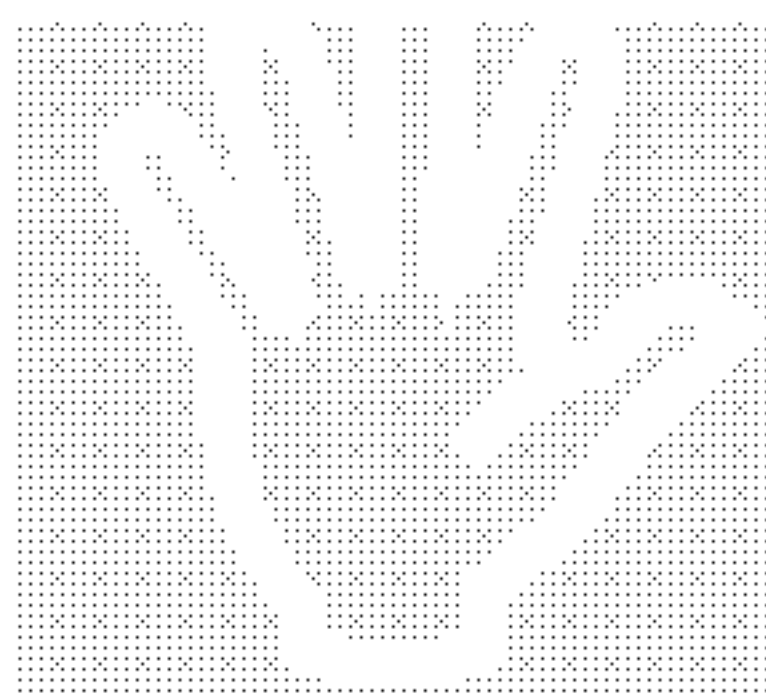
- Training or meeting agenda and sign-in sheets

2.4.8 All teaching staff have professional development or college level course work that prepares them to work with children who have special needs. These should include strategies for supporting inclusion.

Documentation:

- Evidence of special education college coursework or professional development on inclusion/special education
- Agendas, sign-in sheets, certificates

Personnel



2.5.1 Must meet all Step 1 criteria.

2.5.2 The program schedules monthly staff meetings and maintains agendas and sign-in sheets.

Documentation:

- Monthly staff meeting agendas and sign-in sheets

2.5.3 The program has a personnel manual.

Documentation:

- Personnel manual

2.5.4 All staff read and sign the National Association for the Education of Young Children (NAEYC) code of ethical conduct.

Documentation:

- Signed copies of the NAEYC code of ethical conduct

2.5.5 The program administrator provides on-going staff development that includes team building events/activities and cultural competence.

Documentation:

- Sample of staff development team building activities and agendas with sign-in sheets

2.5.6 The program creates an organizational climate that fosters trust, collaboration, and inclusion among employees, and incorporates staff's input and feedback through surveys.

Documentation:

- Teacher survey results

2.5.7 The center director has a NJ Directors' Academy Certification or has completed an approved program with comparable curriculum and requirements.

Documentation:

- NJ Directors' Academy Certificates or equivalent

2.5.8 33% of full-time teaching staff in center-based sites have completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field.

Documentation:

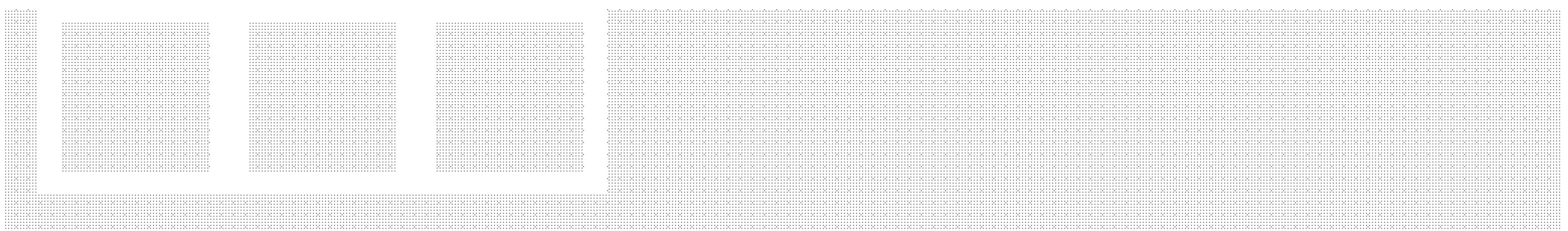
- Database with teaching staff 's credentials

2.5.9 The program has the following available to all staff: the agency's mission statement; an "at-will employment statement" if applicable; equal employment opportunity/ affirmative action statement; harassment-free workplace statement; and annual health and workplace safety training requirements.

Documentation:

- Policy handbook/manual

Business Practices



2.6.1 Must meet all Step 1 criteria.

2.6.2 The program has a written mission statement and philosophy.

Documentation:

- Written mission statement and philosophy

2.6.3 The program has a printed policy and procedures manual that is made available to staff and families. Manual is available in family home language or meeting arranged with family and translator.

Documentation:

- Policy handbook/manual

2.6.4 The program has a written action plan for emergencies including evacuation routes and practice drills. Plan includes individual instructions for particular children, staff with disabilities as applicable.

Documentation:

- Action plan for emergencies
- Schedules of drills

2.6.5 The program has outreach and recruitment strategies in place. Written materials and broadcast strategies are prepared in multiple languages as appropriate to the community.

Documentation:

- Samples of strategies/materials used for outreach and recruitment including Child Find information

2.6.6 The program has and uses a financial record keeping system for tracking revenue and expenses.

Documentation:

- Financial written or electronic system

2.6.7 The program must provide evidence that it is compliant with all state, federal and local laws.

Documentation:

- No state, federal, and local violations

2.6.8 Administrators/directors, families, staff and other routinely participating adults are surveyed regarding their knowledge of and satisfaction with program services.

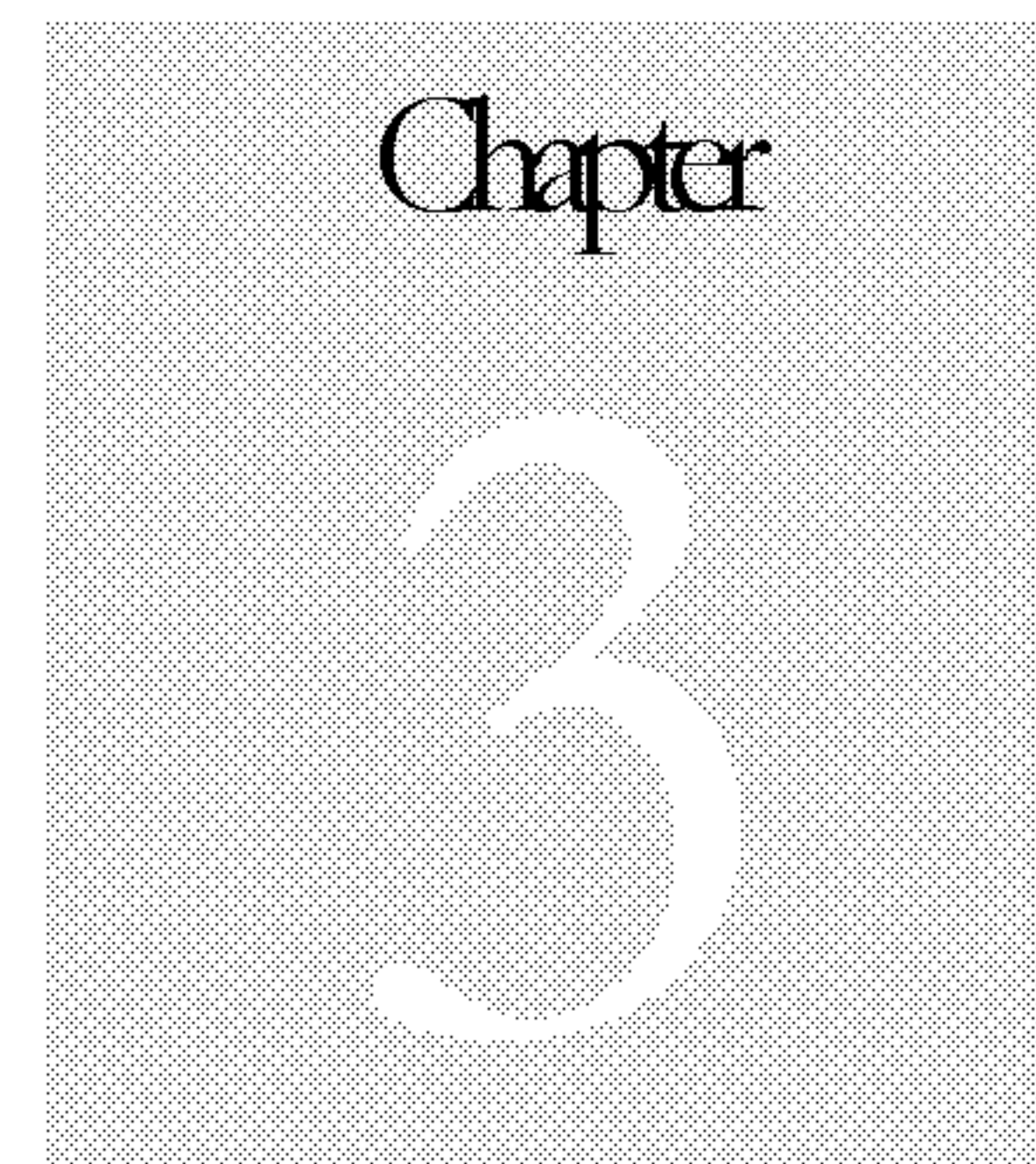
Documentation:

- Family (and volunteers) surveys
- Staff surveys

2.6.9 According to American Disabilities Act (ADA), the program has an inter-agency agreement with local school district and early intervention service coordination unit.

Documentation:

- Inter-agency agreement



STEP 3

Centers and schools that have met and maintained all of the *Step 2* criteria move on to *Step 3*. Continue using the same filing system to compile all of the needed documentation and observation notes. Also, continue to label documents with the corresponding indicator number as they are added to your files. Remember that each item requires the assessor to gain evidence that reflects how the program meets or does not meet each indicator. Once all *Step 3* items have been assessed on current practice, the center/school will develop an Improvement Plan to address all unmet *Step 3* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications where noted, the program moves onto *Step 4*.

ICON KEY

 Program & Learning

 Family Engagement

 Health & Safety

 Professional

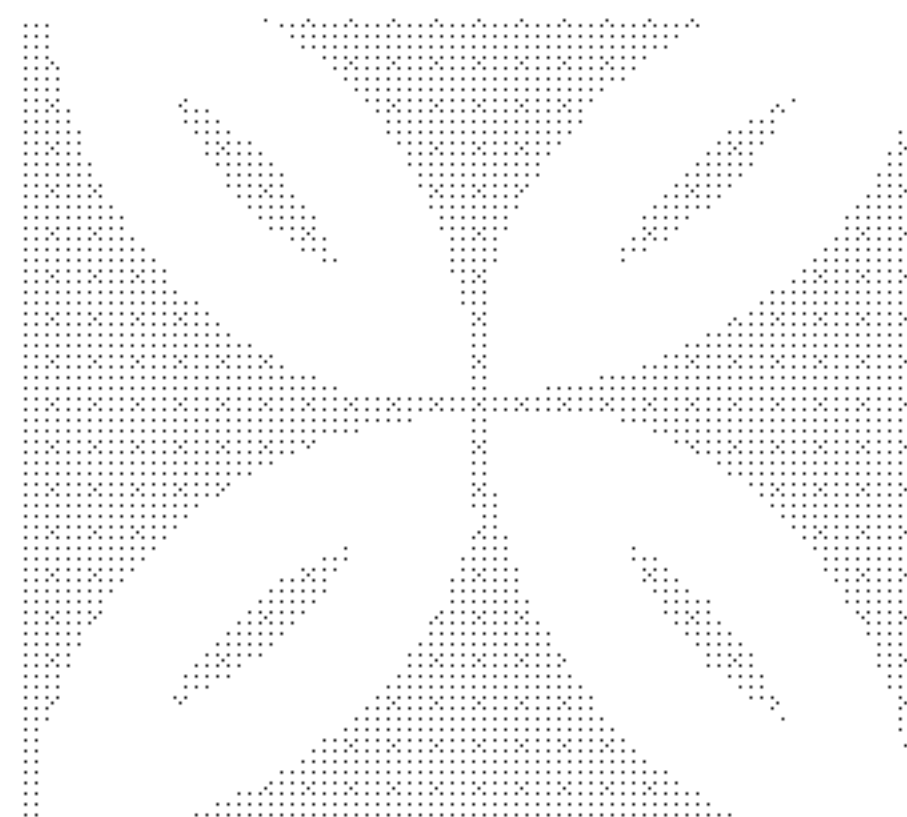
Development

 Personnel

 Business Practices

Use the Icon Key for quick identification of individual sections.

Program & Learning



3.1.1 Must meet all Step 2 criteria.

3.1.2 Staff have opportunities throughout the year to discuss ways to incorporate the New Jersey Birth to Three Standards and/or Learning Standards into their daily routines and activities.

Documentation:

- Agendas and sign-in sheets throughout the year from faculty meetings, PLCs, or small group discussions

3.1.3 Lesson plans reflect the New Jersey Birth to Three Standards and/or the New Jersey Preschool Teaching and Learning Standards and differentiate based on children's individual differences.

Documentation:

- Lesson plans

3.1.4 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 4.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 4.5 on the ECERS-R.

Documentation:

- NJ Early Learning Improvement Consortium (raters') reports

3.1.5 Preschool programs use the ECERS-E to focus on curricular areas such as literacy, math, science, and diversity.

Documentation:

- ECERS-E booklet
- Evidence of ECERS-E use in meetings, observations, and/or as a self-assessment

3.1.6 The program uses a formative assessment aligned to the curriculum that addresses all developmental domains (i.e., Teaching Strategies GOLD, High/Scope COR, or Work Sampling for preschool programs; GOLD, COR or Ounce Scale for infant and toddler programs).

Documentation:

- Portfolios/folios
- Written observations
- The formative assessment system (written or on-line)

3.1.7 Formative assessment results are shared with families and used by staff to plan and individualize learning opportunities.

Documentation:

- Lesson plans
- Formative assessment data on a sample of classrooms
- Samples of evidence from folios that are shared with families(not individual scores)

3.1.8 Staff make appropriate modifications and/or accommodations based on children's specific needs when necessary.

Documentation:

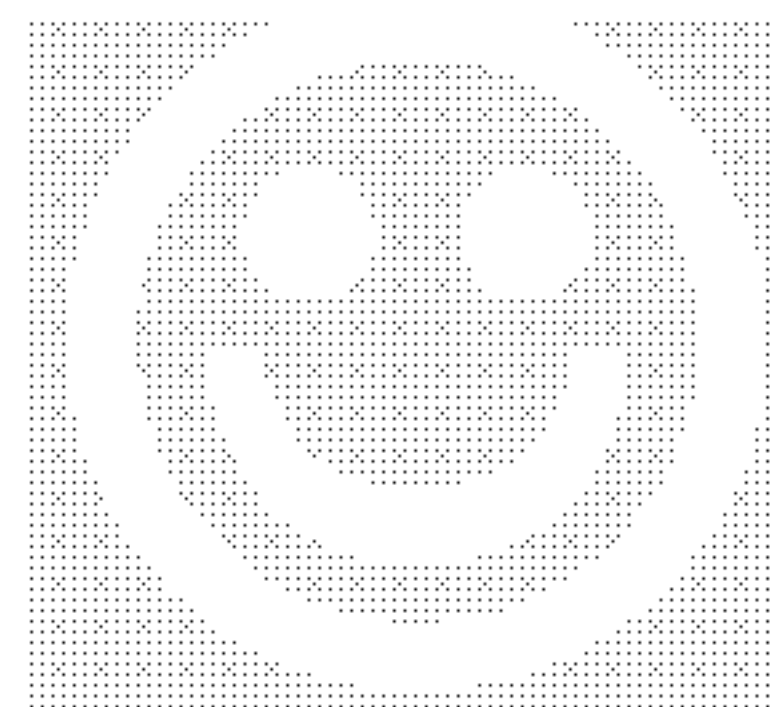
- Lesson plans or supplemental documents

3.1.9 Data from the formative and environmental measures are used to inform the program improvement and professional development plans.

Documentation:

- ECERS-R and/or ITERS-R data
- Formative assessment data

Family Engagement



3.2.1 Must meet all Step 2 criteria.

3.2.2 The program has established a Family Group open to all parents/families that supports the needs of the community. The program shares program data to advise the group.

Documentation:

- Family Group minutes, agendas, and sign-in sheets

3.2.3 The program's policies and procedures manual includes information on multiple means for families to communicate with teaching staff. Manuals are available in the home language of the families enrolled.

Documentation:

- Policy manual

3.2.4 Families have on-going opportunities to share observations from home to contribute to the assessment process.

Documentation:

- Samples of family contributions (photos)

3.2.5 The program provides family education workshops related to literacy, positive interactions, cultural awareness, developmental issues, and/or other topics based on the needs of the family. (Whenever possible, sessions are delivered in the language of the participants or translators/interpreters are available.)

Documentation:

- Workshop and/or meeting agendas and sign-in sheets

3.2.6 The program provides authentic culturally sensitive activities for family engagement.

Documentation:

- Family newsletters or event flyers
- Sign-in sheets

3.2.7 The program provides opportunities for family members to share family culture (books, food, music) in parent meetings and the classroom.

Documentation:

- Logs indicating family involvement related to culture
- Photos

3.2.8 Family members are provided with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times per year.

Documentation:

- Conferences with families
- Evidence of quarterly sharing of information
- Written reports twice a year

3.2.9 Written information is translated into other languages when needed for families.

Documentation:

- Translated newsletters, flyers, etc.

3.2.10 The program is open to families during program hours and families are encouraged to visit and participate.

Documentation:

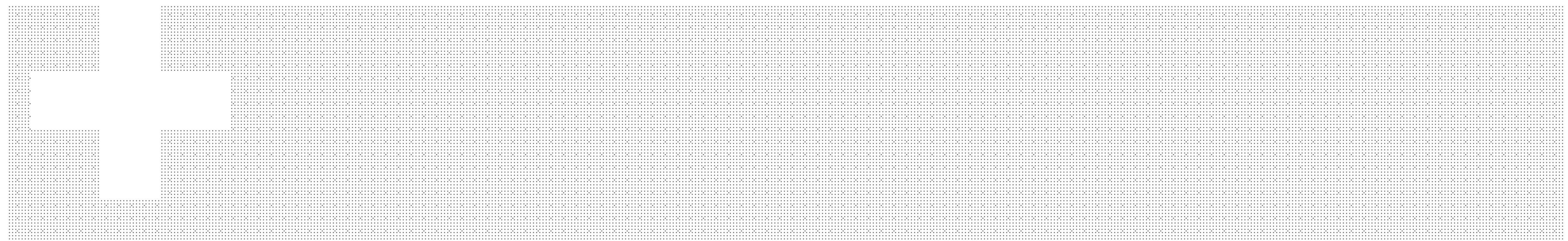
- Policy handbook/manual

3.2.11 The program assists families in addressing barriers (i.e., lack of transportation, child care fees, language, accessibility).

Documentation:

- Policy handbook/manual

Health & Safety



3.3.1 Must meet all Step 2 criteria.

3.3.2 The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for birth to 5 programs who visits at least annually to conduct a health and safety assessment or to address health and safety concerns.

Documentation:

- Written agreement
- Log of visits

3.3.3 A program that cares for infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for the infant's mother.

Documentation:

- Policy handbook/manual

3.3.4 The program has a written policy ensuring nutritious meals and snacks as defined by United States Department of Agriculture (USDA) guidelines and is respectful of religious and dietary restrictions.

Documentation:

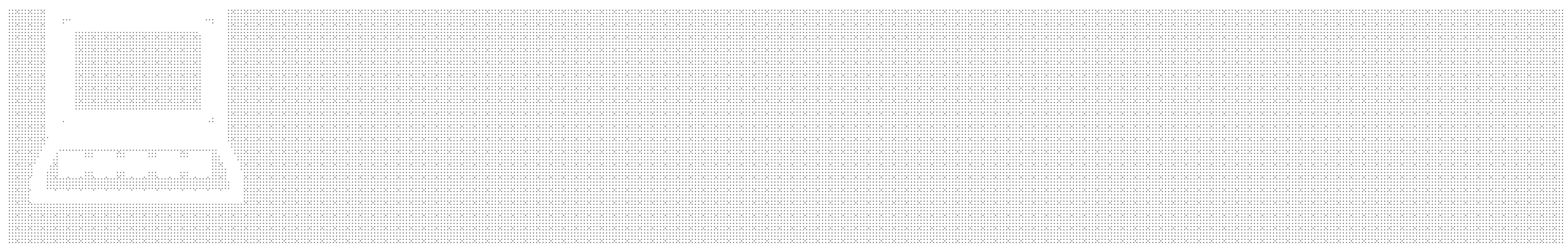
- Policy handbook/manual

3.3.5 The program provides family health and safety workshops and/or resources annually in topics that include: preventive health care, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.

Documentation:

- Workshop agendas and sign-in sheets

Professional Development



3.4.1 Must meet all Step 2 criteria.

3.4.2 All Head Start, Center and School-based program staff participate in the Workforce Registry

Documentation:

- Copy of Workforce Registry with staff listed

3.4.3 All teaching staff and administrators/directors have received formal training from the curriculum developer/trainer in the adopted curriculum.

Documentation:

- Curriculum training agendas and sign-in sheets

3.4.4 All teaching staff have received training in their adopted formative assessment, including child observation skills, developmental benchmarks, and recording information.

Documentation:

- Formative assessment training agendas and sign-in sheets

3.4.5 Administrators/directors provide aggregated classroom and child data to teachers to collaboratively develop a plan to improve program quality in specific areas.

Documentation:

- Classroom data
- Child data
- Meeting agenda and sign-in sheet

3.4.6 Based on trends reflected in child and classroom data (i.e., missing or low performance areas), the professional development plan is adjusted to strengthen teaching practices in those areas.

Documentation:

- Professional development plan

3.4.7 Administrators/directors have received training in evaluating and observing teachers both formally and informally.

Documentation:

- Training agenda and sign-in sheet
- Certification (coursework)

3.4.8 All teaching staff receive an annual written performance evaluation conducted by their supervisor which includes a self-assessment and an individualized professional improvement plan. The professional improvement plan is revisited throughout the year.

Documentation:

- Written performance evaluations
- Self-assessments
- Professional improvement plans

3.4.9 The administrator/director demonstrates membership in at least one early childhood professional organization (i.e., NAEYC).

Documentation:

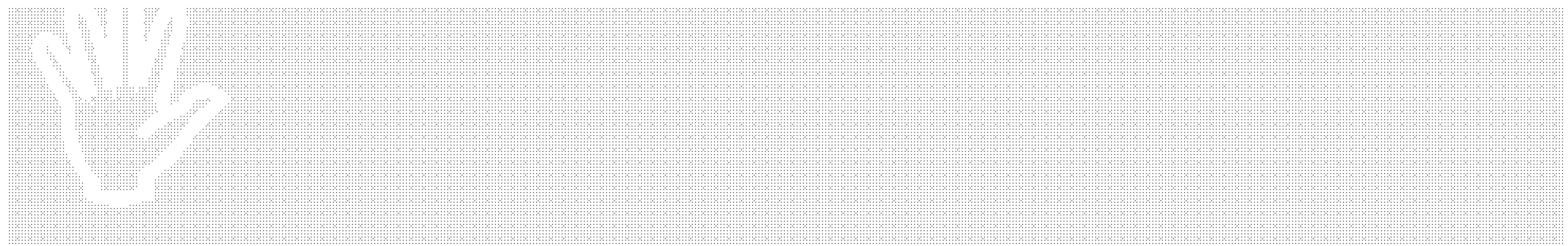
- Membership card/certificate

3.4.10 The program offers professional development in The Pyramid Model (CSEFEL) and social emotional development, supporting children with special needs, supporting English learners, cultural competence, transitions, and the Strengthening Families through Early Care and Education Protective Factors.

Documentation:

- Workshop agendas and sign-in sheets

Personnel



3.5.1 Must meet all Step 2 criteria.

3.5.2 The program offers at a minimum monthly staff articulation meetings to discuss curriculum planning.

Documentation:

- Monthly staff articulation meeting agendas and sign-in sheets

3.5.3 The program has a salary scale guide based on responsibility, level of education, training and years of ECE experience.

Documentation:

- Salary scale guide

3.5.4 The program provide at least two of the following basic benefits to fulltime staff: Paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension, or family leave.

Documentation:

- Benefits package

3.5.5 The program provides documentation of one staff recognition activity per year.

Documentation:

- Staff recognition activity flier/newsletter

3.5.6 The center director has a BA/BS from an approved accredited college or university with at least 3 credits in business administration in fiscal management, human resources management or other field relevant to child care program administration, or an equivalent certificate course, and 6 credits in early childhood. (See Technical Assistance Manual for alternate pathways.)

Documentation:

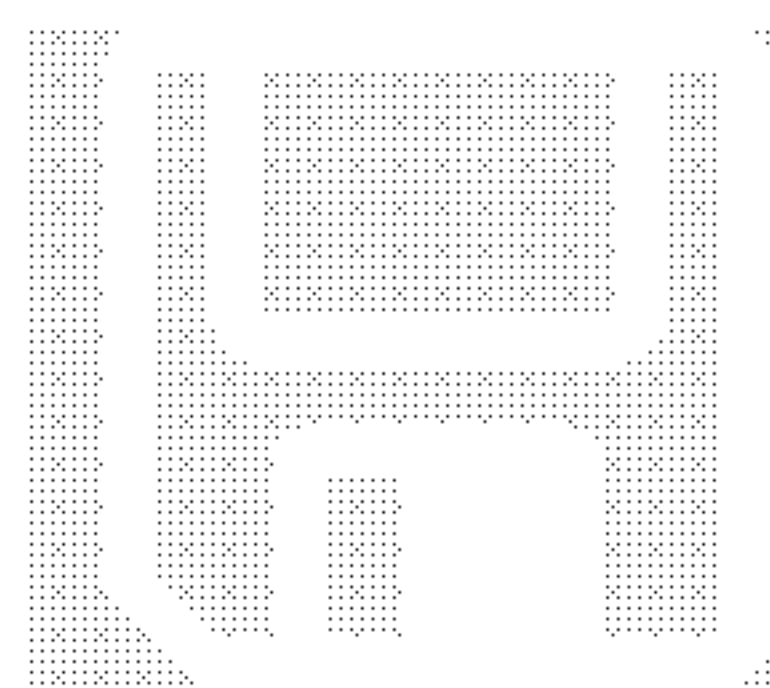
- Copy of degree
- Transcripts

3.5.7 66% full-time teaching staff in center-based sites have completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field.

Documentation:

- Copy of degrees, certificates and/or credentials

Business Practices



3.6.1 Must meet all Step 2 criteria.

3.6.2 The program has established an advisory council that includes appropriate and diverse community representatives who meet regularly to analyze program and fiscal data and strategize for improved practice.

Documentation:

- Council meeting minutes and sign-in sheets

3.6.3 Programs led or governed by a board of directors, board of education, advisory council, or other similar group, have written policies defining their roles and responsibilities.

Documentation:

- Written policies

3.6.4 Financial policies and procedures are established based on professional accounting standards.

Documentation:

- Financial policies

3.6.5 The program has a marketing plan to maximize full enrollment.

Documentation:

- Marketing plan

3.6.6 The program has a projected one-year operating budget, including a statement of income and expenditures.

Documentation:

- Projected budget
- Statements

3.6.7 The program analyzes and uses the data from the feedback surveys to continuously inform the program improvement plan an annual budget.

Documentation:

- Completed feedback surveys
- Data generated from surveys

STEP 4

Centers/schools that have met and maintained all of the *Step 2* and *Step 3* criteria move on to *Step 4*. Continue using the same filing system to compile all of the needed documentation and observation notes. Also, continue to label documents with the corresponding indicator number as they are added to your files. Once all *Step 4* items have been assessed on

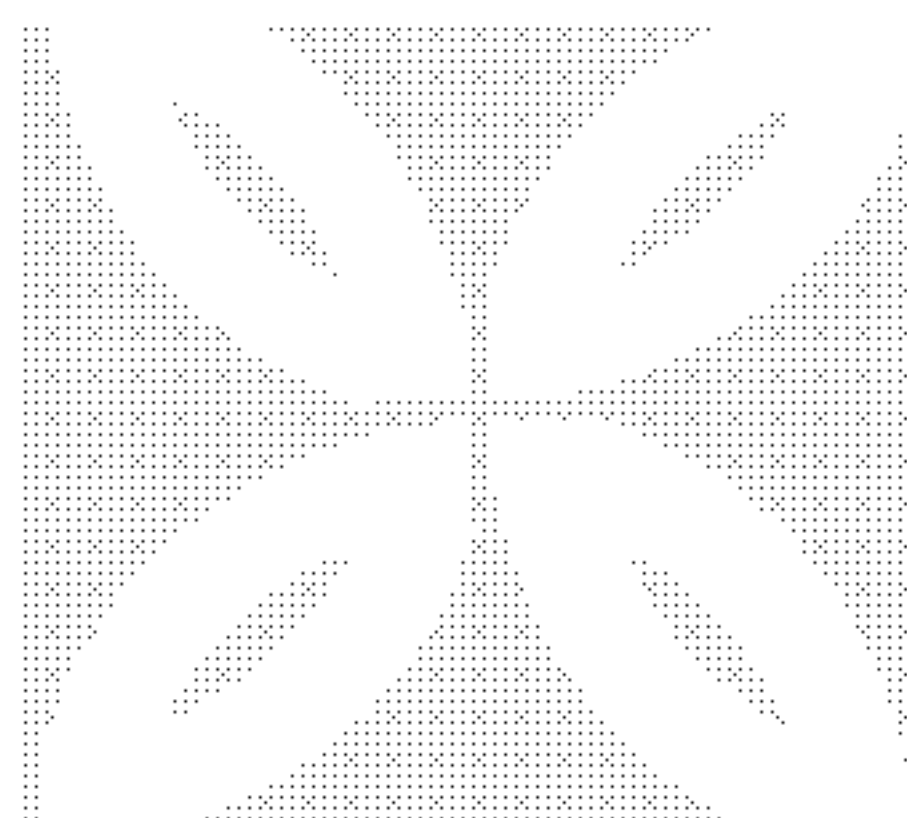
current practice, the center will develop an Improvement Plan to address all unmet *Step 4* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications where noted, the program moves on to *Step 5*. *Step 5* is met by maintaining all previous criteria and achieving NAEYC accreditation, the Head Start Performance Standards without deficiencies, the Elements of High Quality Preschool Programs-NJ Administrative Code NJAC 6A:13A or receive Comprehensive Curriculum Site-level Certification

ICON KEY

	Program & Learning
	Family Engagement
	Health & Safety
	Professional Development
	Personnel
	Business Practices

Use the Icon Key for quick identification of individual sections.

Program & Learning



4.1.1 Must meet all Step 3 criteria.

4.1.2 The state approved research-based developmentally appropriate curriculum is fully implemented based on lesson planning, classroom observations, and professional development.

Documentation:

- Professional development plan
- Lesson plans
- Evaluations

- Curriculum classroom certification

Observation:

- Sample of classrooms

4.1.3 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.0 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R.

Documentation:

- NJ Early Learning Improvement Consortium (raters') reports

4.1.4 Early learning programs use an additional state approved program observation instrument to focus on specific instructional supports and interactions and further inform the improvement plan. The Classroom Assessment Scoring System (CLASS) is used in preschool programs and the Arnette Caregiver Interaction Scale is used in infant and toddler programs.

Documentation:

- CLASS and/or Arnett Caregiver Interaction Scale
- Samples of observations using the interaction scale

4.1.5 Staff use formative assessment data to inform instruction and determine overall trends in children's development and learning.

Documentation:

- Aggregated formative assessment data

4.1.6 A State approved behavioral screening is used to identify children who may need further evaluation or intervention strategies.

Documentation:

- Behavioral screening
- Data generated from the screening

4.1.7 Staff is familiar with New Jersey Administrative Code (NJAC) 6:28, Parts B and C of the Individuals with Disabilities Education Act (IDEA) and make referrals to appropriate support systems.

Documentation:

- Evidence of referrals
- Copy of NJAC 6:28, Parts B and C of IDEA

4.1.8 The program has coordinated with the sending and receiving sites personnel to develop individual transition plans for children who exhibit particular challenges or needs.

Documentation:

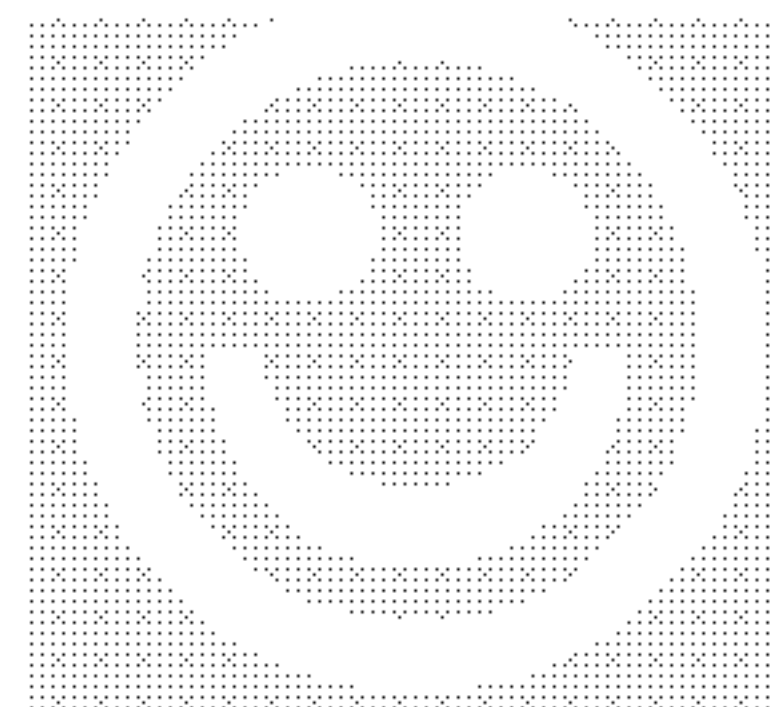
- An example of a specialized transition plan

4.1.9 Program staff demonstrate the development of partnerships and professional relationships with families, agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.

Documentation:

- Meeting agendas and sign-in sheets that represent the community

Family Engagement



4.2.1 Must meet all Step 3 criteria.

4.2.2 Teaching staff survey families to offer multiple types and levels of program involvement.

Documentation:

- Family survey

4.2.3 The program offers home visits to support its policy on building reciprocal relationships with families.

Documentation:

- Home visit policy

4.2.4 Program staff use a variety of methods to communicate with families about the curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning.

Documentation:

- Evidence of communicating with families (classroom examples)

4.2.5 Families are provided with opportunities to identify books that are culturally familiar for the classroom and to provide teaching staff with basic words from their home language (i.e., hello, how are you, do you need to use the bathroom, are you feeling okay, do you understand, etc.).

Documentation:

- Basic words and labels are translated in children's native language(s)
- Cultural books

4.2.6 Families have opportunities to form relationships with peers through community activities to improve children's learning experiences and enhance their own social-well being.

Documentation:

- Flyers advertising community activities for families and their children

4.2.7 The program gets input from families about program policy development and curriculum activities.

Documentation:

- Evidence showing input from families

4.2.8 Families have opportunities to participate in leadership development, decision making, and are supported in becoming advocates for their children's early learning and development.

Interview:

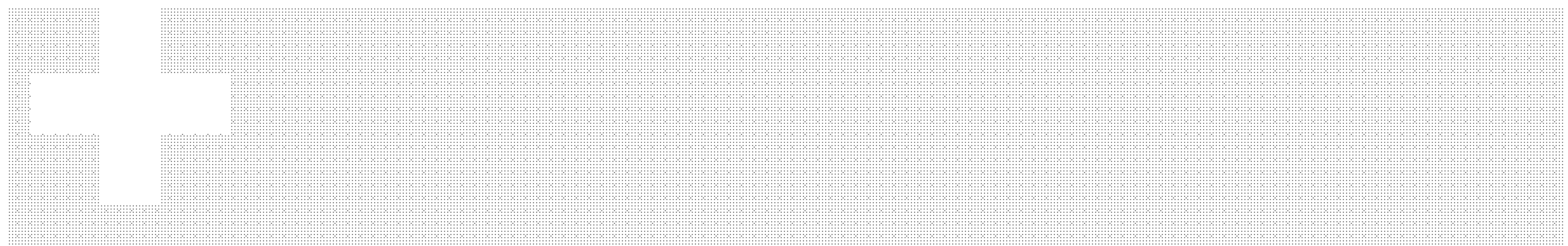
- What opportunities are available for families where they can make decisions, become advocates for their children, and/or participate in leadership development?

4.2.9 The program facilitates opportunities for families to have an active role in the development and implementation of the program improvement plan.

Interview:

- What opportunities are available for families to have an active role in the development and implementation of the program improvement plan?

Health & Safety



4.3.1 Must meet all Step 3 criteria.

4.3.2 The program utilizes a health consultant for two consultations annually to conduct a health and safety assessment or to address health and safety concerns. One of these consultations must be on-site.

Documentation:

- Results of health and safety assessment or evidence of addressing health and safety concerns

4.3.3 The program has a system for daily age-appropriate oral health for all children.

Documentation:

- Written description regarding oral health practices

4.3.4 The program demonstrates that playgrounds are inspected annually to assure that play equipment is safe and accommodates abilities, needs, and interests of each age group the program serves.

Documentation:

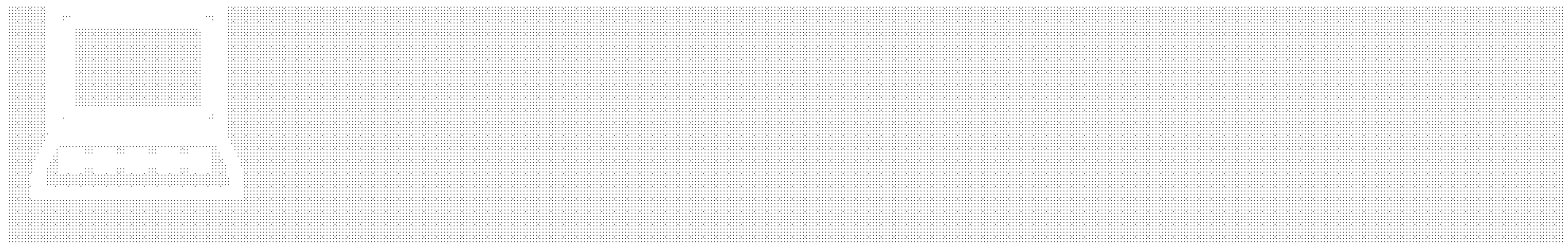
- Department of Children and Families (DCF), Office of Licensing (OOL) inspection for center-based sites or NJ Uniform Construction Code (N.J.A.C. 5:23-11) inspection for school-based sites

4.3.5 The program provides guidance to families regarding the benefits of outdoor play/physical fitness, nutrition and obesity.

Documentation:

- Schedules
- Information sent home regarding physical activity

Professional Development



4.4.1 Must meet all Step 3 criteria.

4.4.2 Differentiated training is provided based on the experience and needs of the educational staff (i.e., new teachers and assistants are provided with initial curriculum training).

Documentation:

- Meeting or training agendas, sign-in sheets

4.4.3 The professional development plan includes the use of a curriculum implementation or fidelity checklist/instrument to further support the implementation of the adopted curriculum.

Documentation:

- Samples of administered curriculum fidelity checklists/instruments

4.4.4 Teachers have opportunities to share collected child anecdotes and work samples with each other to improve and maintain their reliable use of the adopted formative assessment.

Documentation:

- Meetings agendas, sign-in sheets

4.4.5 The program analyzes the data generated from staff's professional development needs surveys, and child and classroom data to inform the professional development plan.

Documentation:

- Professional development needs survey results
- Child data
- Classroom data
- Professional development plan

4.4.6 The program has an advisory council representative from the community who assists in the analysis of collected data to inform the professional development plan and strategize how to improve program quality.

Documentation:

- List of names and titles (members)

4.4.7 The administrator/director is an active participant in at least one professional early childhood association.

Documentation:

- Evidence of conference attendance, conducting a presentation, and/or advocacy activities within the past two years

4.4.8 Administrators/directors participate in professional development activities based on identified areas for professional growth.

Documentation:

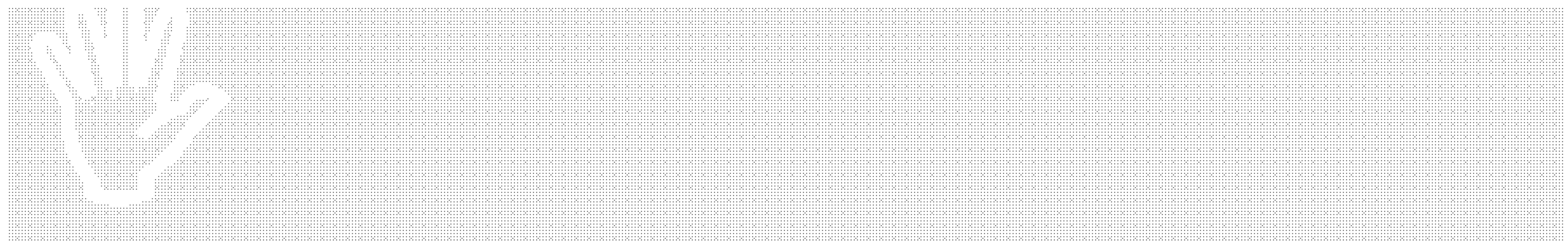
- Agendas, sign-in sheets
- Evaluations

4.4.9 Non-instructional staff, such as lunch assistants, bus drivers, and specialists, receive information about developmentally appropriate practices, diversity and receive an overview of the age-appropriate standards, the adopted curriculum, and adult-child interactions.

Documentation:

- Information/resources provided to non-instructional staff

Personnel



4.5.1 Must meet all Step 3 criteria.

4.5.2 The program attempts to recruit bilingual teachers reflective of the community.

Interview:

- What has been done to recruit bilingual teachers reflective of the community?

4.5.3 The program implements a salary plan with incremental increases for each salary level. Increases must be based on a formula that considers performance, responsibilities, increased education and increased experience.

Documentation:

- Salary Guide

4.5.4 The program provides at least three basic benefits to full-time staff including health insurance with 50% of the employee's premium paid by the program and at two of the following: paid sick leave, paid vacation, paid holidays, health insurance, child care benefit, tuition reimbursement, pension, or family leave.

Documentation:

- Benefits package

4.5.5 The program provides paid planning time for full-time teaching staff as reflected in the policy manual.

Documentation:

- Policy manual

4.5.6 The program provides at least two staff recognition activities per year.

Documentation:

- Flyers
- Photos

4.5.7 The program has a method of tracking teacher retention and a plan for addressing turnover.

Documentation:

- Database
- Plan for turnover

4.5.8 The program sets a target level of retention and develops participation incentives to encourage retention with staff.

Documentation:

- Plan
- Written incentives

4.5.9 The center director has a BA/BS from an approved accredited college or university with at least 6 credits in business administration, fiscal management, human resources management or other field relevant to child care program administration, or an equivalent certificate course and 12 credits in early childhood education. (Alternate pathways may be considered for approval).

Documentation:

- Degree/certificate
- Transcripts

4.5.10 All teaching staff in center-based sites has a minimum of a CDA or has professional improvement plan which includes enrollment in a CDA, AA or BA program in ECE.

Documentation:

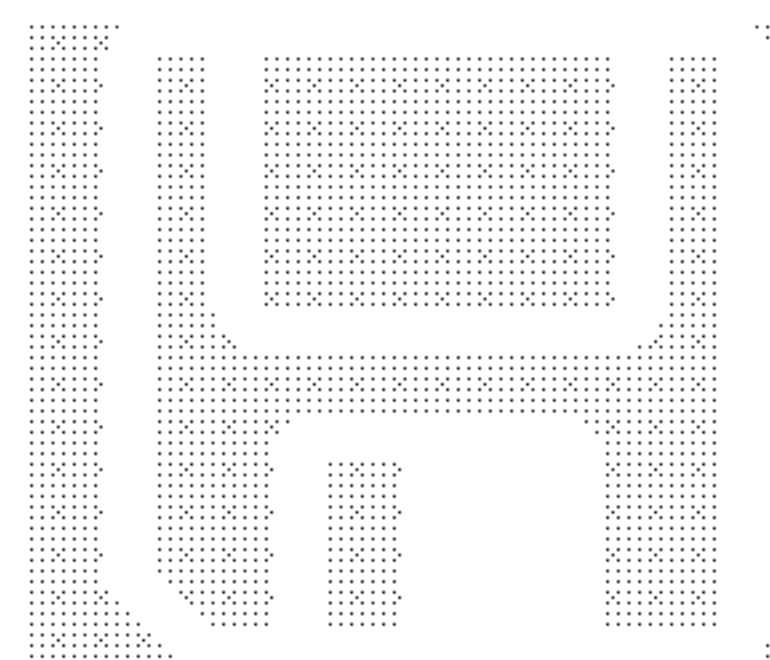
- Credentials or evidence of enrollment

4.5.11 At least 50% of full-time lead teachers in center-based sites have BA's and have or are pursuing P-3 certification or Infant/Toddler credential.

Documentation:

- Degree/certification
- Coursework completed for P-3 certification or Infant/Toddler credential

Business Practices



4.6.1 Must meet all Step 3 criteria.

4.6.2 The program has a business plan which is revised and updated at least every five years.

Documentation:

- Business Plan

4.6.3 The program's financial system includes an annual budget.

Documentation:

- Annual budget

4.6.4 The program's fiscal specialist or designee analyzes financial statements and creates quarterly reports to ensure fiscal integrity and inform their business plan.

Documentation:

- Quarterly reports

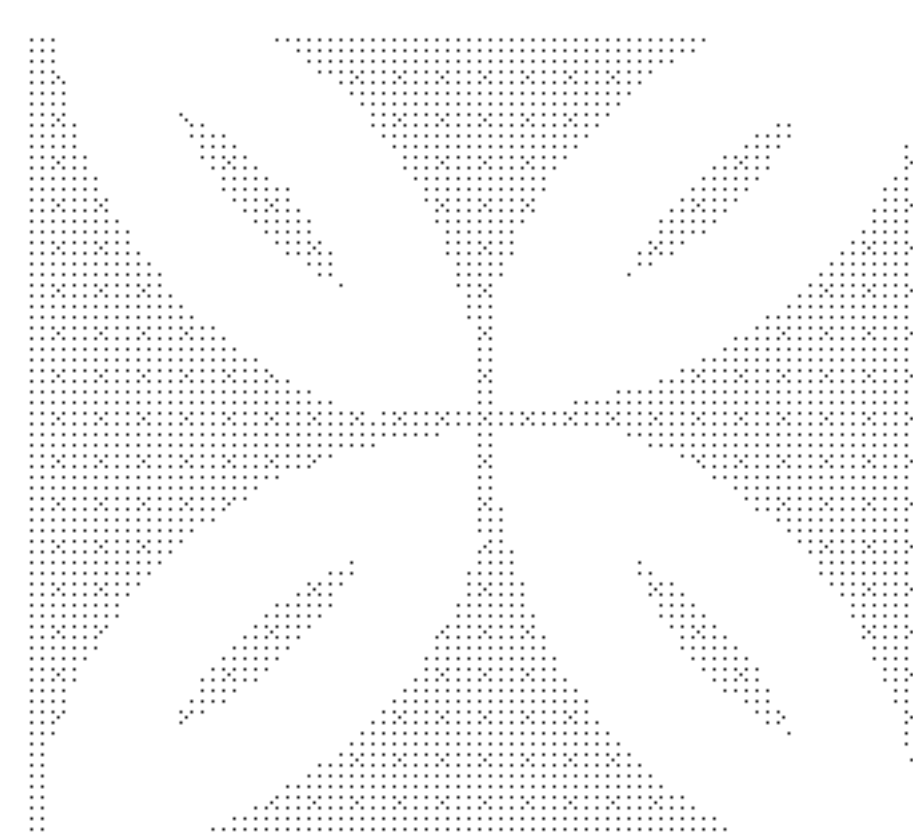
4.6.5 The program includes an internal and external annual audit.

Documentation:

- Internal audit
- External audit

STEP 5

Program & Learning



5.1.1 Must meet all Step 4 criteria.

5.1.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

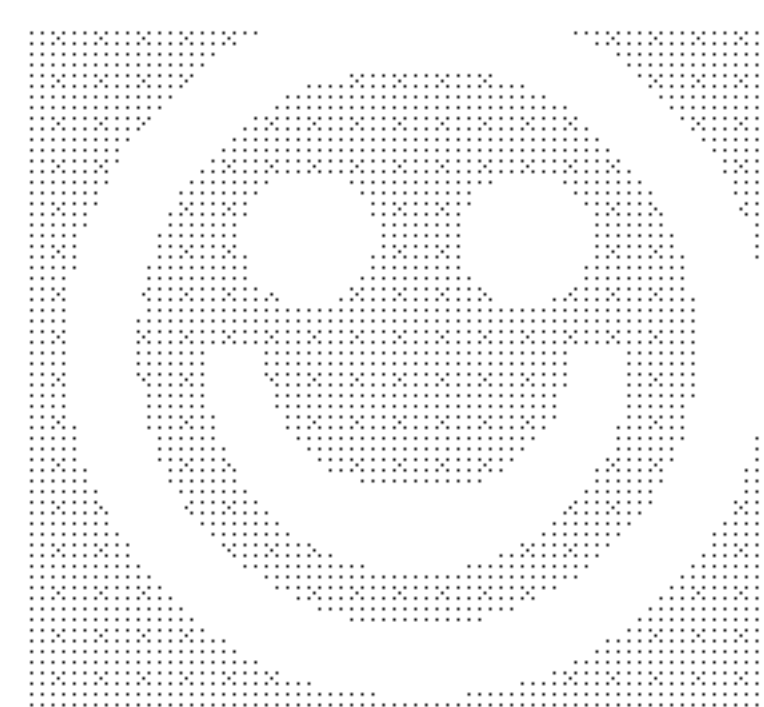
- NJ Early Learning Improvement Consortium (raters') reports

5.1.3 Head Start programs meet all Performance Criteria without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

Family Engagement



5.2.1 Must meet all Step 4 criteria.

5.2.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

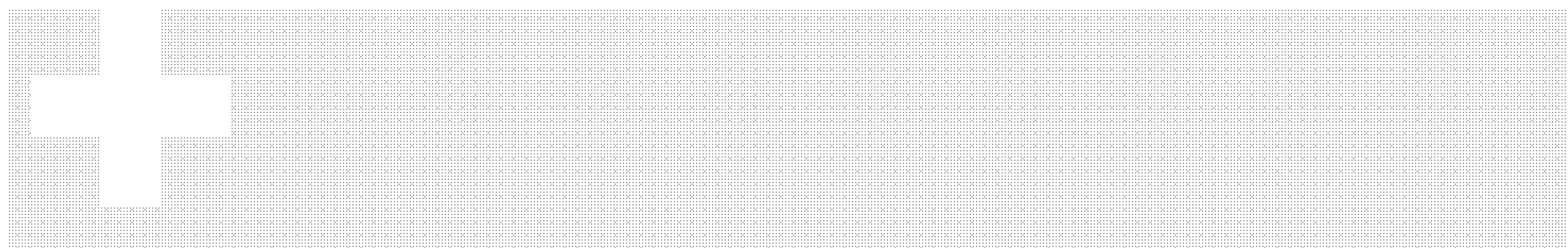
- NJ Early Learning Improvement Consortium (raters') reports

5.2.3 Head Start programs meet all Performance Criteria without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

Health & Safety



5.3.1 Must meet all Step 4 criteria.

5.3.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

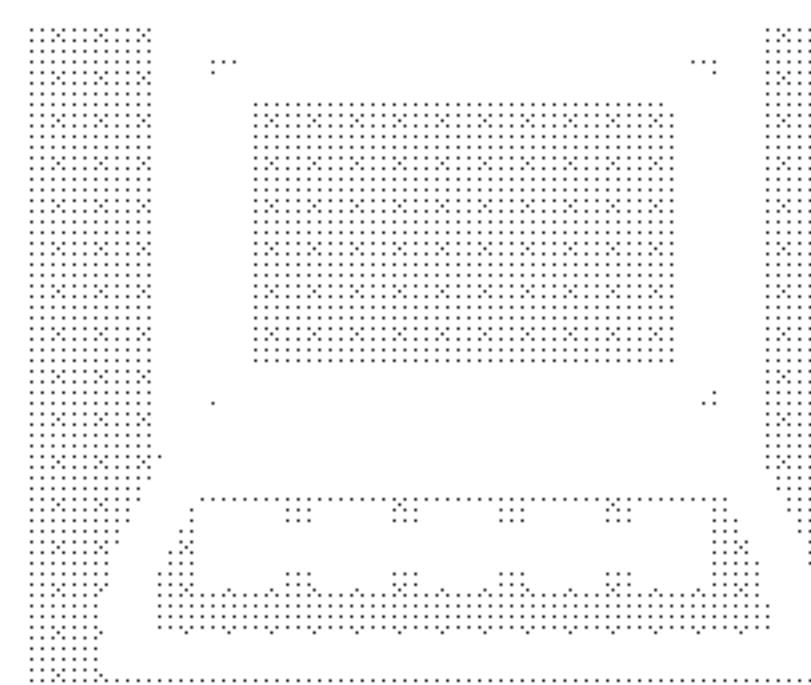
- NJ Early Learning Improvement Consortium (raters') reports

5.3.3 Head Start programs meet all Performance Criteria without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

Professional Development



5.4.1 Must meet all Step 4 criteria.

5.4.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

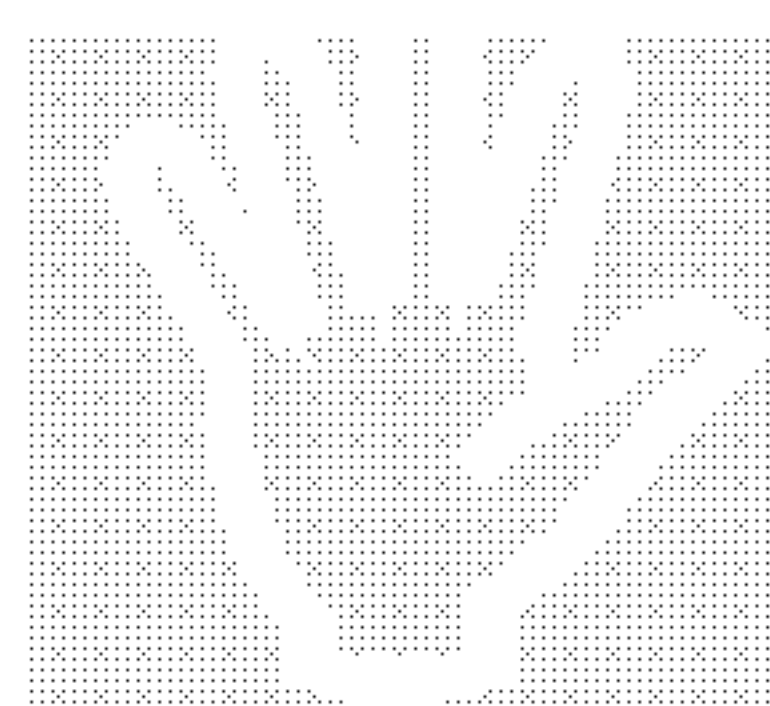
- NJ Early Learning Improvement Consortium (raters') reports

5.4.3 Head Start programs meet all Performance Criteria without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

Personnel



5.5.1 Must meet all Step 4 criteria.

5.5.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

- NJ Early Learning Improvement Consortium (raters') reports

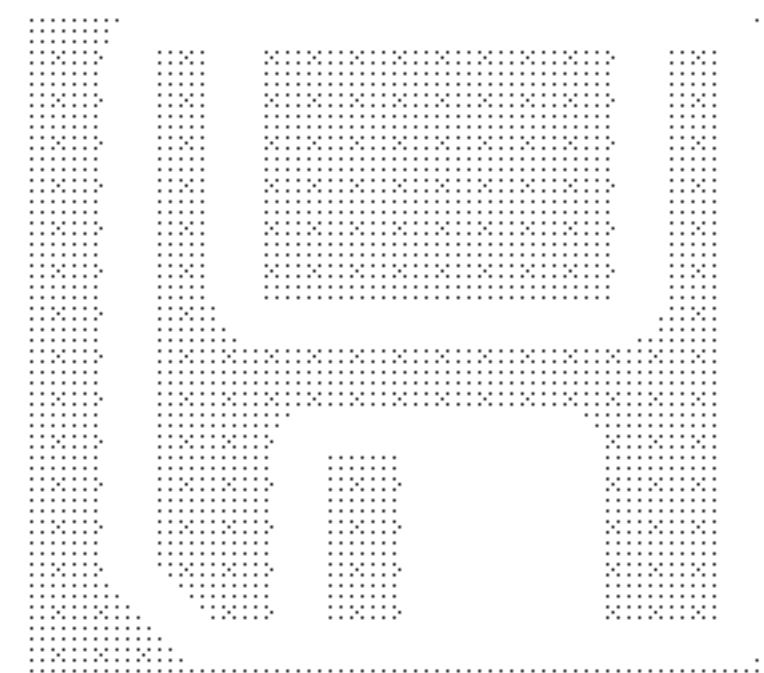
5.5.3 Head Start programs meet all Performance Criteria without any deficiencies. State-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the

NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

Business Practices



5.6.1 Must meet all Step 4 criteria.

5.6.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.5 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.5 on the ECERS-R.

Documentation:

- NJ Early Learning Improvement Consortium (raters') reports

5.6.3 Head Start programs meet all Performance Criteria without any deficiencies. State school-based preschool programs meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A. Center-based programs have achieved accreditation from the NAEYC National Accreditation of Programs for Young Children or received Curriculum Site-level Certification/Endorsement from the chosen curriculum developer/trainer.

Documentation:

- Head Start report *or*
- Site-Level Self-Assessment Validation System (SSAVS) *or*
- NAEYC Accreditation *or*
- Curriculum Site-level Certification

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Grow NJ

Quality Rating & Improvement Scale for Family Child Care

	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 1	1.1.1 Must have a DCF certificate of registration for one year.	1.2.1 Must have a DCF certificate of registration for one year.	1.3.1 Must have a DCF certificate of registration for one year.	1.4.1 Must have a DCF certificate of registration for one year.	1.5.1 Must have a DCF certificate of registration for one year.
Step 2	2.1.1 Must meet Step 1 criteria.	2.2.1 Must meet all Step 1 criteria.	2.3.1 Must meet all Step 1 criteria.	2.4.1 Must meet all Step 1 criteria.	2.5.1 Must meet all Step 1 criteria.
	2.1.2 The provider incorporates the NJ Birth to Three Standards and/or NJ Preschool Teaching and Learning Standards into a developmentally appropriate curriculum. *ELDS	2.2.2 The provider shares information with families about the curriculum, the Infant Toddler Early Learning Guidelines and/or Prechool Learning Standards, expectations and routines at enrollment and throughout the year. *ELDS, FES	2.3.2 The program provides information and resources to families about Health Insurance enrollment, state nutrition programs, oral health care, immunization schedules, lead poisoning and mandatory lead screening. *HP, FES, EDP, (DDD)	2.4.2 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis completes at least 8 clock hours annually of professional development in early childhood and business related practices. At least 4 clocks hours annually of professional development must be on age-related and child care related topics. *ECEQ	2.5.2 The provider has a written mission statement and philosophy.
	2.1.3 The provider has obtained information, attended an information session, or is in the process of adopting a State approved research-based curriculum. Preschool programs use Creative Curriculum, HighScope, Tools of the Mind, Montessori, or Reggio Emilia Approach. Infant/toddler programs use Creative Curriculum, HighScope or The Program for Infant/Toddler Caregivers (PITC). *ELDS	2.2.3 The provider offers families opportunities/activities to engage in family child care experiences with their children. *ELDS, FES	2.3.3 The program provides daily physical activities for children to support gross motor skills and promote physical fitness. *HP, ELDS	2.4.3 When a child with special needs is enrolled, the provider consults with family and outside professional resources to gain specific information related to the child's specific needs. *ECEQ, FES, (DDD)	2.5.3 The provider has a printed policy and procedures manual that is made available to staff and families. *FES
	2.1.4. The provider achieves at a minimum an overall average score of a 3.5 on the Family Child Care Environment Rating Scale (FCCERS-R). *ELDS, CA, EDP, HP, FES	2.2.4 The provider fosters strong relationships with families upon child entry, through planned meetings such as an orientation and open house. *FES	2.3.4 The program assures that food is prepared, served and stored in a manner which promotes good health and hygiene. *HP	2.4.4 The provider has a professional development plan related to the mission and the curriculum. *EDLS	2.5.4 Written policies are provided to families to include substitute care arrangement, persons authorized to pick up the child, medication administration, emergencies, discipline policy, conferences, visitors to the home, and field trips. *FES

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	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 2	2.1.5 The provider provides an accepting, diverse environment which is nurturing and supportive of all children (culture, language, ethnicity, gender, family composition and physical and learning differences). *ELDS (DDD & CC)	2.2.5 The provider shares individual child information on a daily basis with families. *ELDS, FES	2.3.5 The provider maintains current health records for each child under care that include information regarding: age-appropriate immunizations, preventive health screenings, and instructions for children with special medical needs. *HP, FES, EDP, (DDD)	2.4.5 All provider staff have received an introduction to the NJ Birth to Age Three Standards and/or the NJ Preschool Teaching and Learning Standards, and information specific to child development and DAP. *ELDS	2.5.5 The provider has an enrollment process that facilitates information exchange about policies, procedures, parent values. The intake process includes the sharing of information about the individual child's needs. *FES
	2.1.6 The provider supports diversity by allowing children to use home language, gestures, communication devices, sign language, and pictures to communicate when needed. *ELDS (DDD & EL)	2.2.6 The provider fosters strong reciprocal relationships with families through daily open communication. *FES, HP	2.3.6 The provider offers information and resources to families about Health Insurance enrollment, state nutrition programs, oral health care, immunization schedules, lead poisoning and mandatory lead screening. *HP, FES, EDP, (DDD)	2.4.6 The provider and any staff evaluate and improve their own performance, based on feedback from family surveys. *FES	2.5.6 The provider has outreach and recruitment strategies in place. *FES
	2.1.7 When the provider is aware of a child who has Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP), the provider requests a copy, reviews it, and incorporates it into daily routines. *ELDS (DDD)	2.2.7 Parents/families are made aware of the importance of maintaining both English and home languages. *ELDS, FES (EL, CC)	2.3.7 All children with special health care needs have a medical care plan completed by a physician/nurse practitioner and corresponding implementation plan to assure that the medical care plan is followed as directed. *HP, (DDD)	2.4.7 The provider demonstrates evidence of encouraging developmentally appropriate best practices, including curriculum development. *ELDS, FES	2.5.7 The provider has a written action plan for emergencies including evacuation routes and practice drills. *FES, HP
	2.1.8 The provider supports integrating staff when needed who provide specially designed therapies, within the family child care setting. *ELDS, (DDD)	2.2.8 The provider finds an effective way to communicate with parents who do not speak the language of the provider. *ELDS, FES (EL, CC)	2.3.8 The provider has documentation of attendance at Medication Administration Training. Safeguards are used with all medications for children. *HP	2.4.8 Families are provided with information about the program, the NJ Birth to Age Three Standards and/or the NJ Preschool Teaching and Learning Standards, the curriculum and available community resources relevant to their needs. *ELDS	2.5.8 . The provider has and uses a financial record keeping system for tracking revenue and expenses. Receipts which include provider's tax identification number are provided to families upon payment.
	2.1.9 The provider facilitates and provides information to families of children transitioning from one placement to another (i.e. early intervention to family care, family care to center, school-based). *ELDS, (DDD)	2.2.9 The provider solicits information from the family regarding their cultural background and preferences, and their child's interests, abilities, and special needs. *ELDS, FES (DDD, EL, CC)	2.3.9 The provider maintains current contact numbers and emergency names and numbers and notifies families of identified health concerns and medical emergencies. *HP, FES		2.5.9 The provider maintains insurance coverage for liability, children's accidents, provider's accidents, and transportation if provided.
	2.1.10 The provider has an Improvement Plan based on the QRIS self-assessment and the areas of need from the results of the FCCERS-R. *CA, EDP	2.2.10 The providers and families participate in transition planning in order to support the children's development and learning as they transition from one placement to another. *FES (DDD)	2.3.10 The provider maintains current information about and contact numbers for the child care warm line and child care health consultation available through the local Child Care Resource and Referral agency (CCR&R) or local health department public health nurse concerning the availability of technical assistance or consultation on health, safety and nutrition issues. *HP		2.5.10 The provider informs families of tax credits, subsidies, and employer benefits if available. *FES

	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 2		2.2.11 The provider offers opportunities for parents/families to provide feedback and input regarding their children's experiences to support the program improvement plan. *FES			2.5.11 The provider has a signed child care contract with each family including hours, fees, payment schedule, vacation policy, sick leave, alternate care arrangements, and termination policy. *FES
					2.5.12 The provider and any alternates, assistants or substitutes must demonstrate that they have read and agree to abide by the National Association for the Education of Young Children (NAEYC) code of ethical conduct.
Step 3	3.1.1 Must meet all Step 2 criteria.	3.2.1 Must meet all Step 2 criteria.	3.3.1 Must meet all Step 2 criteria.	3.4.1 Must meet all Step 2 criteria.	3.5.1 Must meet all Step 2 criteria.
	3.1.2 The provider has a State approved research-based curriculum, that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards. (Creative Curriculum, HighScope, PITC etc.) *ELDS	3.2.2 Families have on-going opportunities to share observations from home to inform instructional practices. *ELDS, FES	3.3.2 The provider has a written policy ensuring nutritious meals and snacks as defined by United States Department of Agriculture (USDA) guidelines whether they will be provided by the provider or the families. *HP, FES	3.4.2 All provider staff participate in the NJ Workforce Registry. *ECEQ	3.5.2 The provider will develop and provide alternates, assistants and substitutes with job descriptions updated annually to reflect current responsibilities and requirements and annual performance reviews for each employee.
	3.1.3 The provider has lesson plans reflecting Infant Toddler Early Learning Guidelines and/or the Preschool Learning Standards, the adopted curriculum model and differentiated based on children's age and individual differences. *ELDS (DDD, CC)	3.2.3 The provider has a system of daily communication between staff and families of all children, as established in the program policy and procedures manual. *FES	3.3.3 The provider provides nutrition, health, and safety information for families. *HP, FES	3.4.3 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis demonstrate the completion of at least 20 clock hours annually of professional development in early childhood, special education, and business related practices. At least 4 clocks hours annually of professional development must be on age-related and child care related topics. At least 6 hours will be training in child observation skills. *ECEQ	3.5.3 The provider has a projected one-year operating budget, including a statement of income and expenditures.

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	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 3	3.1.3 A State approved developmental screening (with parental permission) is used to identify children who may need further evaluation or intervention strategies. The ESI-R or Brigance is used for preschool aged children. The ASQ or BDI is used for infants and toddlers. The provider collaborates with family and support agencies for training or administration of the screenings. *ELDS, CA	3.2.4 The provider offers opportunities/activities for families to participate in throughout the year that will support their children's development and learning (i.e., books and breakfast). *ELDS, FES	3.3.4 A provider that cares for infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for the mothers. *HP, FES	3.4.4 The provider is actively involved with other providers or a related professional group.	3.5.4 The provider analyzes and uses the data from the feedback surveys to continuously inform the quality improvement plan. *EDP
	3.1.4 The provider follows policies and procedures to refer children for further evaluation based on the screening results, which must include a collaborative discussion with parents/families. *CA, EDP, FES	3.2.5 The provider offers family involvement activities annually on health and developmental issues. *HP, FES	3.3.5 Monthly evacuation drills are held; a log of date/times is maintained. This information is shared with families. *HP, FES	3.4.5 The provider demonstrates membership in at least one early childhood professional organization (i.e., NAFCC, NAEYC). *ECEQ	3.5.5 The provider offers one (or more) staff recognition activity per year.
	3.1.5 The provider makes appropriate modifications and/or accommodations based on children's specific needs when necessary. *ELDS, (DDD)	3.2.6 Family members are provided with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times per year. *FES	3.3.6 The provider has and implements written policy and procedures that include health and safety issues based on the needs of the children and families in their care and the child care provider. Such policies must be available to staff and families and includes at least the following: a. Immunization requirements. b. Medication Administration. c. Prevention of Infections. d. Exclusion. e. Inclusion of Children with Special Needs f. Provision of nutritious meals and snacks whether the program or parents provide them. *HP (DDD)	3.4.6 Based on observations and anecdotes on children's learning and development, professional development is offered to strengthen any staff member's teaching practices in weaker areas or director seeks out professional development opportunities. *ECEQ	3.5.6 The provider has a marketing plan to maximize full enrollment.
	3.1.6 The provider observes each child regularly and covers all developmental domains. Results of observations are documents into planning and family communications. *FES, EDP, CA	3.2.7 The provider offers opportunities for family members to share aspects of their own cultures (books, food, and music) in family meetings and/or the family child care setting. *FES, (CC).	3.3.7 The provider conducts an annual review of children's health and immunization records, compares with state and national requirements, and request updated information from families. Documentation of any parent's objection is on record. *HP, FES	3.4.7 The provider receives and analyzes annual feedback from families to develop and implement an action plan for improvement. *FES, EDP	3.5.7 Provider has completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field. *ECEQ

	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 3		3.2.8 The provider provides a standing invitation for families to visit the family child care setting. <i>*FES</i>	3.3.8 The provider has a system for daily age-appropriate oral care for all children. <i>*HP</i>	3.4.8 The provider offers opportunities for families to share information about their children's development and learning. <i>*FES, ELDS</i>	
				3.4.9 The provider offers resources and training opportunities related to curriculum, social and emotional development, and the Strengthening Families through Early Care and Education Protective Factors. <i>*ELDS, FES,</i>	
				3.4.10 All provider staff have received introductory training on the state approved research-based curriculum, including how to meet the needs of all children. <i>*ELDS, ECEQ</i>	
				3.4.11 If the provider is administering the developmental screening, all staff have received introductory training on the state approved research-based developmental screening. <i>*CA(DDD)</i>	

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	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 4	4.1.1 Must meet all criteria from Step 3.	4.2.1 Must meet all criteria from Step 3.	4.3.1 Must meet all criteria from Step 3.	4.4.1 Must meet all Step 3 criteria.	4.5.1 Must meet all Step 3 criteria.
	4.1.2 The provider achieves at a minimum an overall average score of a 5.0 on the Family Child Care Environment Rating Scale (FCCERS-R). *ELDS, CA, EDP, HP, FES, (DDD, CC)	4.2.2 The provider offers a variety of suggestions and asks families how they are able to be involved. *FES	4.3.2 The provider utilizes a health consultant at least annually to conduct a health and safety assessment or to address health and safety concerns. *HP	4.4.2 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis complete at least 20 clock hours annually of professional development in early childhood, special education, and business related practices. *ECEQ	4.5.2 The provider compiles and provides information, including program policies and operating procedures, to families in a language the family can understand. *FES, EL, (CC)
	4.1.3. Provider has access to curriculum aligned assessment system training such as COR, GOLD or Work Sampling, and if obtained, the results are entered into system. *ELDS, CA, FES (DDD)	4.2.3 The program offers home visits as its policy on building reciprocal relationships with families. *FES	4.3.3 The provider offers health and safety training and/or resources to families annually in topics that include: preventative health care services, mental/behavioral health issues, nutrition, medication administration policies and procedures, oral health practices, communicable disease prevention. *HP (DDD)	4.4.3 The provider completes at least 30 clock hours annually of professional development on age-related and child care related topics. *ECEQ	4.5.3 The provider can demonstrate the development of partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve. *FES, (CC)
	4.1.4 A State approved behavioral screening is used to identify children who may need further evaluation or intervention strategies. The provider has shared concerns with family and provided information regarding screening. Provider has received training or collaborates with agencies for administration of screening. *ELDS, CA, EDP (DDD)	4.2.4 The provider uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning. *FES	4.3.4 The provider demonstrates daily opportunities for physical activities and offers guidance to families to encourage physical activity. Provider/Family implements and shares therapists (OT, PT)suggestions if applicable. *HP (DDD)	4.4.4 The provider is an active participant in at least one professional early childhood association, such as conference attendance, presentations, and/or advocacy activities within the past two years. *ECEQ	4.5.4 The provider has a 5-year plan for their business which includes annual goals for the program.
	4.1.4 The provider actively participates in community organizations/events and is aware of resources that meet the needs of the children and families. FES	4.2.5 The provider implements a variety of methods, such as new family orientations, small group meetings, social gatherings, individual conversations, and written questionnaires, for getting input from families about curriculum activities throughout the year. *FES		4.4.5 The provider attends training and/or acquire resources in supporting children with special needs and their families, supporting dual language learners, positive behavior supports, cultural competence, and transitions. *ECEQ, (DDD, EL)	4.5.5 Financial procedures provide evidence of sound fiscal accountability using standard accounting practices.
	4.1.5 Staff is familiar with New Jersey Administrative Code (NJAC) 6:28, Parts B and C of the Individuals with Disabilities Education Act (IDEA) and make referral to appropriate support systems. (DDD)			4.4.6 The provider participates in professional development activities based on identified areas for professional growth. *ECEQ	4.5.6 There is at least quarterly reconciliation of business income and expense.

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	Program and Learning	Family Engagement	Health and Safety	Professional Development	Personnel/Business Practices
Step 4				4.4.7 The provider demonstrates instances of leadership and/or mentoring. This may include active participation in an early childhood trade association, family child care network, union, policy or advisory board or government advisory board. <i>*ECEQ</i>	
Step 5	5.1.1 Must meet all Step 4 criteria.	5.2.1 Must meet all Step 4 criteria.	5.3.1 Must meet all Step 4 criteria.	5.4.1 Must meet all Step 4 criteria.	5.5.1 Must meet all Step 4 criteria.
	5.1.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R). <i>*ELDS, CA, EDP, HP, FES, (DDD, CC)</i>	5.2.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R). <i>*ELDS, CA, EDP, HP, FES, (DDD, CC)</i>	5.3.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R). <i>*ELDS, CA, EDP, HP, FES, (DDD, CC)</i>	5.4.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R). <i>*ELDS, CA, EDP, HP, FES, (DDD, CC)</i>	5.5.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).
	5.1.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).	5.2.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).	5.3.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).	5.4.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).	5.5.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Key	
Term	Abbreviation
Early Learning & Development Standards	<i>ELDS</i>
Comprehensive Assessment	<i>CA</i>
Family Engagement Strategies	<i>FES</i>
Health Promotion	<i>HP</i>
Effective Data Practices	<i>EDP</i>
Developmental Delay and/or Disability	<i>DDD</i>
Cultural Competence	<i>CC</i>
English Learners	<i>EL</i>



Grow NJ

Quality Rating & Improvement Scale for Family Child Care Centers

Guidelines for Use of the
Grow NJ QRIS

Guidelines for Use of Grow NJ QRIS

Welcome to the Grow NJ -Quality Rating Instrument Scale (QRIS) Manual.

The purpose of this manual is to introduce New Jersey's five-step process for assessing and improving the quality of Family Child Care programs as they move from state licensure to achieving accreditation from the National Association for Family Child Care (NAFCC).

The Grow NJ QRIS manual provides the guidelines for administering the scale as a self-assessment tool for program administrators and staff to assess program quality and to identify professional development areas of need.

The Grow NJ-QRIS continues in its tradition of collaboration by including input from stakeholders chosen for their diversity and expertise in the field of early development and learning and their unwavering commitment to the children of the state of New Jersey.

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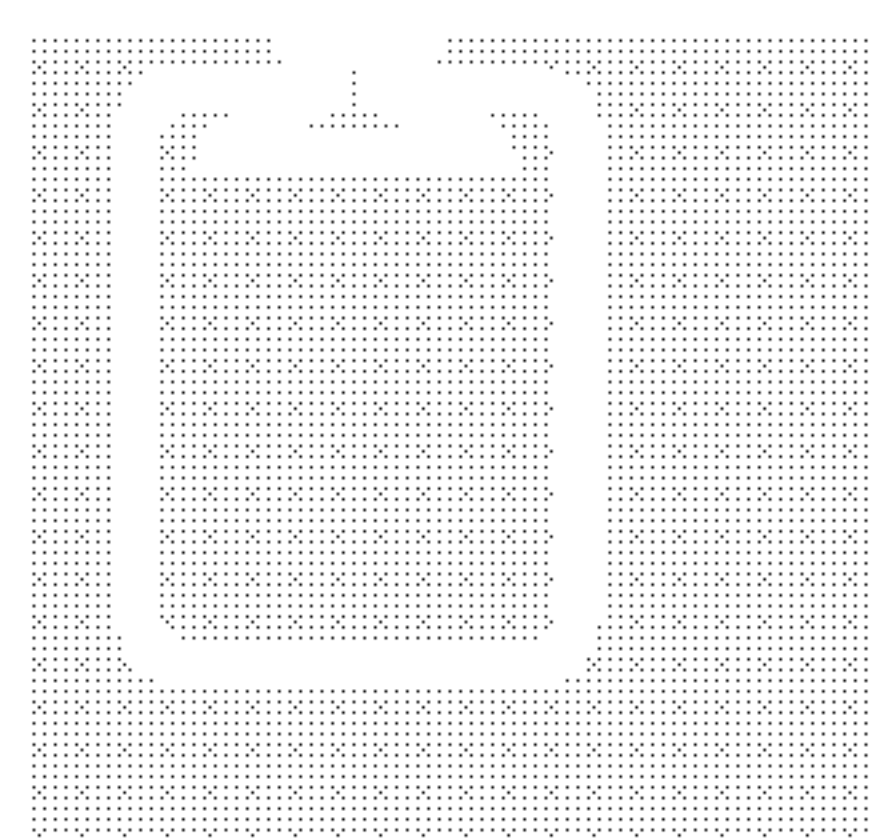
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The Grow NJ Quality Rating & Improvement Scale for Family Child Care

Grow NJ QRIS Overview



The purpose of this manual is to introduce New Jersey's five-step process for assessing and improving the quality of Family Child Care programs as they move from state licensure to achieving accreditation from the National Association for Family Child Care (NAFCC).

The standards build upon each other in order to support continuous quality improvement. Each step addresses five categories: Program and Learning, Family Engagement, Health and Safety, Professional Development, and Personnel/Business Practices. All categories address individualized planning and cultural competence. The New Jersey Birth to Three Standards and New Jersey Preschool Teaching and Learning Standards, and the Environment Rating Scales, specifically the Family Child Care Environment Rating Scale-Revised are referenced throughout the document.

Program and Learning

The Program and Learning category addresses quality indicators in the areas of self-study and improvement plan development, indoor environment, curriculum and scheduling, adult-child interactions, inclusion, observation and assessment, transitions from the family child care to school or center, and into school, and community collaborations.

Family Engagement

The Family Engagement category addresses quality indicators in the areas of formal and informal communication with families; cultural competence in all areas (materials, language, and traditions); family engagement strategies and authentic opportunities for sharing aspects of their culture.

Health and Safety

The Health and Safety category addresses quality indicators in the areas of family information, training, and resources; adult/child health, safety, and nutrition; health policies, procedures, and records; special health care plans; health consultation; and preparedness in CPR, First Aid, and medication administration.

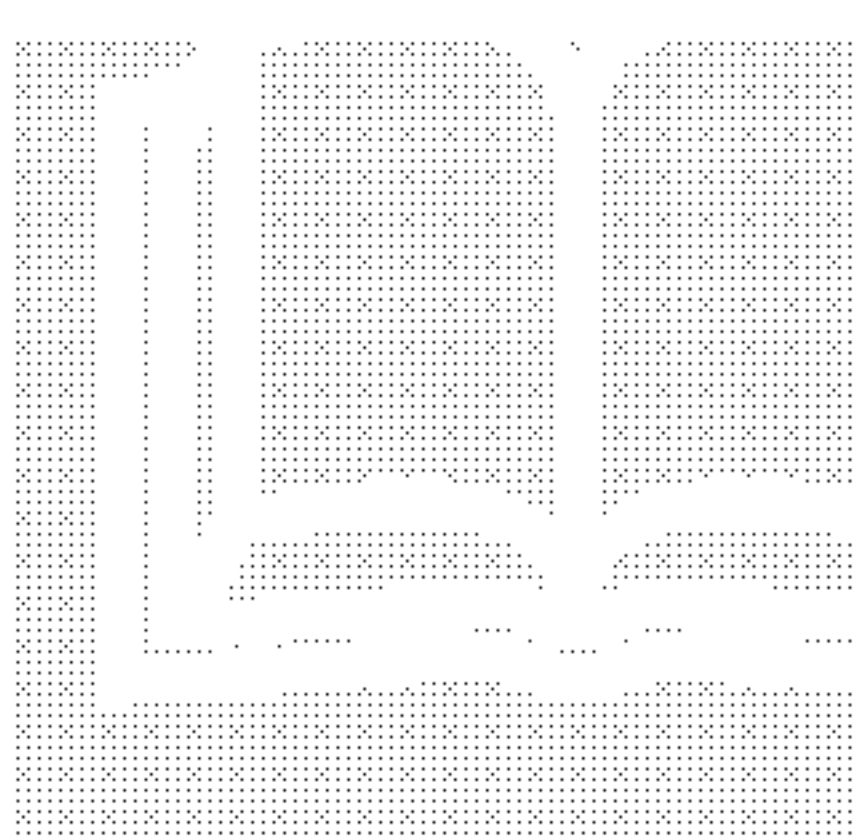
Professional Development

The Professional Development category addresses quality indicators in the areas of provider education (early childhood, experience and business practices); differentiated instruction and planning for children; and professionalism and ethics.

Personnel/Business Practices

The Personnel/Business Practices category addresses quality indicators in the areas of the mission statement and philosophy; policies and procedures; any additional fulltime/part-time staff documentation; substitute staff arrangements; financial record-keeping; outreach and enrollment practices; and community partnerships.

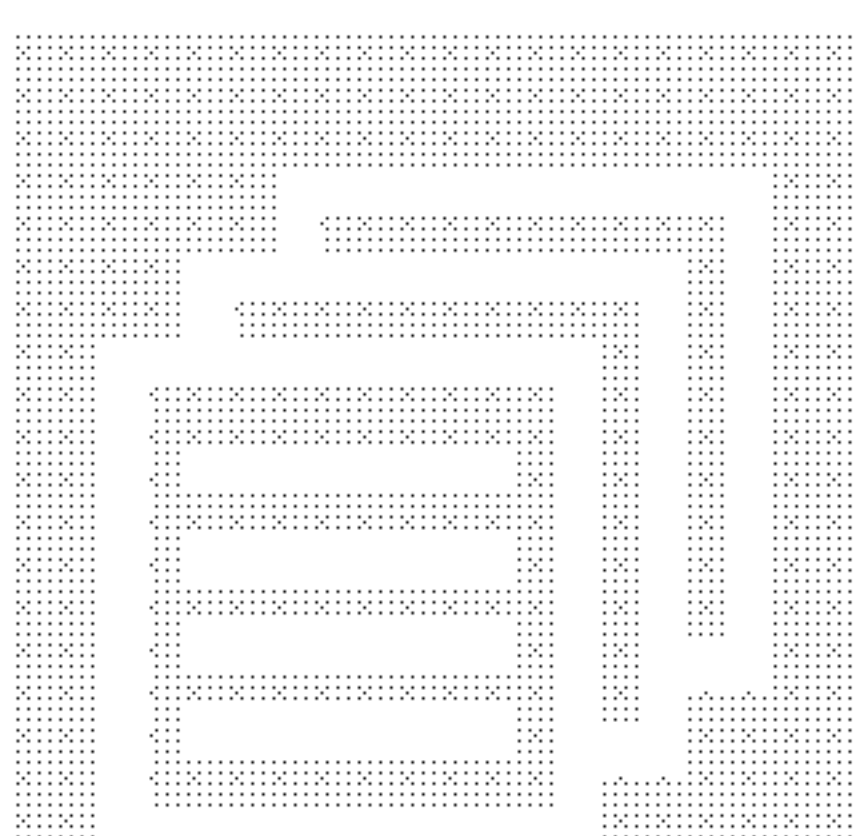
Using the QRIS



Using the Quality Rating and Improvement Scale

Programs begin on *Step 1* once they have maintained their registration from the Department of Children and Families (DCF) for one year. At that time, programs are eligible to begin working on *Step 2* criteria. *Step 2* is not achieved until the entire *Step 2* criteria are met through concrete documentation and observation. While it is valuable for providers to look ahead at criteria on future steps, the initial focus should be on developing an Improvement Plan to address all criteria on their current step. Programs continue to address each step until they achieve and maintain all criteria through *Step 4*, as well as achieve accreditation from the National Association for Family Child Care (NAFCC).

Documentation

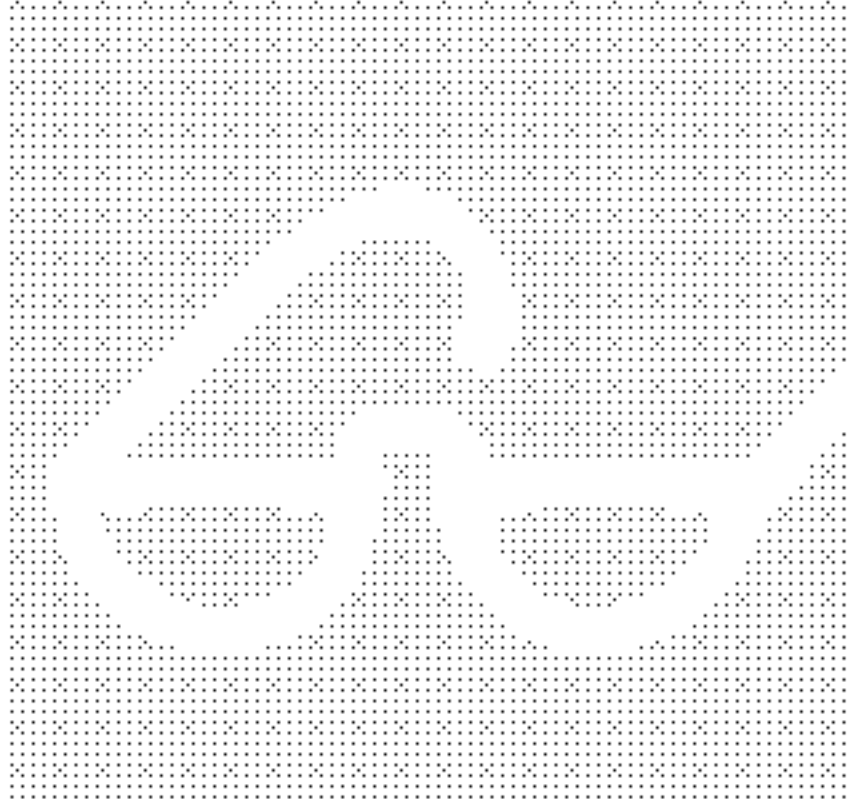


Concrete Accountability

Documentation is crucial to accountability and quality. It is through concrete documentation and systems-building that programs build quality and maintain success. All QRIS criteria rely on documentation to serve as evidence that a certain standard is both met and maintained. It is recommended that programs develop a filing system specific to the QRIS to compile the relevant documentation. Specific details regarding the types of documentation are provided in the following individual step chapters. Boxes are provided to check off reviewed documentation. Provider/staff and child files must be reviewed.

When documentation does not provide clear enough representation of a criterion being met, the assessor may interview and/or observe to obtain further information. Use open-ended questions about the procedures to determine which types of evidence might be present. Interview and observation may not replace required documentation. In a few specific cases, the use of interview questions to support documentation is required. Interview questions are provided. Documentation review and interview notes may be recorded at each indicator or as a separate attachment.

Observable Criteria



Seeing is Believing


Observation is another important aspect of assessing and improving quality. An independent rater who has reached inter-rater reliability will follow the established protocol for administering the FCCERS-R.

Other suggested observations must include notes and examples to serve as evidence that the criterion is met. Self-study observations should last up to an hour per group if applicable. Specific details regarding items or actions to be observed are also provided in the individual chapters. Again, notes may be recorded at each indicator or as a separate attachment.

STEP 2

FCC providers that have maintained their registration with the Department of Children and Families (DCF) for one year are eligible to begin assessing *Step 2* criteria. Begin by developing a filing system to compile all of the needed documentation and observation notes. For easy future reference, label documents with the corresponding criteria number as they are added to your files. Remember that each item requires the assessor to gain evidence that reflects how the program meets or does not meet each criterion. Once all *Step 2* items have been assessed on current practice, the provider will develop an Improvement Plan to address all unmet *Step 2* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications where noted, the provider moves on to *Step 3*.

ICON KEY

 Program and Learning

 Family Engagement

 Health & Safety

 Professional

Development

 Personnel/Business

Practices

Use the Icon Key for quick identification of individual sections.

Program and Learning

2.1.1 Must meet all Step 1 criteria.

2.1.2 The provider incorporates the New Jersey Birth to Three Standards and/or New Jersey Preschool Teaching and Learning Standards into a developmentally appropriate curriculum.

Documentation:

- New Jersey Birth to Three Standards and/or New Jersey Preschool Teaching and Learning Standards

- Written curriculum

2.1.3 The provider has obtained information, attended an information session, or is in the process of adopting a State approved research-based curriculum. Preschool programs use Creative Curriculum, HighScope, Tools of the Mind, Montessori, or Reggio Emilia Approach. Infant/toddler programs use Creative Curriculum, HighScope or The Program for Infant/Toddler Caregivers (PITC).

Documentation:

- Evidence of researching curricula

2.1.4 The provider achieves at a minimum an overall average score of 3.5 on the Family Child Care Environment Rating Scale. (FCCERS-R).

Documentation:

- Data reports showing the results from the FCCERS-R

2.1.5 The provider provides an accepting, diverse environment which is nurturing and supportive of all children (culture, language, ethnicity, gender, family composition and physical and learning differences).

Observation:

- Materials and displays throughout the environment reflect the culture, language and abilities of all children and families

2.1.6 The provider supports diversity by allowing children to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.

Observation:

- Walk-through to see if provider supports diversity by allowing children to use home language (consider materials in other languages such as books and labels), gestures, communication devices, sign-language, and pictures to communicate when needed

2.1.7 When the provider is aware of a child who has Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP), the provider requests a copy, reviews it, and incorporates it into daily routines.

Documentation:

- Written communications between early intervention and/or district child study team and program staff
- Sample of IFSP and/or IEP (with names blocked out)
- Sample of lesson plans showing integrated therapies

2.1.8 The provider supports staff when needed who provide specially designed integrated therapies, within the family child care setting.

Documentation:

- Logs showing integrated therapies

2.1.9 The provider facilitates and provides information to families of children transitioning from one placement to another (i.e. early intervention to family care, family care to center, school-based).

Documentation:

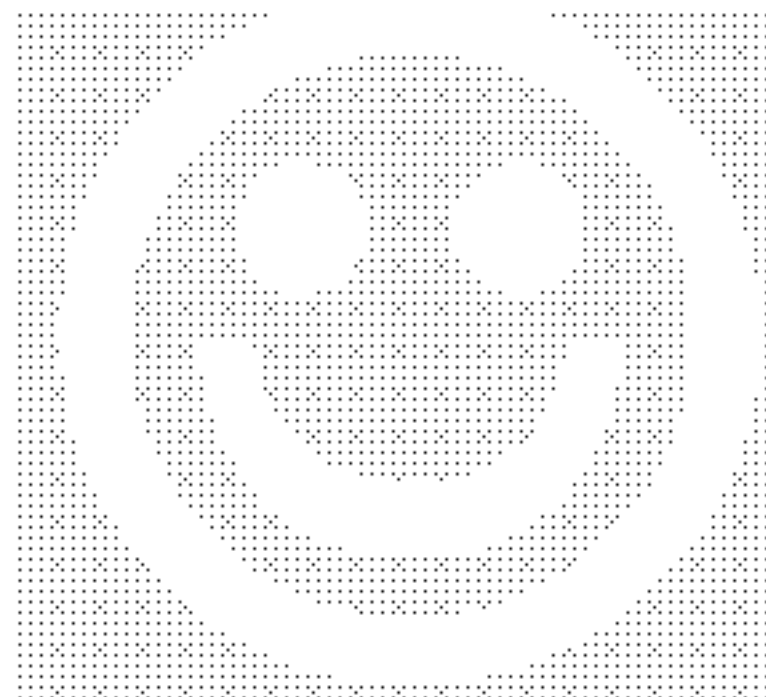
- Transition plan

2.1.10 The provider has an Improvement Plan based on the QRIS self-assessment and the areas of need from the results of the FCCERS-R.

Documentation:

- Improvement Plan
- Completed Grow NJ self-assessment

Family Engagement



2.2.1 Must meet all Step 1 criteria.

2.2.2 The provider shares information with families about the curriculum, the New Jersey Birth to Three Standards and/or New Jersey Preschool Teaching and Learning Standards, expectations and routines at enrollment and throughout the year.

Documentation:

- Family Handbook
- Agenda, sign-in sheet

2.2.3 The provider offers families opportunities/activities to engage in family child care experiences with their children.

Documentation:

- Invitations to events
- Family volunteer schedule and sign-in sheets
- Classroom logs indicating when families visit

2.2.4 The provider fosters strong relationships with families upon child entry, through planned meetings such as an orientation and open house.

Documentation:

- Open house
- Orientation
- Family event flyers
- Phone logs
- Emails
- Face to face conferencing logs

2.2.5 The provider shares individual child information on a daily basis with families.

Documentation:

- Written notes, logs, or emails

2.2.6 The provider fosters strong reciprocal relationships with families through daily open communication.

Documentation:

- Family surveys
- On-going written communication (i.e. handbook, newsletter)

2.2.7 Families are made aware of the importance of maintaining both English and home languages.

Documentation:

- Samples of family communication in the home languages
- Family lending library and take home literacy activities that supports both English and home languages

2.2.8 The provider finds an effective way to communicate with parents who do not speak the language of the provider.

Documentation:

- Volunteer list to translate

2.2.9 The provider solicits information from the family regarding their cultural background and preferences, and their child's interests, abilities, and special needs.

Documentation:

- Family information survey

2.2.10 The provider and families participate in transition planning in order to support the children's development and learning as they transition from one placement to another.

Interview:

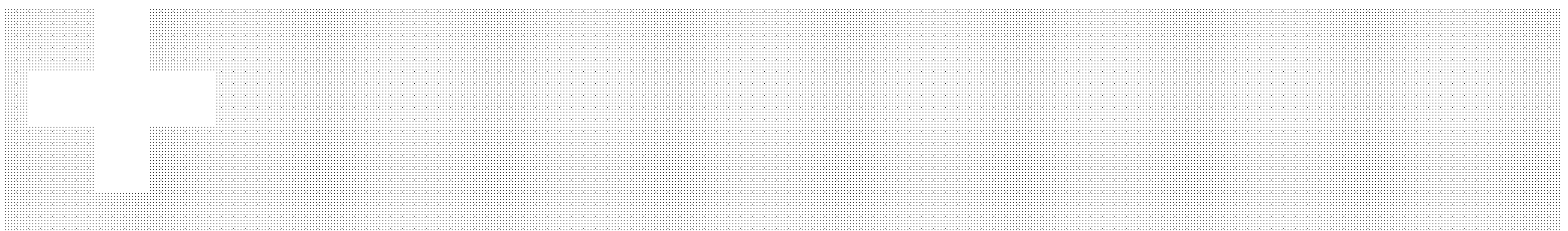
- How do you involve families in transition planning?

2.2.11 The provider offers opportunities for families to provide feedback and input regarding their children's experiences to support the program improvement plan.

Documentation:

- Family surveys

Health & Safety



2.3.1 Must meet all Step 1 criteria.

2.3.2 The provider offers information and resources to families about Health Insurance enrollment, state nutrition programs, oral health care, immunization schedules, lead poisoning and mandatory lead screening.

Documentation:

- Pamphlets, brochures

2.3.3 The provider offers daily physical activities for children to support gross motor skills and promote physical fitness.

Documentation:

- Copy of the daily schedule

2.3.4 The program assures that food is prepared, served and stored in a manner which promotes good health and hygiene.

Observation:

- Observation during meal preparation, meals and clean-up

2.3.5 The provider maintains current health records for each child under care that includes information regarding: age-appropriate immunizations, preventative health screenings, and instructions for children with special medical needs.

Documentation:

- Copies of current health records for all children

2.3.6 The provider offers information and resources to families about Health Insurance enrollment, state nutrition programs, oral health care, immunization schedules, lead poisoning and mandatory lead screening.

Documentation:

- Brochures, flyers

2.3.7 All children with special health care needs have a medical care plan completed by a physician/nurse practitioner and corresponding implementation plan to assure that the medical care plan is followed as directed.

Documentation:

- Medical plan and corresponding implementation plan

2.3.8 The provider has documentation of attendance at Medication Administration Training. Safeguards are used with all medications for children.

Documentation:

- Proof of Medication Administration Training

2.3.9 The provider maintains current contact numbers and emergency names and numbers and notifies families of identified health concerns and medical emergencies.

Documentation:

- Samples of correspondence to families

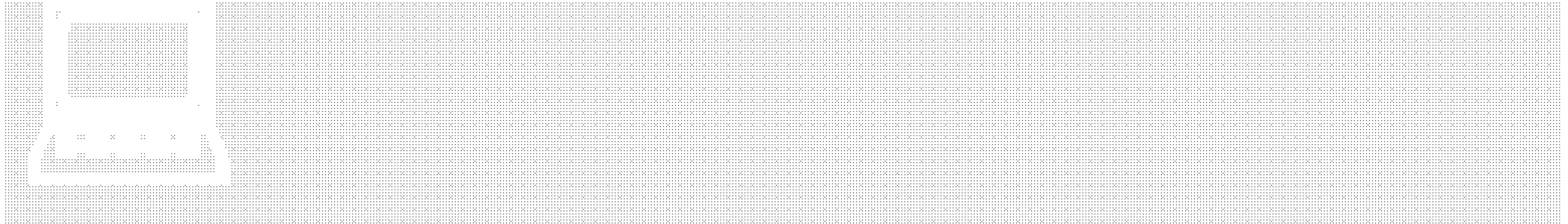
2.3.10 The provider maintains current information about and contact numbers for the child care warm line and child care health consultation available through the local Child Care Resource and Referral

agency (CCR&R) or local health department public health nurse concerning the availability of technical assistance or consultation on health, safety and nutrition issues.

Documentation:

- Evidence of current information and contact numbers of local resource agencies

Professional Development



2.4.1 Must meet all Step 1 criteria.

2.4.2 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis completes at least 8 clock hours annually of professional development in early childhood and business related practices. At least 4 clocks hours annually of professional development must be on age-related and child care related topics.

Documentation:

- Copy of Professional Development data base and/or logs

2.4.3 When a child with special needs is enrolled, the provider consults with family and outside professional resources to gain specific information related to the child's specific needs.

Documentation:

- Evidence of meetings between families, provider, and outside professionals

2.4.4 The provider has a professional development plan related to the mission and the curriculum.

Documentation:

- Professional development plan

2.4.5 All provider staff have received an introduction to the NJ Birth to Age Three Standards and/or the New Jersey Preschool Teaching and Learning Standards, and information specific to child development and Developmentally Appropriate Practices (DAP).

Documentation:

- Meeting agenda

2.4.6 The provider and any staff evaluate and improve their own performance, based on feedback from family surveys.

Documentation:

- Staff self-improvement plans
- Family surveys

2.4.7 The provider demonstrates evidence of encouraging developmentally appropriate best practices, including curriculum development.

Interview:

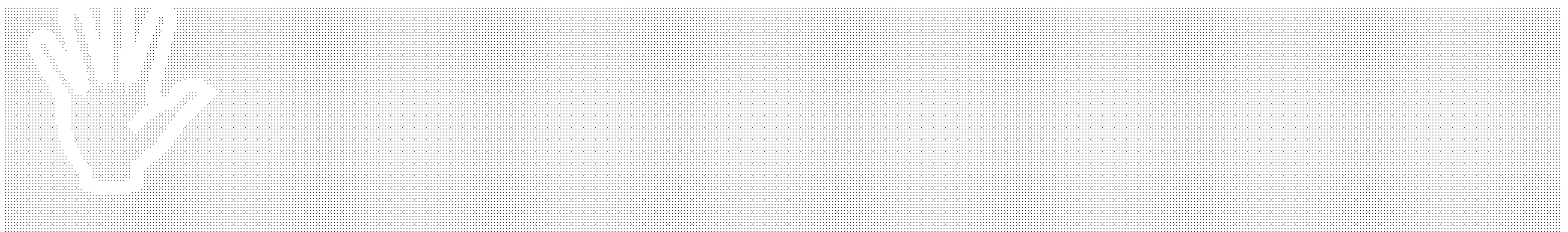
- How do you encourage staff to implement DAP and the curriculum?

2.4.8 Families are provided with information about the program, the NJ Birth to Age Three Standards and/or the New Jersey Preschool Teaching and Learning Standards, the curriculum and available community resources relevant to their needs.

Documentation:

- Evidence of family meeting
- On-going written communication (i.e. handbook, newsletter)

Personnel/Business Practices



2.5.1 Must meet all Step 1 criteria.

2.5.2 The provider has a written mission statement and philosophy.

Documentation:

- Mission statement and philosophy

2.5.3 The provider has a printed policy and procedures manual that is made available to staff and families.

Documentation:

- Policy and procedures manual

2.5.4 Written policies are provided to families to include substitute care arrangement, persons authorized to pick up the child, medication administration, emergencies, discipline policy, conferences, visitors to the home, and field trips.

Documentation:

- Family handbook

2.5.5 The provider has an enrollment process that facilitates information exchange about policies, procedures, parent values. The intake process includes the sharing of information about the individual child's needs.

Documentation:

- Enrollment forms/registration packets

2.5.6 The provider has outreach and recruitment strategies in place.

Documentation:

- Samples of strategies/materials used for outreach and recruitment including Child Find information

2.5.7 The provider has a written action plan for emergencies including evacuation routes and practice drills.

Documentation:

- Schedule of drills
- Emergency evacuation plan

2.5.8 The provider has and uses a financial record keeping system for tracking revenue and expenses. Receipts which include provider's tax identification number are provided to families upon payment.

Documentation:

- Financial record keeping system

2.5.9 The provider maintains insurance coverage for liability, children's accidents, provider's accidents, and transportation if provided.

Documentation:

- Certificate of all required insurance coverage

2.5.10 The provider informs families of tax credits, subsidies, and employer benefits if available.

Documentation:

- Correspondence to families regarding tax credits, subsidies and benefits

2.5.11 The provider has a signed child care contract with each family including hours, fees, payment schedule, vacation policy, sick leave, alternate care arrangements, and termination policy.

Documentation:

- Signed family contracts

2.5.12 The provider and any alternates, assistants or substitutes must demonstrate that they have read and agree to abide by the National Association for the Education of Young Children (NAEYC) code of ethical conduct.


Documentation:

- Signed statements that all employees have read and agree with NAEYC code of ethical conduct

STEP 3


FCC Providers that have met and maintained all of the *Step 2* criteria move on to *Step 3*. Continue using the same filing system to compile all of the needed documentation and observation notes. Also, continue to label documents with the corresponding criterion number as they are added to your files. Remember that each item requires the assessor to gain evidence that reflects how the program meets or does not meet each criterion. Once all *Step 3* items have been assessed on current practice, the provider will develop an Improvement Plan to address all unmet *Step 3* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications where noted, the program moves onto *Step 4*.

ICON KEY

 Program and Learning

 Family Engagement

 Health & Safety

 Professional

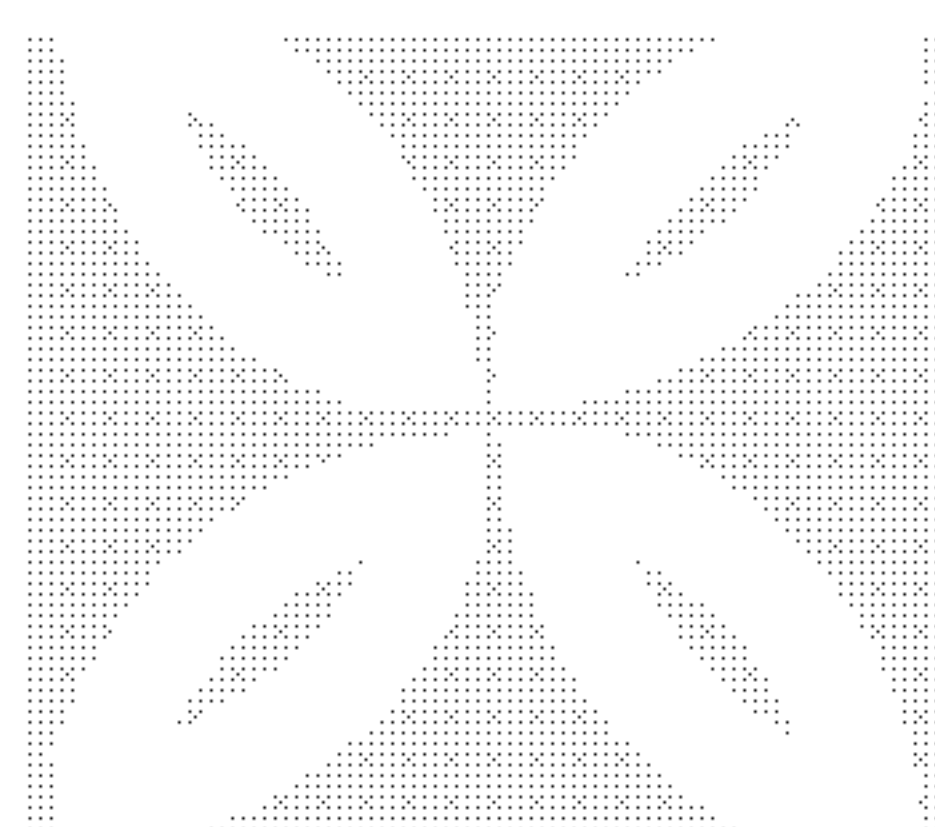
Development

 Personnel/Business

Practices

Use the Icon Key for quick identification of individual sections.

Program and Learning



3.1.1 Must meet all Step 2 criteria.

3.1.2 The provider has a State approved research-based curriculum, that is aligned to the New Jersey Birth to Three Standards and/or the New Jersey Preschool Teaching and Learning Standards. (Creative Curriculum, HighScope, PITC etc.)

Documentation:

- Curriculum manual/guides

3.1.3 The provider has lesson plans reflecting Infant Toddler Early Learning Guidelines and/or the Preschool Learning Standards, the adopted curriculum model and differentiated based on children's age and individual differences.

Documentation:

- Lesson plans

3.1.4 A State approved developmental screening (with parental permission) is used to identify children who may need further evaluation or intervention strategies. The ESI-R or Brigance is used for preschool aged children. The ASQ or BDI is used for infants and toddlers. The provider collaborates with family and support agencies for training or administration of the screenings.

Documentation:

- Screening instrument
- Database identifying the number of children that have been screened including re-screens and referrals to CST

3.1.5 The provider follows policies and procedures to refer children for further evaluation based on the screening results, which must include a collaborative discussion with families.

Documentation:

- Logs indicating contact with family and/or school district

3.1.6 The provider makes appropriate modifications and/or accommodations based on children's specific needs when necessary.

Documentation:

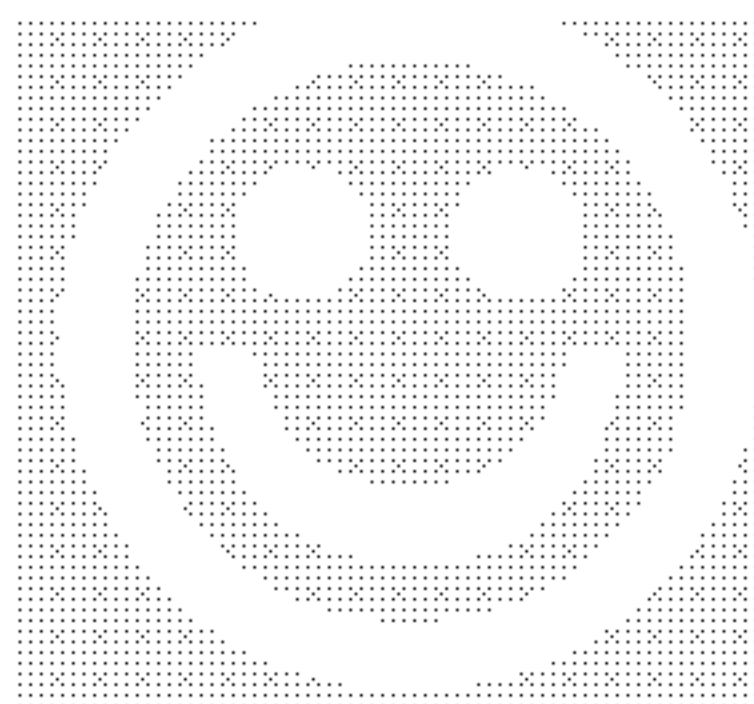
- Lesson plans

3.1.7 The provider observes each child regularly and covers all developmental domains. Results of observations are documented into planning and family communications.

Documentation:

- Anecdotes and work samples

Family Engagement



3.2.1 Must meet all Step 2 criteria.

3.2.2 Families have on-going opportunities to share observations from home to inform instructional practices.

Documentation:

- Samples of communications between families and classroom teachers (i.e. family written notes, teacher logs, family/teacher conferences)

3.2.3 The provider has a system of daily communication between staff and families of all children, as established in the program policy and procedures manual.

Documentation:

- Samples of communications between families and classroom teachers (i.e. family written notes, teacher logs, family/teacher conferences)
- Family handbook

3.2.4 The provider offers opportunities/activities for families to participate in throughout the year that will support their children's development and learning (i.e., books and breakfast).

Documentation:

- Family meeting agendas, sign-ins
- Flyers of events

3.2.5 The provider offers family involvement activities annually on health and developmental issues.

Documentation

- Family meeting agendas or resources

3.2.6 Family members are provided with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times per year.

Documentation:

- Samples of communications between families and classroom teachers (i.e. family written notes, teacher logs, family/teacher conferences)

3.2.7 The provider offers opportunities for family members to share aspects of their own cultures (books, food, and music) in family meetings and/ or the family child care setting.

Interview:

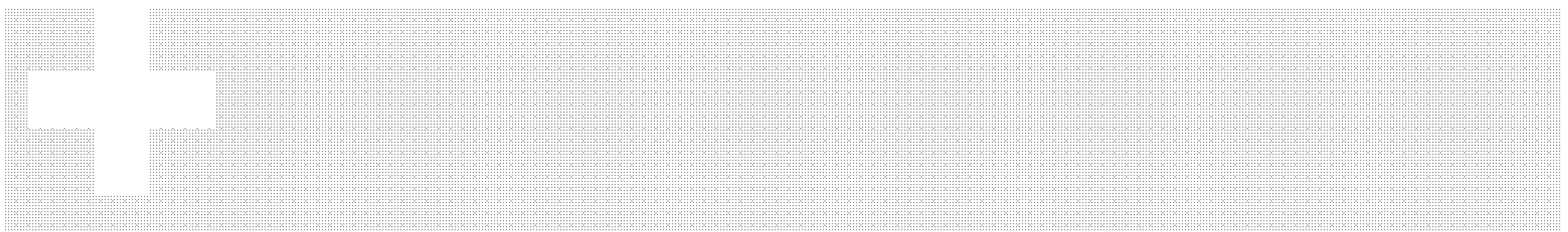
- How do families share aspects of their culture in family meetings and/or the family child care setting?

3.2.8 The provider provides a standing invitation for parents to visit the family child care setting.

Documentation:

- Family handbook

Health & Safety



3.3.1 Must meet all Step 2 criteria.

3.3.2 The provider has a written policy ensuring nutritious meals and snacks as defined by United States Department of Agriculture (USDA) guidelines whether they will be provided by the provider or the families.

Documentation:

- Policy handbook/manual

3.3.3 The provider provides nutrition, health, and safety information for families.

Documentation:

- Copy of written communication to families (i.e. newsletter, policies, resources)

3.3.4 A provider that cares for infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for the infant's mother.

Documentation:

- Policy handbook/manual

3.3.5 Monthly evacuation drills are held; a log of date/times is maintained. This information is shared with families.

Documentation:

- Copies of log of evacuation drills given to families

3.3.6 The provider has and implements written policy and procedures that include health and safety issues based on the needs of the children and families in their care and the child care provider. Such policies must be available to staff and parents and includes at least the following:

- a.) Immunization requirements.
- b.) Medication Administration.
- c.) Prevention of Infections.
- d.) Exclusion.
- e.) Inclusion of Children with Special Needs
- f.) Provision of nutritious meals and snacks whether the program or parents provide them.

Documentation:

- Family handbook
- Policy manual

3.3.7 The provider conducts an annual review of children's health and immunization records, compares with state and national requirements, and request updated information from families. Documentation of any parent's objection is on record.

Documentation:

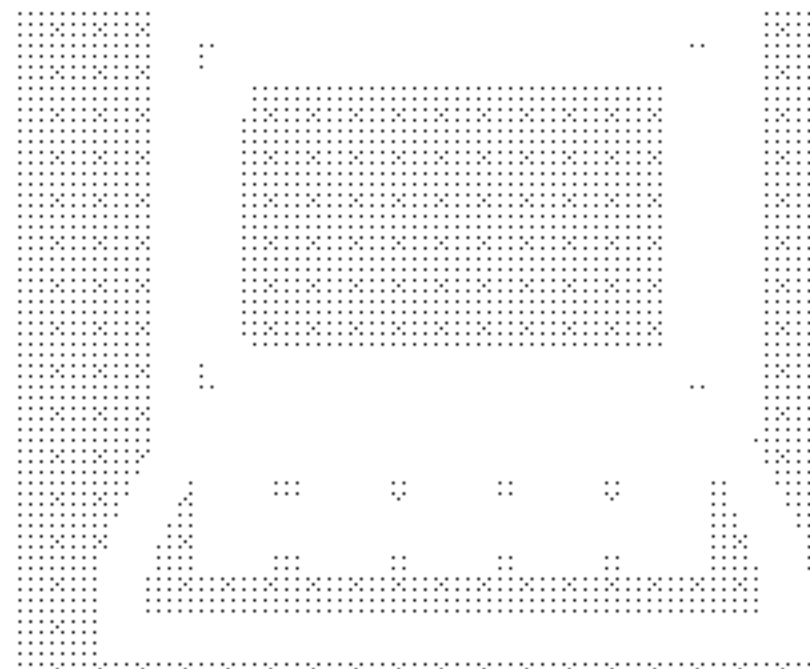
- Log of annual health record reviews
- Copy of written communication with families
- Copy of children health records with names blocked out to ensure confidentiality

3.3.8 The provider has a system for daily age-appropriate oral care for all children.

Documentation:

- Policy manual or observation of daily routine

Professional Development



3.4.1 Must meet all Step 2 criteria.

3.4.2 All provider staff participates in the NJ Workforce Registry.

Documentation:

- Copy of documentation (written or electronic) that supports the participation of all staff in the NJ Workforce Registry

3.4.3 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis demonstrate the completion of at least 20 clock hours annually of professional development in early childhood, special education, and business related practices. At least 4 clocks hours annually of professional development must be on age-related and child care related topics. At least 6 hours will be training in child observation skills.

Documentation:

- Database documenting professional development training and hours for all staff

3.4.4 The provider is actively involved with other providers or a related professional group.

Documentation:

- Evidence of on-going communication and collaboration with other childcare providers

3.4.5 The provider demonstrates membership in at least one early childhood professional organization (i.e., NAFCC, NAEYC).

Documentation:

- Evidence of membership and/or participation in professional organizations or groups (i.e. NAFCC, NAEYC)

3.4.6 Based on observations and anecdotes on children's learning and development, professional development is offered to strengthen any staff member's teaching practices in weaker areas or director seeks out professional development opportunities.

Documentation:

- Professional development plan
- Professional development agendas/certificate

3.4.7 The provider receives and analyzes annual feedback from families to develop and implement an action plan for improvement.

Documentation:

- Family survey and results

3.4.8 The provider offers opportunities for families to share information about their children's development and learning.

Documentation:

- Samples of communications between families and classroom teachers (i.e. family written notes, teacher logs, family/teacher conferences)

3.4.9 The provider offers resources and training opportunities related to curriculum, social and emotional development, and the Strengthening Families through Early Care and Education Protective Factors.

Documentation:

- Training agendas or flyers and resources

3.4.10 All provider staff have received introductory training on the state approved research-based curriculum, including how to meet the needs of all children.

Documentation:

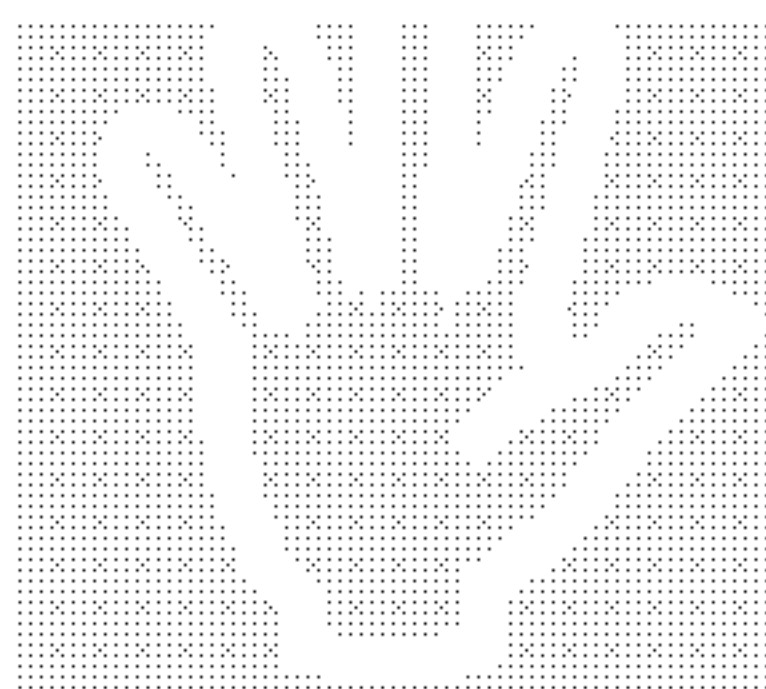
- Professional development training agendas and sign-in sheet

3.4.11 If the provider is administering the developmental screening, all staff have received introductory training on the state approved research-based developmental screening.

Documentation:

- Professional development training agenda and sign-in sheet

Personnel/Business Practices



3.5.1 Must meet all Step 2 criteria.

3.5.2 The provider will develop and provide alternates, assistants and substitutes with job descriptions updated annually to reflect current responsibilities and requirements and annual performance reviews for each employee.

Documentation:

- Copy of job descriptions
- Sample of an employee review with name blocked out to ensure confidentiality

3.5.3 The provider has a projected one-year operating budget, including a statement of income and expenditures.

Documentation:

- Current year budget

3.5.4 The provider analyzes and uses the data from the feedback surveys to continuously inform the quality improvement plan.

Documentation:

- Program improvement plan
- Survey results

3.5.5 The provider offers one (or more) staff recognition activity per year.

Documentation:

- Calendar of events for program

3.5.6 The provider has a marketing plan to maximize full enrollment.

Documentation:

- Marketing plan
- Sample of recruitment and outreach strategies

3.5.7 Provider has completed a Child Development Associate (CDA), Infant Toddler Child Development Associate (CDA), Child Care Professional (DDP), AA, or Infant Toddler Credential or above in Early Care and Education (ECE) or human services field.

Documentation:


- Credentials for all staff

STEP 4

FCC

Providers that have met and maintained all of the *Step 2* and *Step 3* criteria move on to *Step 4*. Continue using the same filing system to compile all of the needed documentation and observation notes. Also, continue to label documents with the corresponding criterion number as they are added to your files. Once all *Step 4* items have been assessed on current practice, the center will develop an Improvement Plan to address all unmet *Step 4* criteria. When all criteria are met and maintained with concrete documentation and observation clarifications where noted, the program moves on to *Step 5*. *Step 5* is met by maintaining all previous criteria and achieving accreditation from the National Association for Family Child Care (NAFCC).

ICON KEY

 Program and Learning

 Family Engagement

 Health & Safety

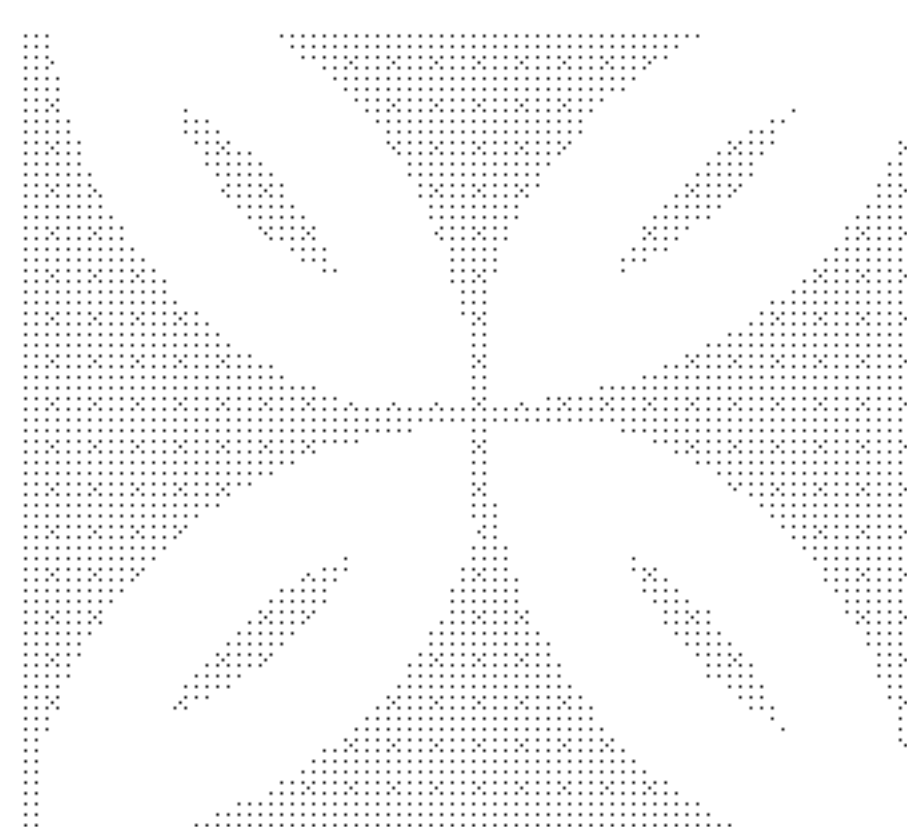
 Professional

Development

 Personnel/Business

Practices

Program and Learning



4.1.1 Must meet all Step 3 criteria.

4.1.2 The provider achieves at a minimum an overall average score of a 5.0 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

- Data reports showing the results from the FCCERS-R

4.1.3 The provider has access to curriculum aligned assessment system training such as HighScope COR, Teaching Strategies GOLD or Work Sampling, and if obtained, the results are entered into system.

Documentation:

- Training agenda and sign-in sheet
- Samples of child data

4.1.4 A State approved behavioral screening is used to identify children who may need further evaluation or intervention strategies. The provider has shared concerns with family and provided information regarding screening. Provider has received training or collaborates with agencies for administration of screening.

Documentation:

- Behavioral screening
- Log of notifying families

4.1.5 The provider actively participates in community organizations/events and is aware of resources that meet the needs of the children and families.

Documentation:

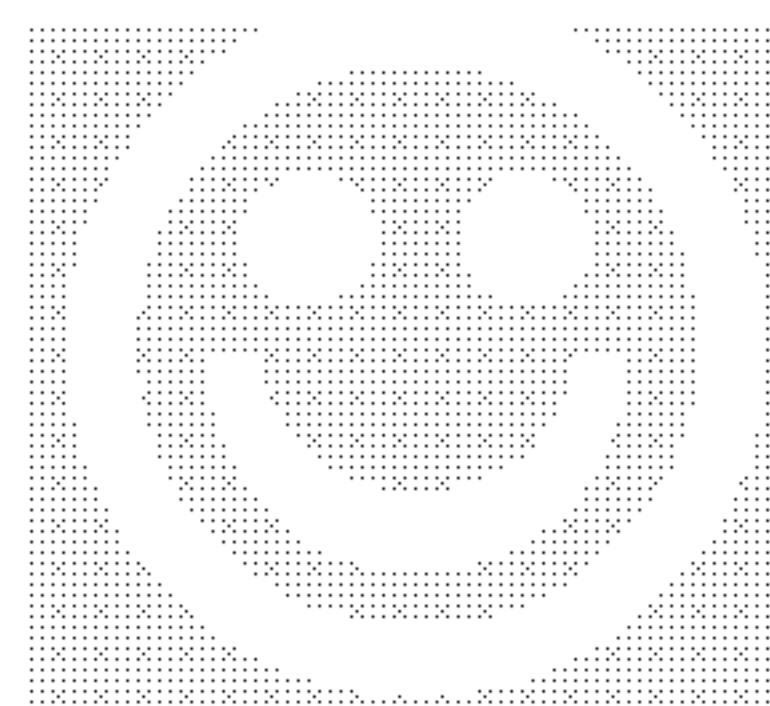
- Evidence of collaboration and partnerships with community organizations

4.1.6 The staff is familiar with New Jersey Administrative Code (NJAC) 6:28, Parts B and C of the Individuals with Disabilities Education Act (IDEA) and make referral to appropriate support systems.

Documentation:

- Written communications between early intervention and/or district child study team and program staff

Family Engagement



4.2.1 Must meet all Step 3 criteria.

4.2.2 The provider asks families how they are able to be involved.

Documentation:

- Family survey

4.2.3 The provider offers home visits as its policy on building reciprocal relationships with families.

Documentation:

- Family handbook
- Policy manual

4.2.4 The provider uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies that can be used by families to promote their children's learning.

Documentation:

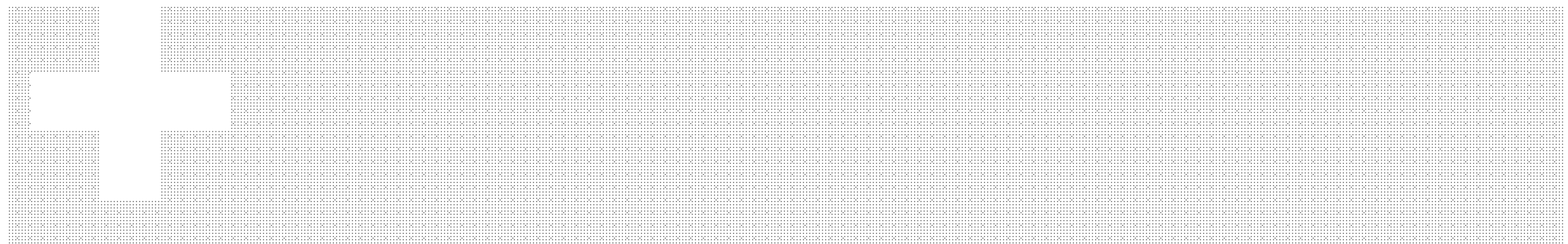
- Copy of verbal and written communication with families (i.e teacher telephone and conference logs, newsletter)

4.2.5 The provider implements a variety of methods, such as new family orientations, small group meetings, social gatherings, individual conversations, and written questionnaires, for getting input from families about curriculum activities throughout the year.

Interview:

- How do you get input from families about curriculum activities throughout the year?

Health & Safety



4.3.1 Must meet all Step 3 criteria.

4.3.2 The provider utilizes a health consultant at least annually to conduct a health and safety assessment or to address health and safety concerns.

Documentation:

- Health and safety assessment or evidence of addressing health and safety concerns

4.3.3 The provider offers health and safety training and/or resources to families annually in topics that include: preventative health care services, mental/behavioral health issues, nutrition, medication administration policies and procedures, oral health practices, communicable disease prevention.

Documentation:

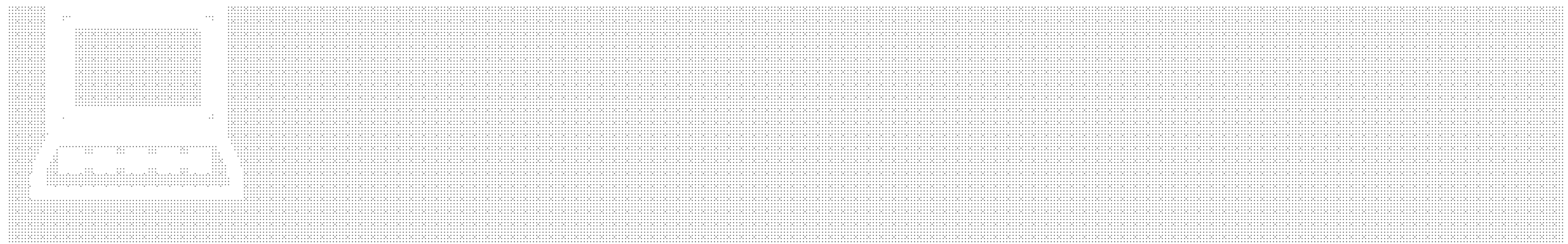
- Family meeting agendas and/or resources

4.3.4 The provider demonstrates daily opportunities for physical activities and offers guidance to families to encourage physical activity. Provider/Family implements and shares therapists (OT, PT) suggestions if applicable.

Documentation:

- Daily schedule
- Guidance provided to families promoting increased physical movement for children (i.e. newsletter)

Professional Development



4.4.1 Must meet all Step 3 criteria.

4.4.2 The provider and any alternates, assistants or substitutes that are present more than 20% of the time on a weekly basis complete at least 20 clock hours annually of professional development in early childhood, special education, and business related practices.

Documentation:

- Database documenting professional development training for staff

4.4.3 The provider completes at least 30 clock hours annually of professional development on age-related and child care related topics.

Documentation:

- Database documenting professional development training for staff

4.4.4 The provider is an active participant in at least one professional early childhood association, such as conference attendance, presentations, and/or advocacy activities within the past two years.

Documentation:

- Evidence of conference attendance, presentations, and/or advocacy activities within the past two years

4.4.5 The provider offers training and/or resources in supporting children with special needs and their families, supporting dual language learners, positive behavior supports, cultural competence, and transitions.

Documentation:

- Professional development training agendas and/or resources

4.4.6 The provider participates in professional development activities based on identified areas for professional growth.

Documentation:

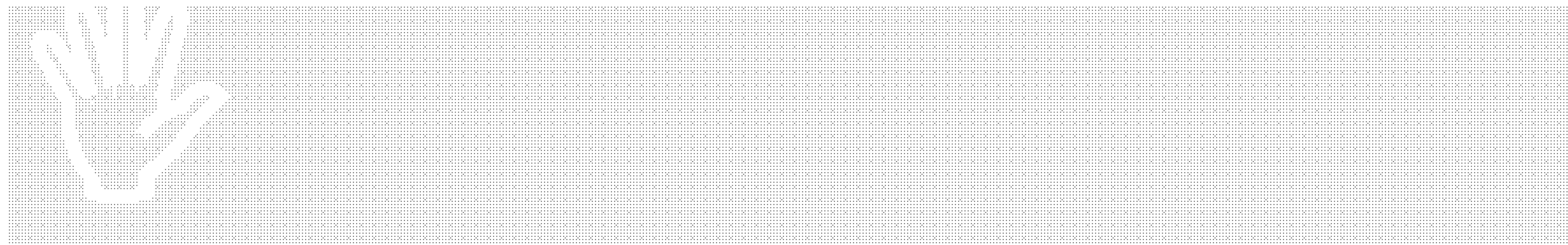
- Staff/family surveys
- Improvement plan
- Self-assessment of FCCRS-R
- Professional development agendas

4.4.7 The provider demonstrates instances of leadership and/or mentoring. This may include active participation in an early childhood trade association, family child care network, union, policy or advisory board or government advisory board.

Documentation:

- Evidence of collaboration and partnerships with community organizations

Personnel/Business Practices



4.5.1 Must meet all Step 3 criteria.

4.5.2 The provider compiles and provides information, including program policies and operating procedures, to families in a language the family can understand.

Documentation:

- Samples of family communication in the home languages

4.5.3 The provider can demonstrate the development of partnerships and professional relationships with agencies, consultants, and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that they serve.

Documentation:

- Evidence of on-going communication with community organizations.

4.5.4 The provider has a 5-year plan for their business which includes annual goals for the program.

Documentation:

- Business plan

4.5.5 Financial procedures provide evidence of sound fiscal accountability using standard accounting practices.

Documentation:

- Annual fiscal records and reports

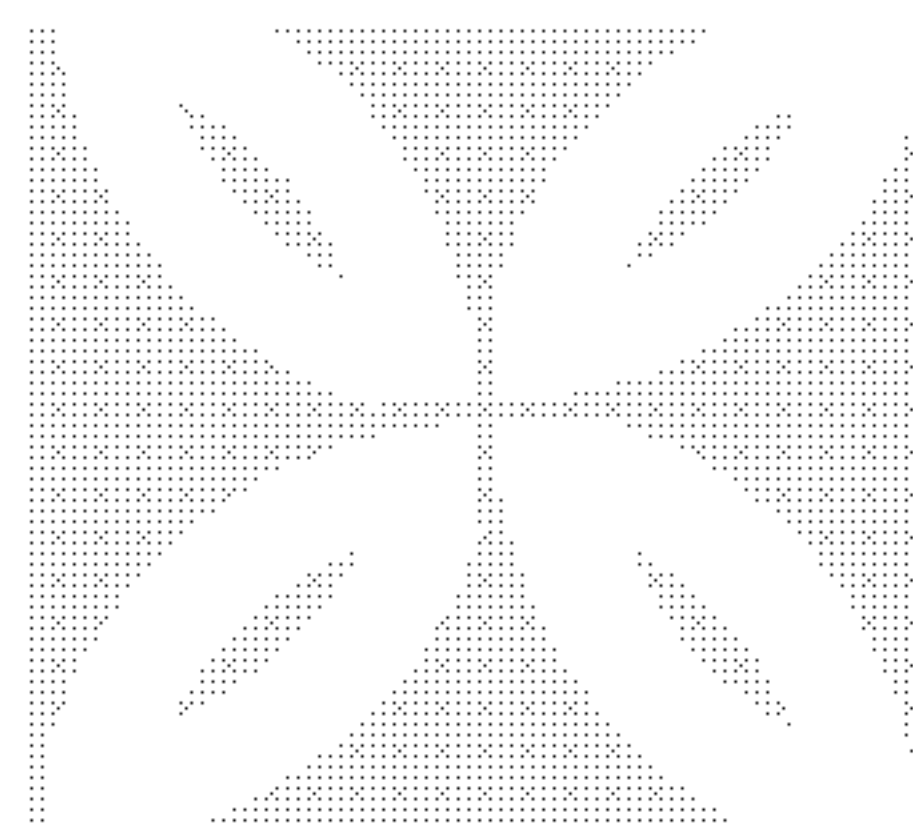
4.5.6 There is at least quarterly reconciliation of business income and expense.

Documentation:

- Quarterly reports

STEP 5

Program and Learning



5.1.1 Must meet all Step 4 criteria.

5.1.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

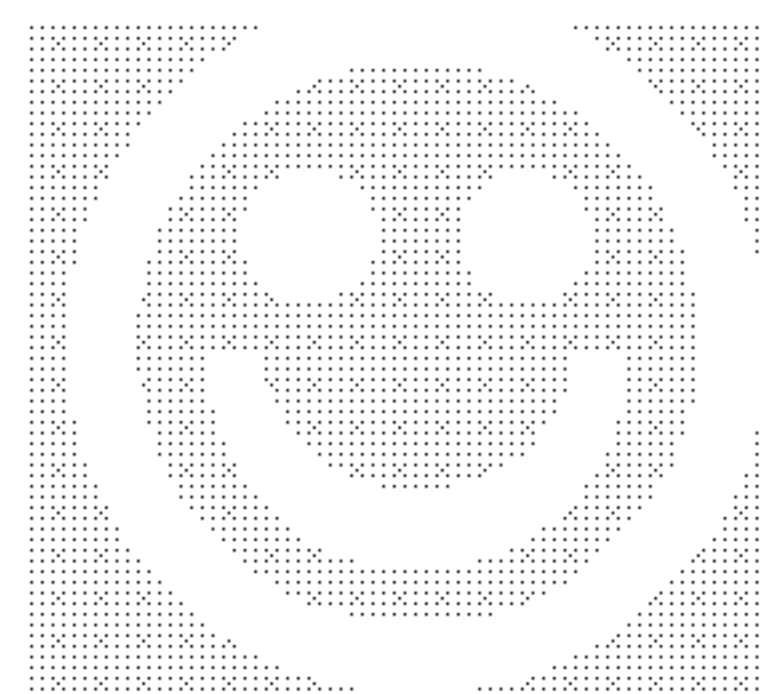
- Data reports showing the results from the FCCERS-R

5.1.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Documentation:

- Evidence of accreditation

Family Engagement



5.2.1 Must meet all Step 4 criteria.

5.2.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

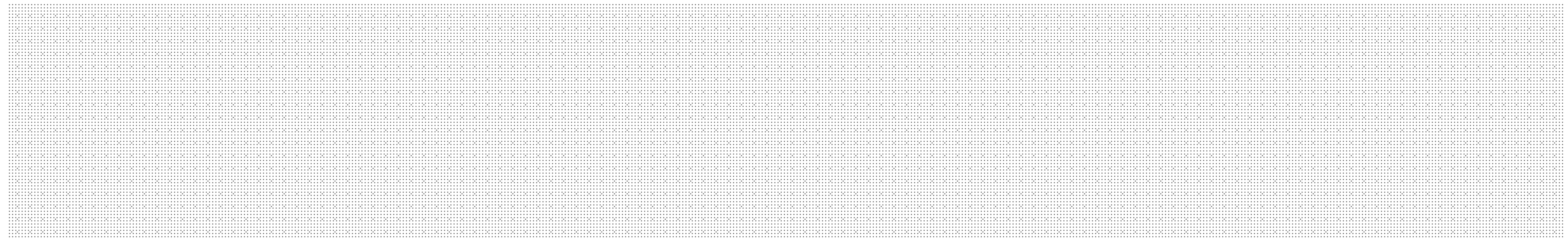
- Data reports showing the results from the FCCERS-R

5.2.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Documentation:

- Evidence of accreditation

Health & Safety



5.3.1 Must meet all Step 4 criteria.

5.3.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

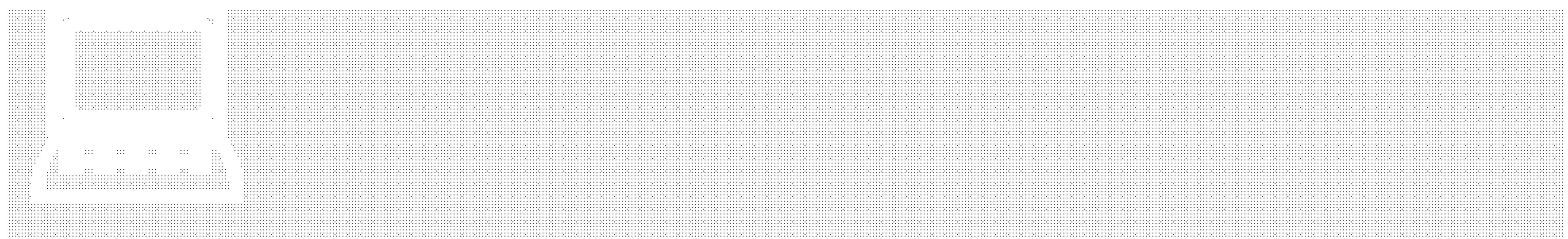
- Data reports showing the results from the FCCERS-R

5.3.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Documentation:

- Evidence of accreditation

Professional Development



5.4.1 Must meet all Step 4 criteria.

5.4.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

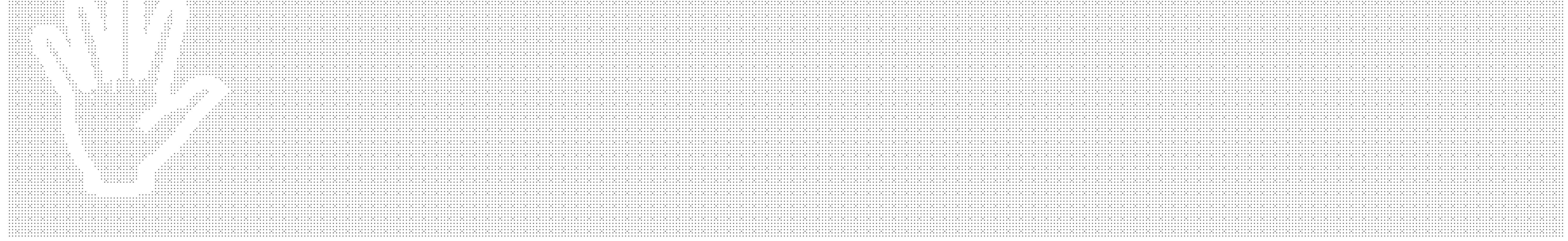
- Data reports showing the results from the FCCERS-R

5.4.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Documentation:

- Evidence of accreditation

Personnel/Business Practices



5.5.1 Must meet all Step 4 criteria.

5.5.2 The provider achieves at a minimum an overall average score of a 5.5 on the Family Child Care Environment Rating Scale (FCCERS-R).

Documentation:

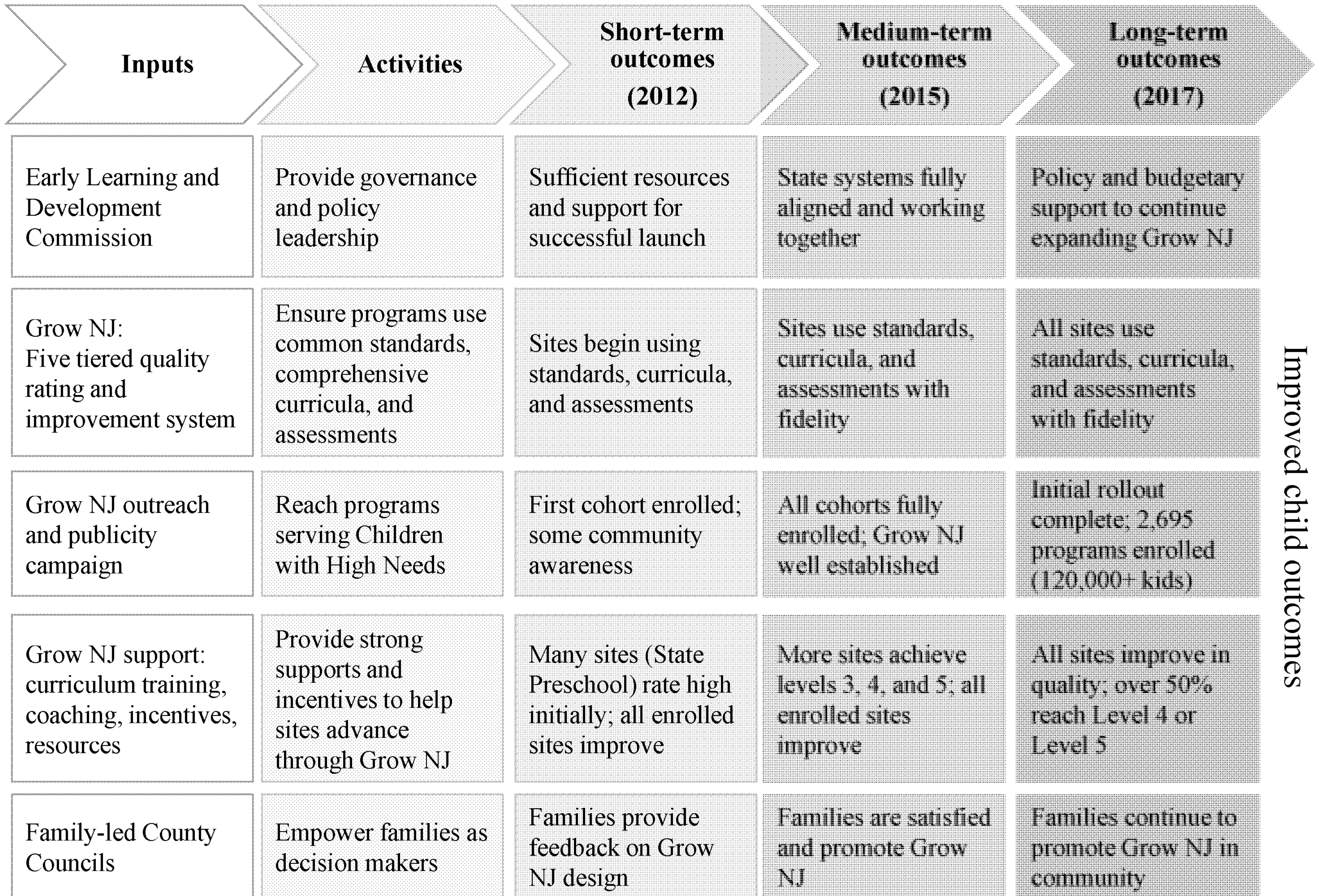
- Data reports showing the results from the FCCERS-R

5.5.3 The provider has achieved accreditation from the The National Association for Family Child Care (NAFCC).

Documentation:

- Evidence of accreditation

Grow NJ Logic Model



Improved child outcomes

Please insert the following information:

School or Center Name:
County:
Date of Submission:

Site-Level Self-Assessment Validation System (SSAVS)

Elements of High Quality Preschool Programs

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Scoring Procedures

Key Terms:

Criterion: Standard by which the components of the program will be rated.

Indicator: Important points to consider when rating a criterion.

Preschool Program: All preschool classrooms in-district and in community providers.

Teacher: All teachers in preschool classrooms in-district and in community providers.

Scoring:

The following scoring protocol is adapted from the Accreditation Criteria & Procedures of the National Association for the Education of Young Children, 1998

<p style="text-align: center;">Not Yet [1]</p>	<p style="text-align: center;">In Progress [2]</p>	<p style="text-align: center;">Fully Met [3]</p>
<p>This criterion is not met.</p> <p>There is little evidence that this statement accurately describes the program but plans may have been developed.</p>	<p>The criterion is partially met.</p> <p>There is some evidence that this statement accurately describes the program. Plans have been developed and initiated but full realization is not yet accomplished.</p>	<p>The criterion is completely met.</p> <p>There is a great deal of evidence that this statement accurately describes the program.</p> <p>For a criterion to rate a [3], all indicators related to the criterion must be present. (It also is possible for all indicators to be present without rating the criterion a [3]).</p>

Each criterion is rated by placing a check mark in only one of the boxes. Explanations of ratings are given in the blank space provided beside each criterion.

- the criterion is rated not yet [1]
- the criterion is in progress [2]
- the criterion is fully met [3]—no explanation is needed for this rating.

Section I: Program Planning and Administration

Administration:

Rationale: Key to the success of any program is educational leadership and administrative oversight. To effectively operate high-quality preschool programs, school administrators must play an integral role in planning, execution, oversight, and evaluation of the preschool agenda.

Criterion 1: The administrator on site facilitates the articulation and implementation of the DOE approved program plan that is shared and supported by the school community.

Indicators:

- A.** The early childhood administrator on site holds the appropriate New Jersey Supervisor’s Certificate or New Jersey Principal’s Certificate, have experience in preschool education and participate in annual training specific to preschool program planning and implementation and the school district’s comprehensive preschool curriculum, pursuant to N.J.A.C. 6A:13A-4.1.
- B.** The early childhood administrator facilitates consensus and a shared preschool vision by regularly meeting with and getting feedback from preschool program staff, teachers, and families.
- C.** There is evidence of ongoing collaboration with district administrators and departments including, but not limited to, curriculum and instruction, special education and bilingual education that informs decision-making and results in continuous preschool program improvement.

Required Sources of Information:

- Resume of early childhood administrator
- Evidence of early childhood administrator’s ongoing early childhood professional development attendance
- Data analyses of surveys
- E-mails, logs, meeting minutes with district administrators and departments (i.e. curriculum and instruction, special education and bilingual education)
- Meeting agendas and minutes.

Administration Criterion 1 Ratings

District Rating	Validator Rating	Validate
Not yet____ In Progress____ Fully Met____	Not yet____ In Progress____ Fully Met____	Validate____
NA__	NA__	Not Validate____

District Comments:	Validation Findings:
---------------------------	-----------------------------

Criterion 2: The administrator ensures implementation of professional development opportunities for teachers and staff to support professional growth.

Indicators:

- A.** Individual and collective planning with staff by the early childhood administrator results in delivery of a professional development program.
- C.** Teacher evaluations completed by the administrator support the professional growth of teachers and reflect the measurement of best practice in teaching young children.
- D.** The early childhood administrator ensures that professional development is relevant to the specific needs of classroom teaching staff and ensures attendance at trainings.
- F.** The early childhood administrator provides feedback to teachers specific to curriculum implementation and classroom quality.

Required Sources of Information:

- Databases tracking attendance to professional development workshops/trainings
- Survey results from teacher professional development training surveys
- Early childhood professional development plan

Administration Criterion 2 Ratings

District Rating Not yet____ In Progress____ Fully Met____ NA__	Validator Rating Not yet____ In Progress____ Fully Met____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Facilities:

Rationale: The physical environment of a preschool classroom has an impact on both the behavior and learning of the children and adults working in that space. Adequate physical space affects children’s levels of involvement and the types of interactions with their teachers and peers. Classroom facilities for preschool children must be designed specifically to meet the needs of three- and four-year-old children.

Criterion 1: Facilities meet the needs of preschool children.

Indicators:

- A. Classrooms are not higher than the second floor of a facility or in basements.
- B. All classrooms meet the space requirement of 750 square feet of usable space, 150 square feet of storage and equipment or furnishings that are either built in or not easily movable and 50 square feet for a bathroom.
- C. All classrooms have bathrooms that are in or just outside of the classroom.
- D. Classrooms are equipped with sinks and child-height amenities (paper towel holders, toilets, etc.).
- E. Preschool children have access to a developmentally appropriate playground.

Required Sources of Information:

- Facilities assessment based on a needs assessment (Indicators and Standards for Improving Schools-ISIS) conducted by the district board of education

Facilities Criterion 2 Ratings

District Rating	Validator Rating	Validate ____
Not yet____ In Progress____ Fully Met____	Not yet____ In Progress____ Fully Met____	Not
NA____	NA____	Validate ____
District Comments:	Validation Findings:	

Section II: Curriculum and Classroom Practices

Curriculum:

Rationale: Curriculum broadly speaking is what schools teach. This includes all that is planned for children in the classroom, such as learning centers, morning circle, or a teacher-initiated small-group activity. Curriculum also includes the unplanned- those experiences a child has while building a bridge with paper towel tubes, string and popsicle sticks, waiting for the bus, eating at the snack table, or fighting over a toy. Curriculum is the entire range of experiences that children have at school. Creative arts, health, safety, and physical education, language arts literacy, mathematics, science, social studies, world languages, and social/emotional development are all important components of a preschool curriculum.

Criterion 1: The preschool curriculum is effective in helping children learn and develop.

Indicator:

- A. The preschool curriculum is research based and approved in the district's preschool plan by the New Jersey Department of Education. Please list curriculum in the following space _____.

Curriculum & Program Criterion 1 Ratings

District Rating	Validator Rating	Validate ____
Not yet____ In Progress____ Fully Met____	Not yet____ In Progress____ Fully Met____	Not
NA__	NA__	Validate ____
District Comments:	Validation Findings:	

Criterion 2: The curriculum is being implemented as intended.

Indicators:

- A. Lesson plans show that the curriculum meets the specific needs of the children in the school. For example, children with special needs and English language learners are naturally supported in the learning environment with adaptations and supports, as necessary.
- B. The program structure is designed specifically to address the unique needs of preschoolers. Practices designed for older children like 'specials' and cafeteria-style meals are not used.
- C. Teachers receive professional development from both the curriculum developer and other district staff that enable them to implement the curriculum as intended.

Required Sources of Information:

- Lesson plans
- Professional development plan

Curriculum & Program Criterion 2 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validator Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validate ____ Not Validate ____
District Comments: 	Validation Findings: 	

Supporting English Language Learners:

Rationale: Best practice and research dictate that both English and the child’s home language should be actively supported to facilitate language and literacy development during the crucial preschool years (August, Diane & Shanahan, Timothy (2006). *Developing literacy in second-language learners: report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.). In order to be successful in US schools, and ultimately in the workplace, children need to be fluent in English, but not at the expense of losing their first languages. Teachers need extra guidance and support to effectively create learning opportunities in the context of meaningful interactions and materials that focus on first-language development as well as English proficiency.

Criterion 1: All dual language learners receive systematic support for home and English language acquisition in their natural preschool environment.

Indicators:

- A.** Classrooms are equipped with literacy materials in the home languages of the children in the class,
- B.** The classroom teachers and administrator/principal on site receive results of the home language survey.

- C. Administrative supports are provided to the maximum extent possible to address the needs of children from every language background (including the provision of classroom materials, resources, professional networking and support, and assistance with developing general strategies and lesson plans).

Sources of Information:

- Lesson plans
- Classroom inventory lists
- Photographs
- Classroom materials (purchased, hand-made or borrowed) and supply orders
- Child portfolios
- Home language survey or results

ELL Criterion 1 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validator Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Criterion 2: Teachers receive appropriate supports to meet the needs of dual language learners.

Indicators:

- A. Teachers receive professional development in techniques and materials needed for creating a language-rich environment that facilitates learning of the child’s home or primary language, as well as English.
- B. Teachers receive professional development in general language development, individual differences in second-language learning, best practices for scaffolding to English, as well as sensitivity to cultural backgrounds.

Sources of Information:

- Professional development via workshops or meetings
- Samples of resources provided to teachers
- Lesson plans

ELL Criterion 2 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____	Validator Rating Not yet ____ In Progress ____ Fully Met ____	Validate ____
--	---	----------------------

NA__	NA__	Not Validate__
District Comments:	Validation Findings:	

Criterion 3: Families of dual language learners receive adequate support in the preschool program.

Indicators:

- A. Families are made aware of the importance of maintaining both English and home languages.
- B. Staff as well as parent or community volunteers, provide on-site home language translation, explain cultural issues to program staff and assist with outreach to families as needed.
“Fully met” would require districts to support the predominant language of all families.

Sources of Information:

- Samples of parent communication (ex. newsletter)
- Parent workshops/classes
- Translator sign-up sheets

ELL Criterion 3 Ratings

District Rating Not yet__ In Progress__ Fully Met__ NA__	Validator Rating Not yet__ In Progress__ Fully Met__ NA__	Validate__ Not Validate__
District Comments:	Validation Findings:	

Intervention and Support:

Rationale: Working with classroom teachers, paraprofessionals and family members, early childhood administrators and dedicated early childhood intervention professionals have a unique opportunity to successfully address potential learning difficulties and challenging behaviors of preschool children early on.

Specific support from preschool intervention specialists in strategies and interventions to reduce these issues will allow more preschoolers to successfully participate in a general education preschool program.

Criterion 1: A preschool intervention and referral team (PIRT) is available to sites with preschool classrooms. Small districts have designated staff that fulfills the function of the team.

Indicators:

- A.** An established protocol requesting assistance from the intervention team staff clearly outlines who can request assistance, under what conditions, and what appropriate response will follow. All early childhood staff are familiar with and adhere to, the protocol to ensure effective communication and follow-up.
- B.** Preschool intervention team collaborates with the general education teachers, the building administrator, and other professionals (special education, nurses, school based social worker etc).
- C.** The intervention team specialists assist with transitions from one program/grade to another for students that required assistance.

Sources of Information:

- Written protocol to request the assistance of PIRT, including timelines
- Tracking system for each PIRT member's caseload and subsequent referrals to CST
- PIRT Logs
- Parent meeting, interview and phone logs
- Meeting minutes and agendas
- Sign-in sheets and the agendas for professional development (ex. PBS)

Intervention & Support Criterion 1 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Inclusion:

Rationale: Inclusion for young children with disabilities and typically developing children has been based on a three-part rationale (Bricker, 1978): First is that the regular education curriculum and access to a typically developing peer group will provide learning opportunities that do not exist in special education classes containing only children with disabilities (Bricker, 1995). Second, public law recommends that, to the extent possible, children with disabilities receive a free, appropriate education in settings that are typical and that include same-aged peers. This "least restrictive environment" provision appeared in the original law

that ensured educational services for children with disabilities (P. L. 94-142) and the subsequent reenactments of the law (PL. 99-457, P. L. 102-119). Third, many individuals see the inclusion of a child in a center or class in his or her community or neighborhood as the most appropriate and ethical placement, given that it meets the child's and family's needs. (Odom, Peck, Hanson, Beckman, & Schwartz)

Criterion 1: Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports and services within the activities and routines of the preschool day.

Indicators:

- A.** Once a child is referred to the Child Study Team for evaluation, the classroom teacher participates in all meetings during the IEP process and if the child is found eligible for special education and related services has ongoing access to the written IEP.
- B.** A review of the preschool day is comprehensive in the Present Levels of Academic Achievement and Functional Performance section of the IEP as mandated by NJAC 6A:14-3.7 (11) and supports and services for the child are clearly listed in the IEP to assist the teacher to support the child's participation in the general education classroom routines and activities..
- C.** Related services and supports for the child that are listed in the IEP are primarily implemented during the routines and activities of the general education preschool day.
- D.** All teachers are trained to adapt curriculum, materials and activities to meet the needs of children with IEPs in their classrooms.

Sources of Information:

- 3 Preschool Student IEPs (with student and family names removed) including one of the most recent IEPs completed by the Childh Study Team.

Inclusion, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Transition:

Rationale: Transition is an ongoing process that should facilitate and maintain continuity between programs. Preparing families for the transition process helps to orient them to the program, anticipate services based on each child's needs and provides valuable insight to information about the child and family.

Criterion 1: Transition activities are planned for children entering the preschool program including early intervention and other settings.

Indicators:

- A.** Flexible scheduling and planning provide different opportunities for families to learn about the preschool program, such as open houses, and individual meetings with families.
- B.** Meeting minutes and/or correspondence show that early intervention, preschool and special education staff collaborate to meet the needs of children with disabilities entering the preschool program from early intervention and to place children in the least restrictive environment.
- C.** Families are informed about the district registration requirements, options for placement including general education classrooms and request forms inviting the Part C service coordinator from early intervention to the initial IEP meeting for children after the determination of eligibility.

Sources of Information:

- Parent Handbook
- Transition planning conferences meeting dates
- Examples of transition materials
- Copies of schedules and/or other written correspondences reflecting transition activities for families

Transition, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet____ In Progress____ Fully Met____</p> <p>NA__</p>	<p>Validate____</p> <p>Not</p> <p>Validate____</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Section III: Professional Development

Professional Development:

Rationale: The preschool program should carry out a professional development plan directly related to the district's mission and chosen curriculum. It should include provisions for systematic ongoing training and be based on research on adult learning and children's development. It should be based on a professional development needs assessment using classroom observation instruments. Staff development geared specifically to the findings should be an integral part of the overall plan. Professional development should be focused on helping children meet the standards outlined in the *Preschool Teaching and Learning Expectations: Standards of Quality* and should be available for districts and provider teachers alike. Aspects of the professional development plan should be specifically designed for instructional, non-instructional, and administrative staff.

Criterion 1: Structured classroom observation instruments are used to determine areas for professional development.

Indicators:

- A.** A structured observation instrument or set of instruments is used to measure quality practices in preschool classrooms.
- B.** The aggregated data from the structured observations, along with results of performance based assessments are analyzed and used to plan for professional development.

Sources of Information:

- Aggregated data from structured observations (i.e. ECERS- R, PQA, SELA, PCMI, Classroom Implementation Checklist)
- Curriculum implementation reports (i.e. cc.net)
- Results from curriculum developer visits

Professional Development, Criterion 1 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validator Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validate ____ Not Validate ____
District Comments:	Valition Findings:	

Staff Qualifications:

Rationale: “The quality of the staff is the most important determinant of the quality of an early childhood program,” (National Association for the Education of Young Children, 1998). Not only is it important for preschool classrooms to be staffed with individuals that have experience with young children, but also staff should have certification specific to early childhood. It is vital that all assistant teachers have at least at minimum, a high school diploma or the equivalent.

Criterion 1: All teachers must have appropriate credentials and appropriate certification pursuant to N.J.A.C. 6A:13A-4.3.

Indicator:

- A. A database is used to track teacher credentials, consistent enrollment and adequate progress for P-3 candidates, and indicates that certification requirements are met.
“Fully met” would require districts to have an electronic data base.

Sources of Information:

- Database

Staff Qualifications, Criterion 1 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 2: Teachers and assistants receive on-going evaluations and reviews.

Indicators:

- A. Steps and procedures to evaluate teacher and teacher assistant performance are in place and are clearly defined.
- B. Steps and procedures for removal from a position are in place and are clearly defined.

Sources of Information:

- Evaluation form
- Procedures for removal
-

Staff Qualifications, Criterion 2 Ratings

District Rating	Validator Rating	Validate ___
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Not yet ___ In Progress ___ Fully Met ___ NA__	Not yet ___ In Progress ___ Fully Met ___ NA__	Not Validate___
District Comments:	Validation Findings:	

Criterion 3: All assistant teachers have appropriate credentials as per district requirements and participate in on-going professional development.

Indicator:

- A. A database is used to document the credentials of assistant teachers and any professional development training received, and indicates appropriate credentials.
“Fully met” would require districts to have an electronic database.

Sources of Information:

- Database

Staff Qualifications, Criterion 3 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate___ Not Validate___
District Comments:	Validation Findings:	

Section IV: Program and Child Evaluation

Child Assessment and Screening:

Rationale: Developmentally appropriate assessment of young children includes multiple types of assessment that serve different functions (NAEYC Position Statement 2004). In high quality preschool programs, two types of assessment are required. The first is an on-going, authentic assessment of the child's development in the context of the classroom environment. This evidence may include records of children's conversations, their drawings, constructions, photographs, and anecdotal notes indicative of their development. This performance-based assessment is used to help educators determine appropriate activities and interactions. The second type of assessment is used to identify those who may need further diagnostic assessment. Upon entry into the program, it is required that all three- and four-year-old children be administered a developmental screening. This information is never used to determine or deny placement. Rather, it is used to determine if a child requires further evaluation. No other type of assessment is appropriate in preschool except those used for program evaluation. For that purpose, only randomly selected samples of children should be tested and rigorous research design must be followed.

Criterion 1: A DOE-approved performance-based system is used appropriately and regularly to support each child's unique learning and development growth.

Indicators:

- A.** Portfolios of children's work are kept on a regular basis for every child and clearly illustrate and document children's development over a period of time.
- B.** Observations of children are intentional and use some of the following techniques while documenting progress across domains: work samples, photography, narrative description, anecdotes, videotaping, and tape recording.
- C.** Information gathered about children is used when planning instruction and daily activities.
- D.** The collections and observations are used in communications with both parents and staff (e.g., child study team, special educators, and therapists).
- E.** The results of the performance-based assessment are considered when planning professional development activities to further enhance teaching practices (e.g. information on supporting English language learners' language arts literacy skills).
- F.** Items in children's portfolios are clearly aligned with the New Jersey *Preschool Teaching and Learning Standards*.
- G.** Procedures are in place to ensure reliable collection of child information through portfolio review meetings and professional development.

Sources of Information:

- Portfolios/folios
- Written observations
- Performance-based Assessments (e.g., Developmental Continuum, Work Sampling System, Child Observation Record)

- Procedures to ensure reliability

Child Assessment and Screening, Criterion 1 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA__</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Criterion 2: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

Indicators:

- A.** Screening instruments are administered by classroom teachers upon entry to the program or within the first few weeks of school.
- B.** Only research based screening instruments that follow developmentally appropriate practice are used (e.g. ESI-R).
- C.** Screening is not used as a pre-test/post-test measure for child or program evaluation.
- D.** Families are advised as to the purpose and results of the screening, and notified both before and after the screening takes place.
- E.** Screening instruments are given in a child’s primary language.
- F.** The school maintains a database showing: students screened, students passing, students scoring within re-screen range, follow through for re-screen, students scoring referred, referrals to CST and outcomes of referral.

Sources of Information:

- Sample of written referral and follow-up form
- Samples of family communications informing them of screening purpose and results
- Copy of screening instruments
- Database of screening information (number of re-screens and referrals to CST)

Child Assessment and Screening, Criterion 2 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Program Evaluation:

Rationale: Program evaluation should be on-going and include the input of the Early Childhood Advisory Council, administrators, provider and district teachers, aides, parents, and other support staff. All forms of program evaluation should be set up in a manner that allows honest and anonymous input. Information gathered from program evaluations should be used to improve the quality of the program, as well as, identify and building upon strengths.

Criterion 1: The preschool program is evaluated annually.

Indicators:

- A. Results of classroom observations, parent surveys and teacher surveys are used in an annual evaluation of the school.

Sources of Information:

- Aggregated data from classroom observations and family and teacher surveys
- Evaluation report

Program Evaluation, Criterion 1 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Section V: Community Collaboration

Community Collaboration:

Rationale: It is considerably easier for children to develop and learn with the support of strong families who, in turn, enjoy the support of individuals and institutions in their surrounding communities. When families, schools, and community institutions (e.g. local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. Effective collaborative relationships require communication that values and respects the opinion, perspectives, and rights of each partner. Ultimately, everyone in the district and community should understand that he/she is part of the same program.

Criterion 1: The needs and goals of the community are being met.

Indicator:

- A. A community needs assessment and/or family survey is conducted annually.

Sources of Evidence:

- Community needs assessment or survey
- Aggregated data from various surveys (e.g. family, teacher, ECAC etc.)

Collaboration, Criterion 3 Ratings

District Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validator Rating Not yet ____ In Progress ____ Fully Met ____ NA__	Validate ____ Not Validate ____
District Comments:	Validation Findings:	

Family Engagement:

Rationale: Supportive partnerships around the child provide the type of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. On-going communication and interaction encourages appropriate and effective learning opportunities for children. A well-defined plan is required for incorporating a wide range of family involvement and educational opportunities into the preschool program. With systematic coordination between home and school, we can

more meaningfully support all aspects of the child’s life. If educators and families work together, children have a greater chance of reaching their maximum potential.

Criterion 1: There are multiple opportunities for families to be involved.

Indicators:

- A.** Family meetings and workshops are designed to accommodate the individual languages and cultures of the families in the community.
- C.** There are numerous ways for families to be involved, from family-teacher conferences, and volunteer opportunities to family workshops.
- D.** Family meetings are offered at various times of the day, helping to ensure that all families have the opportunity to attend.

Sources of Information:

- Family volunteer schedule/sign-in sheet
- Family workshop agendas

Parent Involvement, Criterion 1 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 2: Direct communication with families takes place regularly.

Indicators:

- A.** Flexible scheduling is available for family-teacher conferences.
- B.** Families receive a procedure and policy handbook.
- C.** Written communication related to the child is presented in the home language as necessary.
- D.** Information about the child and feedback about the program is solicited from the family at school entry and throughout the year.

Sources of Information:

- Parent/family handbook
- Parent/family teacher conference records
- Registration/enrollment form

Parent Involvement, Criterion 2 Ratings

<p>District Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validator Rating</p> <p>Not yet ___ In Progress ___ Fully Met ___</p> <p>NA ___</p>	<p>Validate ___</p> <p>Not</p> <p>Validate ___</p>
<p>District Comments:</p>	<p>Validation Findings:</p>	

Section VI: Support Services

Health, Safety, and Food Services:

Rationale: “The provision of a safe and healthy environment is essential. No amount of curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Safe and healthy early childhood programs prevent illness and accidents, and also educate children concerning safe and healthy practices” (NAEYC, 1998). Children must also receive proper nutrition and learn safety procedures and healthy eating habits within and outside of the classroom environment.

Criterion 1: The educational process is strengthened and facilitated by improving and protecting the health status of children.

Indicators:

- A.** Individual child health records are up-to-date and allergies or other health issues are clearly stated.
- B.** Nurses are available and maintain up to date health records.
- C.** Families and teachers receive a written policy related to child illness and school attendance.
- D.** Health screenings are conducted for each preschool child (e.g. blood pressure, vision, hearing, dental, height, and weight screenings).
- E.** Families are notified when documented health concerns are identified with their child. A follow-up referral is recommended and parents are assisted in locating medical and health resources.

Sources of Information:

- Policy handbook or family handbook
- Evidence of referrals and correspondence to families
- Nursing log showing screenings conducted for children

Health, Criterion 1 Ratings

District Rating Not yet___ In Progress___ Fully Met___ NA__	Validator Rating Not yet___ In Progress___ Fully Met___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 2: Supports and practices facilitate health, safety, and food services.

Indicators:

- A. Emergency procedures are written, and appropriate training has been provided to staff and/or children, as needed.
- B. Nutrition and health workshops are offered.
- C. Written information on health, safety and nutrition is distributed to families.

Sources of Information:

- Policy handbook or family handbook
- Evidence of referrals and correspondence to families
- Agendas of nutrition and health workshops offered to families

Health, Criterion 2 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validator Rating Not yet ___ In Progress ___ Fully Met ___ NA__	Validate ___ Not Validate ___
District Comments:	Validation Findings:	

Criterion 3: Children receive adequate nutrition.

Indicators:

- A. Weekly/monthly menu outlining both meals and snacks meet the nutritional requirements recommended by the Child Care Food Program of the United States Department of Agriculture.
- B. Weekly/monthly menus are available for families.

Sources of Information:

- Copies of menus weekly menus

Health, Criterion 3 Ratings

District Rating Not yet ___ In Progress ___ Fully Met ___	Validator Rating Not yet ___ In Progress ___ Fully Met ___	Validate ___
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NA__	NA__	Not Validate__
District Comments:	Validation Findings:	

Supporting References

Office of Early Childhood Education – New Jersey Department of Education (2008). *Preschool Program Implementation Guidelines*. Trenton, NJ: New Jersey Department of Education.

Office of Early Childhood Education – New Jersey Department of Education (2009). *Preschool Teaching and Learning Standards*. Trenton, NJ: New Jersey Department of Education.

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Bricker, D. (1978). A rationale for the integration of handicapped and nonhandicapped preschool children. In M. Guralnick (Ed.), *Early intervention and the integration of handicapped and nonhandicapped children* (pp. 326). Baltimore: University Park Press.

Bricker, D. (1995). The challenge of inclusion. *Journal of Early Intervention*, 19, 179-194.

Odom, S, Peck, C, Hanson, M, Beckman, P, & Schwartz, I. (n.d.). *Inclusion at the preschool level: an ecological systems analysis*. Retrieved from [http://www.newhorizons.org/spneeds/inclusion/information/schwartz1's needs](http://www.newhorizons.org/spneeds/inclusion/information/schwartz1's%20needs)

PROTOCOL FOR 2010-2011 ELIC CLASSROOM OBSERVATIONS (SAMPLE)

TIMING

Observations will occur from January 2006 to April 1 2006. Reports will be assembled and sent to districts on April 14th.

RELIABILITY PROCEDURES

General Procedures

Percent agreement

ECERS- 80% must be no more than one point apart; report both one point away and exact agreement

PCMI- report both one point away and exact agreement; must attain 70% or higher exact agreement for three sessions to be considered reliable

SELA- report both one point away and exact agreement; must attain 70% or higher exact agreement for three sessions to be considered reliable

All reliability data will be entered into a database as we will need to report it. If you already have a template, please submit to Ellen W. A uniform template will be provided.

Number of reliable sessions

New raters

Must have at least three sessions with a reliable observer, all three of which must be at 80% within one point for the ECERS.

Must achieve 70% exact agreement for the PCMI and SELA for all three sessions. After five sessions, if the observer is not reliable, he or she is **out**.

Previously reliable coders

Must be reliable at 80% (ECERS, within one point) and 70% (SELA and PCMI, exact agreement) for one session or must start over to achieve three reliable sessions.

Requirements for maintaining inter-rater reliability standards across entities

1) All new personnel from each entity must go on an observation with reliable personnel from an entity other than their own. As much as possible, we would like reliability to take place prior to the official observations (which will occur starting in January).

One point person at each entity will coordinate inter-entity observations. To support this process we will need the following:

- ✓ Name of contact person from each entity who is in charge of scheduling
- ✓ Lead observation personnel for each entity
- ✓ Names of reliable observers at each entity
- ✓ Names of new observers

2) Point people from the three entities will go out together at least once

Requirements for new personnel

New observers should complete at least three observations and obtain the required inter-rater reliabilities for each measure. These new observers should obtain reliability with 1) lead, reliable personnel from within the university/entity, 2) reliable personnel from another entity, and 3) lead or other reliable personnel from within the entity.

Shadow Scoring

Observers will be shadow scored six weeks after the start of observations. Differences should be resolved, and the agreed upon score reported. Records should be kept of each shadow scoring observation on standard reliability forms, and entered into a database as soon as they are complete.

Try to schedule a typical day

When scheduling observations, please plan for a typical day (ask if field trips, assemblies or planned absences are scheduled), but DO NOT tell the site which teacher will be observed. However, if the teacher has an unplanned absence, ask observers to conduct the observation anyway, and interview the teacher assistant. The same holds true if you call to schedule a visit and you are told about a long term sub. If the teacher observed is a sub please ask observers to make a note of that on the cover sheet next to the teacher's name.

Directions for Observers

Using the Teacher Cover Sheet

At the end of the observation, you will start their interview of the teacher by asking the questions on the revised 2006 Teacher Cover Sheet. Be sure to ask the teacher to identify all certifications and/or degrees that he or she has. This cover sheet must be completed for every lead teacher (not the teacher assistant). Ask the questions as they appear on the cover sheet. If the teacher observed is a sub please make a note of that on the cover sheet next to the teacher's name.

Minimize interactions with teachers and children

Introduce yourself to the classroom staff and briefly explain what you will be doing. Try to be as unobtrusive as possible, and limit conversations with teachers and children to minimize your impact.

Scoring/Score Sheets

Scoring and score sheets All scores on the score sheets must be filled out completely. For the ECERS, don't forget to fill in birth dates of youngest and oldest, and number of children with IEPs. Leave "Type of Disability" blank. If Not Applicable is not an option for an item and the rater does not observe it (e.g. supervision of gross motor activities) then be sure to ask the appropriate interview question to get the information.

Substantial portion of the day Look for list with length of educational day. Substantial portion is calculated at 1/3 of this time with a 10 minute leeway. If you are unsure how to calculate substantial portion please ask your project coordinator.

Length of observation Plan to get there 15 minutes before the majority of the children arrive (15 minutes BEFORE the educational/Abbott day begins), and observe for at least three hours. (Schedulers: When scheduling, be sure to ask what time the children arrive, and tell the observer.) If you arrive later than 15 minutes after the Abbott educational day starts, stop the observation and go home. Inform the director/ administrator, and university/entity that you arrived late, and won't be able to see the portions of the day that you'll need. Reschedule the visit. Observer arrival times will be spot checked to ensure that observations are carried out uniformly.

Teacher interview After the observation is finished, interview the teacher by asking the questions found in the ECERS manual. This will take approximately 30 minutes. (Remember to ask the questions on the Teacher Cover Sheet as well) Interviews should always be conducted during non child-contact time, and at the convenience of the teacher. Interviews can usually be scheduled for a portion of lunch or the beginning of nap.

Essential situations to observe Make sure you've seen a greeting and a meal, and ask about nap if they haven't set up the cots/mats by the time you're ready to leave. Consider specials carried out by special staff (e.g. music teacher, gym teacher) as part of the day.

Carefully read the ECERS-R Issues list. This has essential clarifications.

Food requirements**Child Care Meal Pattern, Ages 1-12****Breakfast for Children**

Select All Three Components for a Reimbursable Meal

<i>Food Components</i>	<i>Ages 1-2</i>	<i>Ages 3-5</i>	<i>Ages 6-12¹</i>
1 milk fluid milk	1/2 cup	3/4 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup

Lunch or Supper for Children

Select All Four Components for a Reimbursable Meal

<i>Food Components</i>	<i>Ages 1-2</i>	<i>Ages 3-5</i>	<i>Ages 6-12¹</i>
1 milk fluid milk	1/2 cup	3/4 cup	1 cup
2 fruits/vegetables juice, ² fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1 1/2 oz. 1 1/2 oz. 1 1/2 oz. 3/4 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.

Snack for Children

Select Two of the Four Components for a Reimbursable Snack

Appendix 623

Food Components	Ages 1-2	Ages 3-5	Ages 6-12¹
1 milk fluid milk	1/2 cup	1/2 cup	1 cup
1 fruit/vegetable juice, ² fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁵ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds or yogurt ⁶	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1 oz. 1 oz. 1 oz. 1/2 1/4 cup 2 Tbsp. 1 oz. 4 oz.
<p>¹ Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.</p> <p>² Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only other snack component.</p> <p>³ Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.</p> <p>⁴ A serving consists of the edible portion of cooked lean meat or poultry or fish.</p> <p>⁵ One-half egg meets the required minimum amount (one ounce or less) of meat alternate.</p> <p>⁶ Yogurt may be plain or flavored, unsweetened or sweetened.</p>			

ECERS-R Issues Review with Debbie Cryer

General Notes. Substantial portion of the day (1/3 of time with 10 minute leeway - no longer acceptable)

- *Length of educational day as determined by district (EW will gather this info)*

General Notes. "1 hour access" clarified for educational day (the part of the day we score)

- *When "one hour" or term "accessible" is used (only for indicators at a level three) 45 minutes is the expected time length*

General Notes. "Accessible" clarified for different scores

- *Materials in closed cabinets are not accessible unless you see children open the cabinet and use them*

General Notes. "Few," "many" and "variety" clarified

- *Pay attention to amount specified for each indicator*

1 Noise is ok. Use the notes

- *In rooms with dividers, have to look at it from children's perspective. Is it terribly noisy for the children? Are they obviously uncomfortable?*

2...7.1 Furniture for routine care, play, and learning

- *Mats can be stored in classroom, bathroom- no, a closet or just outside door-not outside of door, if convenient to get to*
- *75% of children have feet touching floor (not necessarily flat) while seated (not perched) in chair*

3...5.1, 5.2, 7.1 Cozy area defined

- *Book area is okay if features of softness evident*
- *Score yes for 7.1 if you see a cozy place plus other soft furnishings (more than one)*
- *For 3.1 some = 2; For 3.2 some= 3*

3...5.2 If cozy area is library, and music is in library area, does that mean that it is used for active physical play?

- *Score as you see it being used*

4...5.2, 5.3 Active/quiet separation... can furniture be the separation or do they need to be in different areas of the room... e.g., can house be next to book area divided by shelves?

- *Blocks and dramatic play should not be next to books, unless you are sure that the noise level does not interfere- there is no way to be sure, should not be okay*

4...Defining interest centers—what if you have a nicely stocked center (e.g. art easels with shelves underneath that are near sink and drying racks) but no tables for use. Are the easels enough to be defined as a center?

To be a center you must see:

- *Materials*
- *Storage*
- *Place to play with it*
- *Teacher storage is not a center*
- *One easel is not an art center, but a 4 easel center (two back to back, with appropriate materials nearby) is a 4 easel center cannot be an interest center*
- *Sand/water table if open at one point during the day with toys is a center*

4...7.2 How picky are we about labels (e.g. on materials containers vs shelves vs both)

- *Labels can be on containers **and/or** shelves*
- *For 7.3, observer must see materials to rotate in centers for more than manipulatives and books*

5... Privacy area defined (7.2 can a computer area really be a privacy area? Can 3.1 be assumed if you don't see it?)

- *Computer is only privacy area if use for privacy is obvious*
- *If you see one or two children playing alone, give credit for 3.1. If you see children discouraged from being alone, don't give credit.*
- *Must be able to supervise children when in privacy area (e.g. see feet in enclosure-meet see the entire child, be able to look through screen on tent) – 3.2*

6...3.2, 5.2, 7.1 Individualized children's work on display – define individualized

- *Child selects the media **or** subject (e.g. if children can make whatever they want with finger paints, their artwork is considered individualized)- they must do their own work in their own way*
- *To know if artwork is based on current activities and themes, look for photos of children in the groups and look for dates*
- *For 5.1, much = 30%*
- *One 3D project is enough to score yes for 7.2*
- *5.2, most = 50/50 or too close, give credit; for 7.1 predominates = 50%*

7 Clarification of gross motor space/equipment

- *A walk through parking lot, or across a busy street or an unfenced playground area results in a Yes for 1.*

7...5 Clarification

- *For 5.2 has to be on same level and not too far (e.g. shouldn't take more than a few minutes to get to)*
- *If child/children with physical disabilities in class, must be barrier-free*
- *Trailers with ramps are considered same level*

7...5.1 Don't confuse space being adequate with space being organized.

- *Keep 5.1 and 5.3 separate- don't double dip on 5.1 and 5.3*

7...7.1 Outdoor space has a variety of surfaces (how many for variety?)

- *One hard and one soft*

8...5.2 If gross motor equipment is on a cart but not being used (just three types of activities are being pulled off cart) do they get credit?

- *Credit is only given if you see it being used*
- *No helmets are okay*
- *Example of different levels for 7.2- tricycle without pedals and tricycle with pedals; at least 1 example of different levels must be available.*

9...1.3 Greetings... What if parents aren't allowed to go into the classroom, e.g. children arriving late are brought in by program employee, *not parent* score:

- *Yes for 1.3 and No for 3.3*
- *If parents are allowed to come in to building to drop off and pick up, even if to a central room, then ok so long as the classroom teachers are in drop off, pick up room. Score No for 1.3 and Yes for 3.3- parents must have access to the classroom even when the drop off area is in a central location*

10...Meals and Snacks 1.3 Table cleaning

- *Washing tables = 2 step process—we will give districts a heads up—soapy wash and sanitizing solution- use paper towels, not rags. No air drying necessary*
- *Ask cafeteria staff about cleaning of tables when cleaning is not seen*
- *Kids cannot wash hands and sit at carpet. Must wash and go to table.*

10...1.5, 3.5 Posting allergies

- *They are allowed to not post, if there are no allergies.*
- *If there are allergies, post ALLERGIES and either list them (with or without name of child) or place names and allergies in closed envelope or folder*

10...1.3, 3.3, 12...1.2, 1.3, 3.3, 13...1.1, 3.1, 3.2, 7.2 Hand washing

- *Assess nutritional value even when parents provide a meal or snack*
- *Score 2 meals (view first, use meal calendar as second)*
- *For allergic kids, don't worry about substitutions, as long as there is one- the substitution must match the nutritional requirements*
- *Purell is a NO for meals and snack, unless it is used after hand-washing due to recontamination- Purell can't be used for anything...poisonous*

11 Techniques for rating nap without seeing it

- *Show us how you set the mats/cots up*

11...5.3 Mats: 18" apart (score 3), 3 ft apart (score 5)

12 Where is adult bathroom? What if it is a shared use e.g. children also use it for playground or because adults use the one in the trailer.

- *If 1.1 is a yes, 3.1 is a likely no for flushing*
- *3.2 is a yes if the basic provisions exist; not necessarily right there (except for toilet paper)?*

- 3.5 adequate supervision – if a problem is observed, then score No. If teachers check toilets for flushing or ask if child flushed, then score Yes. Doesn't mean they have to ask every time, or check after each child. If children are independent and no problems observed.
- 5.2 convenient/accessible means in the bathroom or very near
- 3.1 is a no if the bathroom is stinky- wait to see if the smell dissipates b/c child could be going #2
- 5.3 No interaction is okay- score a YES, unpleasant interaction is a NO

13...1.1, 5.2, 7.1 Health practices... what if staff eat/drink their own food re good models of health... ie drink soda, or eat McDonalds lunches during nap.

- 5.2 No junk foods or coffee in front of kids
- 7.1 – Score yes if you see rebus charts, or health related books
- To score 3.4, ask “How do you handle when a child is sick? Do you have any health requirements for children and staff?” and record response. They do not have to have all of the examples listed in the instrument.

13...7.2 Tooth brushing in relation to length of day (e.g. 6 ½ hour day)

- Must brush teeth for our observations; does not have to be observed.

13... 7.2 If kids brush teeth in bathroom sinks and not sanitized after brushing, does that mean 3.1 in 12 is a no?

- If you observe toothbrushing Must disinfect before toothbrushing and after all children have finished

14...1.1, 1.2 Safety Practices: Several hazards – how many?

- If you could die from it score a yes for 1.1 if you see one major hazard indoors- must see several hazards
- If you could die(they don't necessarily have to die; could cause hospitalization or serious injury) from it score a yes for 1.2 if you see one (several) major hazard outdoors
- Score yes for 3.1 if you find 5 or less minor hazards indoors or outdoors

14...First aid.. Must have:

- A phone nearby and first aid kit in room
- Posted emergency procedures

14... Safety

- For credit for 5.2, must see teachers explain safety rules once

15...7.2 What if you see theme books (e.g. Fall) but don't see use and books are blended in with other books?

- 3 or more theme books to score yes for 7.2

16...3.3 Language Reasoning

- for 3.1, score yes if you see two instances of intentional communication- 4 instances must be seen

- *for 3.3, you're looking for bias and any bad messages (e.g., sexual), looking for support of children's primary language*
- *For yes for 5.1 the interaction must take place in free play and group...regular/intentional communication*

17... 3.2 Using language to develop reasoning skills-- What if we don't see concepts discussed? Does this mean whole group, or is individual ok?

- *Concepts can be introduced in one on one, small group, and group*

20... 5.1 What is 3D (pom poms, craft sticks)? *Height, depth, width & children did the building*

- *3D materials can be used to build/create things- not pom poms to stick on paper, but craft sticks, and glue to create projects that would stand/hang alone*

21... 3.1 Accessible--- a closed but reachable cabinet with instruments in bins inside count? What if it's labeled on outside?

- *For closed cabinet, must see children use. See accessible definition above: Materials in closed cabinets are not accessible unless you see children open the cabinet and use them*

22...3.1, 5.1 Enough blocks – how many?

- *See additional notes for specifics*

23...Note for clarification: *Anything pourable or diggable is okay for sand substitution; including Styrofoam peanuts- no, they are not diggable or pourable, and sufficient quantity*

24... 5.4 How organized? (e.g. outlines of labels?)

- *Same types of objects stored together*
- *Somewhat organized eg. Dress clothes in one place, kitchen utensils in another*
- *For yes to 3.3, some mix of items is okay but storage should be separate overall*
- *For yes to 7.2, general rule of thumb is more than one type of prop or an obviously extensive collection of one type- need 2 examples of diversity (e.g., 2 contrasts such as babies and food)*
- *For 7.4, judge on what you see... look for either materials tied to an activity or pictures and other materials designed to enrich play*

25...5.4 *For yes, everyday events are more than asking if it's cloudy or sunny today*

26... Math/Number

- *Credit given for 5.4 only if adults link math concepts to daily activities in 2 or more instances*

- *What is “rote” in 1.2? If all you see is teacher directed, score yes. Provide examples of “rote” in training to observers.- yes, rote however teacher directed may not be necessarily bad (observe)*
- *For yes to 5.1 materials can be throughout room if they’re well organized and sorted by type*

27...1.2, 3.2, 3.3, 5.4 TV

- *Only score “no” if obviously inappropriate*

28...Bias

- *It is okay to be insensitive or politically incorrect. For 1.3, Do not score “yes” for comments like “sit Indian style”- don’t give a bad score for this comment but educate and indicate the issue*
- *Score “yes” for 1.3 if prejudice is obvious, deliberate, and repeated*
- *3.1 “Some” is defined as one example racial, **and** one example cultural*
- *3.2 Means not negatively- Read additional notes carefully to clearly define the difference between 3.1, 3.2*
- *No for 3.2 would be negative portrayal of race or culture in materials from the child’s perspective- we don’t know the child’s perspective*
- *5.1- 3-5 of each material (books, pictures, etc...) with all categories represented: read notes*

29... What if they don’t go outside or have any gross motor? Is music inside considered gross motor?

- *If the class doesn’t go outside-extrapolate from indoor experience and ask the questions provided*
- *To score this item, the activity must be gross motor-- anything that gets the kids up and moving large muscles (e.g. can be dancing, marching)*
- *If all you see for gross motor is a musical parade, use that to score 1.1, 3.1*
- *3.1 measures if there are enough staff and whether or not they’re positioned to see what’s happening. Teacher intervention is seen **after** the problem occurs 3.1 also measures if they are attentive to children’s needs*
- *5.1 refers to preventative action/supervision- if have helmets, credit for preventative; this doesn’t mean they have to have helmets. This is an example. helmets must be fitted properly – not required for the scale*
- *For 1.1 -score “yes’ if staff cannot or do not pay attention to keep kids safe or not enough of them*
- *7.1 and 7.3- Organized games like Duck, Duck, Goose and Ring Around the Rosy might fall into 7.1 or 7.3*
- *7.2- Staff bringing out and setting up materials, and getting a game going to enhance play would count*
- *At 7s adult is facilitator during gross motor play*

30 Visual supervision... difficult... define difficult. What if teachers are spaced around?

- *Just because an area is difficult to supervise visually, doesn't mean that the classroom is scored down for 1.1 and 3.1 (this deals with what staff do, not the room arrangement) Visual difficult because of Room Arrangement is in Item 4. 1.2 and 3.2. Do not score 1.2 yes unless area is very difficult to supervise. Take ages of children into consideration when deciding on a score.*

31...Discipline

- *7.1 deals with teacher facilitation--Letting children come up w/ solutions to conflict- simply fixing the problem for them does not give credit*
- *7.2- Ask questions or see evidence e.g. activity or story used to help support children's social skills*
- *7.3- Ask the question regarding handling challenging behavior*

32...5.1 Physical Contact

- *Score "yes," if you see positive physical contact...hand holding w/ teacher, pat on back, sitting on lap. If child initiates hug, must hug back*

34...3.1, 3.2 Record written and actual schedules. Generally rate on what you see, using the actual schedule for gaps *use questions for gaps*

34... 3.3 In Abbott 6 hr day does this mean 45 min for indoor play and 45 min for outdoor. What if it is raining?

- *If it's raining/snowing or bitterly cold score yes for 3.3 if just indoor play period(public health warning should be a reason-if rain stops then children should go outside)*
- *Outside for a walk is considered a play period*
- *For 3.3, 45 minutes each for outdoor and indoor play periods are required (if raining, look at schedule)*
- *3.4- occurs in or out, even on rainy days*
- *be lenient for 5.1-score yes if teachers show flexibility w/ schedule for group*
- *7.2 looks at schedule variations for individuals*

35...5.1 When does free choice at start of day count toward substantial portion?

- *Time for free play is only evaluated during Abbott day, regardless of the number of children present*
- *Even if only a few children are there after the time that Abbott day starts, start observing and scoring anyway*

35... 3.1, 5.1 Does this mean if substantial is met for indoor play, that it's ok, or does outdoor time need to be included. It says AND.

- 3.1 - A total of 45 minutes of free play in and out; Note this is different than how it is scored in item 34. For this indicator, if 30 minutes inside and 15 min outside, then score yes. For item 34, each must be 45 minutes.
- Both indoors and outdoors
- Use schedule for outdoor component if weather doesn't permit
- For both outdoor and indoor this item refers free play so going for walks doesn't not count toward time here (although it does contribute to item 34)
- 5.3 asks if there are enough in terms of quantity and variation freeplay materials in each area for the group of 15 kids
- 5.1 total must be substantial portion (1/3 day) and total must include in AND out. For example: in a 6 hr Abbott day, 1.5 hrs of indoor free play and .5 hrs of outdoor free play = yes.

36...5.1 No more than 20 minutes at one time

- If children seem restless score 5.1 a "no" (see additional notes)
- Back to back whole group activities count as one long group
- For 5.3, examples of routines are: washing hands, meals, toileting, getting coats on/off, greeting, snack
- 7.2 Watch for purposeful educational interaction- Give observers anecdotal examples

37...3.2, 5.2 Mostly teacher interview- use questions

- At level of 3.2, therapist comes in to work w/ child
- At level of 5.2, the therapist or teacher turns support for skills into activity for other children in class

38 Parent Provisions

- Maybe ask, have you seen parents observe before enrolling?
- Look at walls for notices/look at bulletin boards

Debbie didn't look at the below comments because they don't really use the rest of the scale as much

39...3.1, 3.3, 3.4

- 3.1- Score "yes" if any adult bathroom, that's not used by children; in trailers, if teachers choose to use children's bathroom, but there is an adult bathroom in another trailer for them to use, score yes.
- 3.3- Some storage anywhere (in or out of classroom) counts
- 3.4- At least 15 minute break- if they don't take one ask the question about time off—the teacher might be choosing to stay in the classroom
- 5.2 Convenient means in classroom
- Only score for no security if the teacher brings it up as a problem

- 5.3 Teachers get 45 minutes total for break and lunch. Some teachers may choose to stay in room during nap for their breaks, then score Yes. If teachers don't take breaks because of coverage issues, i.e. they can't leave, then score NO.

40... 3.1 Cell phones instead of in-room phones

- In room cell phone okay for 1.1 and 3.1
- If you see no phone, ask- if they say no, score yes for 1.1
- Convenient means it is in room for 3.1

41... Staff interactions

- 5.2 Assume ok, unless you see a problem

42... 5.1, 7.1 Does this mean that directors need to observe and base supervision on the observation?

- 5.1 Supervisor cannot be MT; 3.2 MT is ok
- 7.1 Make sure observers know about PIP; PIP's are ok

43... 1.1, 3.1, 5.1, 5.4 Does this vary based on size of center? How much is some?
7.2 What is good?

- Be sure to ask questions
- 1.1 is scored yes for any kind of orientation that is applicable to classroom that occurs after 6 weeks and/or doesn't include some of the 3.1 topics
- 5.1 Professional development count for thorough orientation
- Rule of thumb : Through orientation-roughly 2 days doesn't have to be exact and within 6 wks
- 7.2- At least 50 current classroom or in building resource library program, etc...If it is a sub in classroom, for info ask assistant and then ask someone if not satisfied

MISC

- ✓ Use of additional notes—use 1/04
- ✓ Use of All About ECERS—BIG NO NO
- ✓ Cover sheets –don't forget em, complete thoroughly
- ✓ What to do when what teacher says in interview does not coincide with what we see or know about the center? Go with what you see
- ✓ Do substitutes get background interview? Ask assistant or supervisor for info if teacher not there
- ✓ Length of observation—3 hour observation plus 20 minute interview (viewing greeting and meal, not nap, necessarily)
- ✓ Informal reading must be observed, not just reported
- ✓ Informing teachers vs sites of scheduled observation- Call site to schedule without telling teacher's name.

Job Description for Race to the Top – Early Learning Challenge

Learning Coach

Under the direction of an Agency Leader and county Technical Assistant Team Leader, the Learning Coach will be responsible for working directly with program sites to improve quality and advance through Grow NJ. Specific responsibilities are as follows:

- Visit classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices using the reflective cycle model
- Plan specific goals and training opportunities to improve weak areas identified from curriculum developer reports and results of structured classroom observations (e.g. Early Childhood Environmental Rating Scale – Revised), performance-based assessment results, program-wide evaluations, and other information sources
- Administer structured program evaluation instruments (in assigned classrooms) to measure quality practices in classrooms (e.g., Early Childhood Environmental Rating Scale - Revised, Infant Toddler Environmental Rating Scale – Revised, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory, High/Scope Preschool Program Quality Assessment, Creative Curriculum Implementation Checklist)
- Confer with early childhood supervisors/directors to plan for and provide professional development for all early childhood staff
- Provide individualized follow-up support and facilitate small group meetings/trainings for teaching staff with similar needs
- Support implementation of performance-based assessments to ensure reliable collection of child information through portfolio review meetings and professional development
- Train teaching staff on the administration of child screening and formative assessment instruments
- Provide reports on the design, use, and delivery of curricula, training, program improvement, and to ensure achievement of mandated goals and to meet existing and emerging needs
- Track site-based interactions, trainings and administrative activities
- Complete reports on the progress of the grant goals, performance targets, and benchmarks
- Provide support for State Plan initiatives as needed (e.g., helping to publicize Grow NJ)

Qualifications

Education:

Graduation from an accredited college or university with a Bachelor's degree in Education, Early Childhood Education or a related field, teacher certification; Master's degree strongly preferred.

Experience:

Three to five years experience teaching in general education preschool programs. Experience with performance-based assessments, providing professional development to early childhood teaching staff, implementing developmentally appropriate early learning curricula, or other early childhood experience.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level; Must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

Job Description for Race to the Top – Early Learning Challenge

Birth to Five Disabilities Coach

Under the direction of an Agency Leader and county Technical Assistance Team Leader, the Birth to Five Disabilities Coach will be responsible for working directly with program sites to improve quality and advance through Grow NJ. Specific responsibilities are as follows:

- Plan specific goals and training opportunities to support access to children with special needs (birth to five) participating in early childhood settings
- Support participating early childhood sites in working collaboratively with school districts and early intervention providers to provide adaptations and modifications to children with an Individual Family Service Plans (IFSP) or an Individual Education Program (IEP)
- Assist collaborative professional development between districts, child care programs and early intervention providers participating in Grow NJ
- Provide teams (IFSP or IEP) with professional development to design and implement individual child programs with the routines and activities of the child's day in child care or preschool
- Establish coaching and mentoring through current positions such as Head Start Disability coordinators
- Support families in high risk situations with child eligible for early intervention in coordination with the Family Service Coordinator
- Provide individualized follow-up support and facilitate small group meetings/trainings for teaching staff with similar needs
- Provide reports on the design, use, and delivery of curricula, training, program improvement, and to ensure achievement of mandated goals and to meet existing and emerging needs
- Track site-based interactions, trainings and administrative activities
- Complete reports on the progress of the grant goals, performance targets, and benchmarks
- Provide support for State Plan initiatives as needed (e.g., helping to publicize Grow NJ)

Qualifications

Education:

Graduation from an accredited college or university with a Bachelor's degree in Education, Early Childhood Education, Special Education or a related field, teacher certification; Master's degree strongly preferred.

Experience:

Three to five years experience teaching in programs serving children with special needs. Experience with providing professional development to early childhood teaching staff, implementing developmentally appropriate early learning curricula, or other early childhood experience.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level; Must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

Job Description for Race to the Top – Early Learning Challenge

Family Engagement Coordinator

Under the direction of the County Council Project Director and county Technical Assistance Team Leader, the Family Engagement Coordinator will be responsible for delivering a uniform set of presentation modules of evidence-based family engagement program guidelines and standards across early learning and development settings. The Family Engagement Coordinator will also promote Grow NJ in the community, lead the launch of a County Council, and provide ongoing support to the County Council after its creation. The Family Engagement Coordinator will collect feedback from families and address concerns related to Grow NJ and all components of the State Plan.

Specific responsibilities are as follows:

- Provide regular reports detailing family interactions, feedback, and progress of the County Councils
- Attend meetings with County Council Project Director as required
- Organize and implement outreach plan to promote Grow NJ, recruit County Council members, and increase community interest and involvement
- Support County Councils by providing guidance and support in scheduling, activities, roles, and responsibilities
- Collect and track all family engagement data required; provide data to County Council Administrative Support Staff on timely basis
- Track time spent on professional development, family engagement, and County Council support
- Complete reports on the progress of the grant goals, performance targets, and benchmarks
- Plan specific goals and training opportunities to improve weak family engagement areas
- Confer with early childhood supervisors/directors to plan for and provide professional development related to family engagement for all early childhood staff
- Provide individualized follow-up support and facilitate small group meetings/trainings for teaching staff with similar needs

Qualifications

Education:

Post-secondary education preferred, but not required. Experience in family engagement and/or early childhood through social services, health, or education.

Experience:

Experience engaging families and community members. Experience delivering training or content to small and large groups. Experience tracking data and time.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing (bilingual a plus); Must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

Job Description for Race to the Top – Early Learning Challenge

Health Services Coordinator

Under the direction of an Agency Leader and county Technical Assistance Team Leader, the Health Services Coordinator will be responsible for working directly with program sites to improve quality and advance through Grow NJ. Specific responsibilities are as follows:

- Provide sites with resources around health, including prenatal and postnatal care, oral health, mental health, and medical care
- Plan specific goals and training opportunities to early learning and development program staff on critical health concerns and practices, including oral health, allergies, obesity, lead, nutrition and accommodating children with specific health issues
- Working with existing nursing/health staff at early childhood sites to support coordination with community sites
- Provide individualized follow-up support and facilitate small group meetings/trainings for teaching staff with similar needs
- Provide reports on the design, use, and delivery of curricula, training, program improvement, and to ensure achievement of mandated goals and to meet existing and emerging needs
- Track site-based interactions, trainings and administrative activities
- Complete reports on the progress of the grant goals, performance targets, and benchmarks
- Provide support for State Plan initiatives as needed (e.g., helping to publicize Grow NJ)

Qualifications

Education:

Graduation from an accredited college or university with a Bachelor's degree in Nursing, Health Sciences or a related field; Master's degree strongly preferred.

Experience:

Three to five years experience working with young children and families in a health related field. Experience providing professional development.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level; Must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

Learning Coaches

The learning coaches will be responsible for training sites in various modules listed below. The modules will be delivered monthly; however, site and classroom visits will occur throughout the month to determine if the content presented in the training was well received. Walk-through instruments will be used by the learning coaches to rate the level of implementation of the particular topics presented. Feedback will be given through the use of the reflective cycle (refer to the Reflective Cycle Log).

Module Topic, Description, Timeline

NJ Birth to Three Standards/NJ Preschool Teaching and Learning Standards

The *NJ Birth to Three Standards* or the *NJ Preschool Teaching and Learning Standards* will be used to support participants' understanding of children's learning outcomes in various domains. Participants will learn how the *standards* can be addressed through curriculum implementation.

(First Month)

Child Development

Children's cognitive, physical and social/emotional development at various ages will be presented to provide participants with an understanding of age-appropriate expectations at each age level. The participants will acquire knowledge and skills essential to the care and guidance of children.

(Second Month)

Design of the Learning Environment

This module will teach participants how to create a high-quality learning environment in the classroom as well as the outdoor environment to maximize children's learning and development. The ECERS-R or ITERS-R items will be examined with particularized attention given to space and activities.

(Third Month)

Enhancing Language Development

This module will provide participants with strategies to support children's oral language development. Supporting English language learners will be discussed with attention given to supporting children's native language.

(Fourth Month)

Assessments: Formative and Screening

The purpose of assessment will be presented with attention to formative assessment and screening. Participants will learn observation techniques, refer to developmental benchmarks, and practice recording anecdotes in the formative assessment training. The participants will also learn how to administer the developmental screening and utilize the data generated.

(Fifth Month)

Differentiated Instruction and Scaffolding

Strategies to differentiate instruction to support each child's learning and development will be presented; and how to scaffold instruction to support children's learning through modeling, facilitating children's engagement, assisting with strategizing, and how to gradually remove scaffolds as instruction continues.

(Sixth Month)

Adult-child Interactions

This module will provide participants with concrete examples of supportive adult-child interactions. Teacher sensitivity, quality of interactions and feedback, behavior management, and children's engagement will be discussed. The CLASS or Arnette Caregiver Interaction Scale will be used as a reference throughout the training.

(Seventh Month)

Positive Behavior Support System

Positive behavior supports will be addressed with a focus on the pyramid approach using the CSEFEL model. The following areas will be examined at great length: responsive interactions; classroom preventive practices; social emotional teaching strategies; individualized interventions.

(Eight Month)

Inclusion Practices

Inclusion strategies such as adapting space and materials, supporting peer interactions, play, and social communication, and adapting group activities and transitions will be explored. Specific attention will be given to planning and monitoring children's individual needs and goals.

(Ninth Month)

Cultural Competence

This module will give participants an increased level of consciousness pertaining to diversity, racial and cultural awareness as they communicate with children and families in their schools. The four focus areas are self awareness, background knowledge regarding culture, multicultural classroom activities, and engaging all families.

(Tenth Month)

Integrated Curriculum

This module will address how to integrate content areas such as language arts literacy and social emotional practices into the daily classroom routine and curriculum components.

(Eleventh Month)

Birth to Five Disabilities Coordinators

The Birth to Five Disabilities Coordinators will be responsible for training sites staff in various modules listed below. The modules will be delivered monthly; however, site and classroom visits will occur throughout the month to determine if the content presented in the training is being implemented. There will be coordination between the Learning Coaches and the B-5 Disabilities Coordinators as content from other modules *NJ Birth to Three Standards/NJ Preschool Teaching and Learning Standards, the Child Development, the Design of the Learning Environment and the Assessments Modules* will serve as a foundation.

Module Topic and Description

Reaching the Goal for All Children Birth to Five: Inclusion in High Quality Settings and Experiences

The participants will be introduced to the philosophy, law, and ethical principles fundamental to our work with infants, toddlers, and children with disabilities, developmental delays and their families. Grow NJ

encompasses the right for all children to participate in early learning and development programs, activities and services. The module will focus on the necessary components of access, participation and supports and the need for collaboration between families and early intervention, family child care providers, center and school district administrators and staff.

Child Development: Typical and Developmental Red Flags

This module will supplement the participants' knowledge of typical child development and the NJ Birth to Three Standards/NJ Preschool Teaching and Learning Standards. The information delivered will consider biological and environmental factors that influence development and learning. Participants will learn about specific and more common disabilities in infants, toddlers and young children and the possible effects on learning, physical, social-emotional development and mental health. The role of the family in supporting development while considering their priorities, culture, concerns and resources for their child will be incorporated.

Modifications/Adaptations to the Environment, Curriculum, Instruction and Interaction Strategies

The purpose of this module is to assess the possible barriers to including infants, toddlers and young children in Grow NJ settings, to collaborate and find solutions as a group. The coordinator will use a combination of large and small group activities, discussion and sharing to present modifications and adaptations that can be made to the environment, materials and the curriculum to support all the children. Stressing the importance of understanding and focusing on the *abilities* of each child, instructional strategies, scaffolding, peer and adult support will be included. Embedding IFSP/IEP goals and plans into the daily routines will be considered.

The Connection between Program/Classroom Quality and Supporting Early Learning and Development for Children with Disabilities and/or Delays

The facilitator will provide vignettes, video clips and sample lesson plans and instrument results. The participants will work in large and small groups to examine the strengths and areas of need as relevant to supporting infants, toddlers and young children with disabilities, developmental delays and/or who exhibit challenging behaviors. Participants will bring their own sample lesson plans, their classroom self-assessments, anecdotal notes and other information as appropriate and using a prepared protocol will work together to offer suggestions to implement at their own settings.

Screening and Evaluation

The participants will receive training in how to administer the approved age-appropriate developmental screening through a separate module.

This session will focus on participants gaining a further understanding of the screening, referral, and evaluation process; the use and limitations of instruments for young children; the development of ISFP/IEP the roles of various team members and specialists. A particular emphasis will be placed on the participant's personal role in supporting the process, children and their families.

Family Engagement Coordinators

The Family Engagement Coordinators will be responsible for training staff in the modules listed below. The modules will be delivered monthly; however, site and classroom visits will occur throughout the month to determine if the content presented in the training is being implemented.

Module Topic and Description

Supporting Children's Development and Learning at Home

This module will provide participants with techniques to share with families to encourage further learning in the home environment. The importance of reading to children every night as part of their bedtime routine will be emphasized, modeled, and connected to the *literacy learning standards*. Other domain areas, such as how to support social and emotional development in the home will be addressed and will include specific strategies for families to use at home.

Building Reciprocal Relationships with Families

Participants will learn effective interpersonal communication skills to help build relationships with families. The important role of the family in children's education will be discussed. Home visit models will be explored to strengthen parental engagement and support development and learning in school as well as home. Effective conferencing methods will also be presented.

Engaging Families in the Classroom and School/Center

The purpose of this module is to define family engagement so participants can gain an understanding of how to encourage family involvement in the classroom as well as in school and center activities. Discussions will be focused on purposeful and meaningful activities for families to participate in during their time in their children's educational setting. Considering ways to involve families' culture, assisting families with their child's transition from one placement to another, partnering with families in the child assessment process, and involving families in the IFSP/IEP process, will all be addressed.

Language Acquisition and Maintaining the Home Language

Participants will receive training on the language acquisition process for all children, including children with a native language other than English. The importance of maintaining children's home language will be presented with supporting research. This module's format will allow participants to use the content directly with families.

Community Connections for Families

This module will provide participants with samples of community and school resources that should be shared with families. Three areas will be examined: getting families and children to become active members in the community, helping families become advocates for their children, and offering leadership opportunities to families to make integral decisions for their children's education.

Health Services Coordinator

The health services coordinator will be responsible for training sites in various modules listed below. The modules will be delivered monthly; however, site visits will occur throughout the month to determine if the content presented in the training is being implemented.

Module Topic and Description

Healthy and Safe Environments for Children, Staff and Families

This session will address the importance of creating and maintaining health and safe environments both inside and outside of classrooms and sites. State licensing and local requirements will be addressed. However, the Coordinators will also focus on the Health and Safety sections and items from The NJ Birth to Three Standards or the NJ Preschool Teaching and Learning Standards, Head Start performance standards and the items from the ECERS-R, ITERS-R, and the FCCER-S and the Grow NJ instruments. These standards list such items as facility size, group size and ratios, playground safety, sanitation, food safety and hygiene practices. They also include policies and procedures for safety drills,

first aid kits, trainings for staff, and also written plans for safety for children/staff with disabilities.

Health and Wellness for Children, Staff and Families

Preventive Health Care and Communicable Disease Prevention

The main goals of this module are a focus on best practices for preventing illness and limit the spread of communicable diseases. Information will be shared and reviewed in depth regarding practices and procedures that are necessary on a daily basis and additional steps to take when a particular illness/disease occurs. Participants will review their daily routines and through interactive small group work, they will have a better understanding of the connection between these best practices and health care. For example, washing hands steps and when it is necessary throughout the day. Conditions and policies for short-term exclusion and admittance to a program will be shared and reviewed.

Health and Wellness for Children, Staff and Families

Nutrition, Obesity and Physical Activity

This module will address age appropriate standards for nutrition and look at policies and practices that encourage healthy lifestyles in children. The session will promote healthy eating habits and physical activity every day as well as promoting a healthy body image. The session will promote the importance of outdoor and indoor play and its influence on early learning and development in all domains, social-emotional, cognitive and physical.

Health and Wellness for Children, Staff and Families

Oral Health

Understanding the importance of oral health and its effect on the early learning and development of infants, toddlers and young children is essential for health care staff but also for administrators, teaching staff, home visitors, and families. This module will include environmental and family at risk factors, oral health best practices for each age, the warning signs of possible problems. Ideas for collaboration and oral health education for families will include the family's role, oral health during pregnancy, and resources available in the community. Information about available services with bilingual staff and/or appropriately trained professionals for particular needs will be shared.

Module 5- Specific Trainings

Medicine Administration Training/, Asthma and Allergies/Special Medical Care Plans

Medicine administration training will include proper measurement and tools, the administration, and storage. It will also include documentation procedures and reporting to families. In addition to short term medications, staff will become aware of the use of nebulizers, inhalers, epi-pens, etc. and who is allowed to administer each one.

There will be some trainings and modules that cross-over team members' roles and are more extensive. The topics/modules that fall into that category may be delivered by one or more of the TA Team members. For example, the CSEFEL Pyramid Model addresses supports for children who exhibit challenging behaviors. The model is comprehensive and builds upon strengthening the environment, classroom practices, interactions, families, social skills, and finally interventions and plans for behavior support for a select few children.

April 3, 2008

TO: Dorothy Strickland, Ph.D.

FROM: Jacqueline Jones, Ph.D., Assistant Commissioner
Division of Early Childhood Education

SUBJECT: Guidelines for reviewing the Preschool Teaching and Learning Expectations:
Standards of Quality

Thank you for your interest in the review of the Preschool Teaching and Learning Expectations: Standards of Quality (*Expectations*), planned for re adoption by the New Jersey State Board of Education in 2009. The information contained within this document should guide your review of the attached *Expectations*.

As with the Core Curriculum Content Standards, the Preschool Teaching and Learning Expectations: Standards of Quality presents standards for all school districts in the state. It is to be used as follows:

- A resource for ensuring appropriate implementation of the curriculum being used in the classroom;
- A guide for instructional planning and teaching;
- A framework for ongoing professional development opportunities; and
- A framework for development of a comprehensive early childhood education assessment system.

As you **review the domain specific to your expertise**, please answer the following questions. Once you complete your review, please indicate any *Expectations* that should be changed, deleted or revised along with possible suggestions. As always, any additional feedback is appreciated by the Division.

1. Are the content and desired outcomes of the *Expectations* theoretically sound and based on what we know from research on young children's learning in this particular domain?

2. Do the *Expectations* support practitioners in designing effective developmentally appropriate programs that address what young children should know, experience and be able to do within their chosen curricula?
3. Do the *Expectations* address the skills and abilities that educators should be cultivating within intentional and incidental teaching practice?
4. Do the *Expectations* accommodate children from special circumstances including ELL and preschool children with disabilities from the perspective of the teacher and the learner?
5. Are the *Expectations*, as currently written, effective in leading to coordination and continuity in preschool programs across the state of New Jersey?
6. Are the *Expectations* written with enough clarity to give practitioners the information they need to understand and apply them in practice?

Thank you once again for your interest in this review. The expertise and knowledge you bring to this project is invaluable. If you have questions as you conduct your review, please contact Diane Shoener at 609-984-6023.

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Attachments

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Linguistic and Cultural Responsiveness

Excerpted from the *New Jersey Preschool Teaching and Learning Standards*

The Standards are highly responsive to New Jersey's culturally and linguistically diverse population, stressing that, "The opportunities for learning are strengthened as the connections across the home, school, and community are acknowledged and respected. Multicultural issues (e.g., language, culture, race, ethnicity) and diversity (e.g., different social, economic, lifestyle, physical abilities) are woven into the daily activities of the early childhood education program. A high-quality early childhood education program embraces the heritages of the families being served."

Specific examples of this responsiveness within the Standards include:

- **Social Studies, Family, and Life Skills:** Adapt materials and activities to support English and non-English language speakers (e.g., use labels with pictures to help children negotiate the classroom and make picture-word associations, dramatize actions while providing words for the actions in multiple languages, provide simple directions in multiple languages, offer books, music, and computer software in multiple languages); support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area); invite families and other community members to tell stories about and provide activities (e.g., share foods, clothing, and traditions with teachers and peers) that engage children in their cultures and traditions.
- **Visual and Performing Arts:** Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres; to stories from multiple cultures (e.g., at circle time, informally, during choice times); provide props to represent diversity; expose children to the visual arts from their own communities as well as from different cultures.
- **Language Arts Literacy:** encourage children to converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their

experiences; provide books and materials that reflect the identity, home language, culture, and interests of the students in the class; provide opportunities for children to listen to and participate in stories, rhymes, poems, and songs in various languages.

- World Languages: Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials; expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals.

Responsiveness to Children with Disabilities

Excerpted from the *New Jersey Preschool Teaching and Learning Standards*

New Jersey also employs careful planning to ensure the successful inclusion of preschoolers with disabilities in general education programs. The inclusion rate in general education classrooms in school districts receiving full funding under the School Funding Reform Act is 60.2 percent.

The focus is on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

The preschool standards provide a focus for the development of Individualized Education Plans (IEPs) for preschool children ages three and four with disabilities in accordance with the Individuals with Disabilities Act Amendments of 2004 that guarantees students with disabilities the right to general education program adaptations. Specific examples of provisions for preschoolers with disabilities and developmental delays from New Jersey's preschool standards include:

- **Social/Emotional Development:** Provide materials and activities to further learning at the child's developmental level and to foster feelings of competence (e.g., knobbed and regular puzzles, looped scissors, open-ended art materials, child-sized manipulatives); make adaptations to the classroom environment to support individual children's needs (e.g., sensory table, quiet spaces, appropriately-sized furnishings, and visuals at eye level).
- **Social Studies:** Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and nonstereotypic roles (e.g., music, literature, dramatic play props, puzzles, displays).
- **Technology:** Make technology accessible to all children and use it as an accommodation for an individual child with special needs. Assistive technologies can take the form of low-tech, mid-tech, and high tech devices (e.g. visual schedule, touch screens, single switch toys).

Content Area	Language Arts Literacy
Standard	3.1 Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
Strand	A. Concepts About Print

By the end of grade	Content	CPI #	CPI
P	<ul style="list-style-type: none"> • Symbols can communicate meaning. • Graphic and text structures organize information. <p><i>Preschool examples:</i> Children will identify the meaning of common signs and symbols such as exit signs, icons on computers, picture directions for hand washing, and recipes.</p>	3.1.P.A.1	Identify the meaning of common signs and symbols in local environment (e.g., exit sign, area labels, icons on computers or rebuses).
		3.1.P.A.2	Identify some alphabet letters, especially those in his/her own name.
		3.1.P.A.3	Recognize letters are grouped to form words; words are separated by spaces.
		3.1.P.A.4	Recognize own name in a variety of contexts.
		3.1.P.A.5	Recognize it is print that is read in stories.
		3.1.P.A.7	Demonstrate understanding of the concepts of directionality—front to back, left to right, top to bottom movement on a page.
		3.1.P.A.8	Recognize a variety of print letter formations and text forms are used for different functions (e.g., grocery list, menu, store sign, telephone book, recipes, written directions such as the steps for hand washing, newspaper and magazine).
		K	<ul style="list-style-type: none"> • Symbols can communicate meaning. • Graphic and text structures organize information. <p><i>Grade level examples:</i> → symbols - exit signs, area labels, icons → graphic - letters, words, graphs → text structures - parts of books, paragraphs, punctuation</p>
3.1.K.A.2	Distinguish letters from words.		
3.1.K.A.3	Recognize words are separated by spaces.		
3.1.K.A.4	Demonstrate directionality—front to back, left to right and from top to bottom.		
3.1.K.A.5	Recognize print represents spoken language.		
3.1.K.A.6	Demonstrate understanding of the function of a book and its parts, including front and back and title page.		
1	<ul style="list-style-type: none"> • Symbols can communicate meaning. • Graphic and text structures organize information. <p><i>Grade level examples:</i> → symbols - exit signs, area labels, icons → graphic - letters, words, graphs → text structures - parts of books, paragraphs, punctuation</p>	3.1.1.A.1	Match oral words to printed words (e.g., pointing to print as one reads).
		3.1.1.A.2	Practice reading print at school and at home with assistance.
		3.1.1.A.3	Locate and identify the title, author, and illustrator of a book or reading selection.

By the end of grade	Content	CPI #	CPI
		3.1.1.A.4	Interpret simple graphs, charts, and diagrams.
2	<ul style="list-style-type: none"> • Symbols can communicate meaning. • Graphic and text structures organize information. <p><i>Grade level examples:</i></p> <ul style="list-style-type: none"> → symbols - exit signs, area labels, icons → graphic - letters, words, graphs → text structures - parts of books, paragraphs, punctuation 	3.1.2.A.1	Use titles, tables of contents, and chapter headings to locate information in fiction and nonfiction.

Content Area	Language Arts Literacy
Standard	3.1 Reading: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
Strand	B. Phonological Awareness

By the end of grade	Content	CPI #	CPI
P	<ul style="list-style-type: none"> • Sound structure of language includes the ability to distinguish differences and similarities. • Sounds are identified and manipulated. <p>→ <i>Preschool Examples:</i> Children will use alliterative language and rhymes such as “Peter, Peter Pumpkin Eater” “squishy, wishy, dishy soap” during play.</p>	3.1.P.B.1	Engage in language play (e.g., manipulate separable and repeating sounds).
		3.1.P.B.2	Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”).
		3.1.P.B.3	Create and chant own rhymes (e.g., when playing in the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, children are conversing and say, “A light is for night.”).
K	<ul style="list-style-type: none"> • Sound structure of language includes the ability to distinguish differences and similarities. • Sounds are identified and manipulated. <p><i>Grade level examples:</i></p> <ul style="list-style-type: none"> → sound structure of language - syllables, initial, middle, and final sounds → sounds identified and manipulated - number of syllables, deleting or changing sounds, rhyming 	3.1.K.B.1	Demonstrate understanding that oral language consists of sounds.
		3.1.K.B.2	Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
		3.1.K.B.3	Given a spoken word, produce another word that rhymes with it.
1	<ul style="list-style-type: none"> • Sound structure of language includes the ability to distinguish 	3.1.1.B.1	Blend or segment the phonemes of most one-syllable words.

By the end of grade	Content	CPI #	CPI
	<p>differences and similarities.</p> <ul style="list-style-type: none"> • Sounds are identified and manipulated. <p><i>Grade level examples:</i></p> <ul style="list-style-type: none"> → sound structure of language - syllables, initial, middle, and final sounds → sounds identified and manipulated - number of syllables, deleting or changing sounds, rhyming 	3.1.1.B.2	Listen and identify the number of syllables in a word.
		3.1.1.B.3	Add, delete, or change initial and final sounds to change words (e.g., cow to how, cat to can).
		3.1.1.B.4	Add, delete, or change middle sounds to change words (e.g., pat to put).

Content Area	4. Mathematics
Standard	4.1 Number and Numerical Operations
Strand	A. Number Sense

Grade	Content	CPI #	CPI
P	Numbers are used for counting, ordering, comparing and labeling objects in the physical world. <ul style="list-style-type: none"> Counting numbers at least through 20 Ordinals through fifth 	4.1.P.A.1.1	Begin to develop a concept of number for counting numbers at least through 20 and for ordinals through fifth (including first and last).
		4.1.P.A.1.2	Recognize and name some one-digit written numerals. <ul style="list-style-type: none"> Begin to write one-digit numerals. Discriminate numbers from other symbols in the environment.
		4.1.P.A.1.3	Compare groups of objects (e.g., using the terms more, less, same).
		4.1.P.A.1.4	Demonstrate understanding of one-to-one correspondence (e.g., places one placemat at each place, places one animal in each truck). <ul style="list-style-type: none"> Match sets. Count spontaneously for own purposes. Recognize a number of objects (up to four) without counting
K	Numbers are used for counting, ordering, comparing, and labeling objects in the physical world. <ul style="list-style-type: none"> Counting numbers through 50 Ordinals through tenth Parts of a whole (halves) 	4.1.K.A.1	Interpret and use numbers in a variety of contexts. <ul style="list-style-type: none"> Counting numbers at least through 50 Ordinals through tenth Parts of a whole (halves)
		4.1.K.A.2	Recognize and name written numerals from 0 to at least 30. <ul style="list-style-type: none"> Write numerals up to 10. Group objects by 2s and 5s.
		4.1.K.A.3	Recognize up to six objects without counting (e.g., in a ten-frame, dice).
		4.1.K.A.4	Use one-to-one correspondence and counting to solve problems. <ul style="list-style-type: none"> Count and produce sets of given sizes. Count backward from 10 to 1. Understand that a set of objects has the same number of objects, regardless of its arrangement. Understand that, when counting, the last number indicates the total quantity.
		4.1.K.A.5	Recognize common coins (penny, nickel, dime, and quarter) and show some understanding of their value.

1	<p>The number system is the basis of mathematics. Numbers are used for counting, ordering, comparing and labeling objects in the physical world.</p> <ul style="list-style-type: none"> • Whole numbers through 100 • Ordinals through 31st • Thirds and fourths 	[FP]	4.1.1.A.1	Represent equivalence relationships of sets of objects by writing number sentences using the “=” symbol.
			4.1.1.A.2	Count, read and write whole numbers to 100 by ones and tens. [AC, IN]
			4.1.1.A.3	Count and group objects in ones and tens. [IN]
			4.1.1.A.4	Compare and order whole numbers to 100 and identify and name ordinals through 31 st .
			4.1.1.A.5	Identify number of tens and ones in numbers less than 100. [IN]
			4.1.1.A.6	Name the number that is one more or one less than any number up to 100. [IN]
			4.1.1.A.7	Match the number names (first, second, third, etc.) with an ordered set of up to 10 items. [IN]
			4.1.1.A.8	Recognize and describe a shaded portion of a shape that has been divided into equal parts; describe the portion as “ ____ out of ____ parts” and write the fraction. [IN]
2	<p>The number system is the basis of mathematics. Numbers are used for counting, ordering, comparing and labeling objects in the physical world.</p> <ul style="list-style-type: none"> • Whole numbers through 999 	[FP]	4.1.2.A.1	Use the symbols < and > to compare numbers.
			4.1.2.A.2	Count by ones, twos, fives, and tens to 100. [IN, AC]
			4.1.2.A.3	Identify numbers up to 999 in various combinations of hundreds, tens, and ones. [IN, WA]
			4.1.2.A.4	Name the number that is ten more or ten less than any number up to 100. [IN]
			4.1.2.A.5	Compare and order whole numbers through hundreds.
			4.1.2.A.6	Match the number names (first, second, third, etc.) with an ordered set of up to 100 items. [IN]
			4.1.2.A.7	Recognize, name and compare unit fractions (denominators 2, 3, 4, 5, 6, 8 and 10).
			4.1.2.A.8	Identify fractional representations of a whole or the number 1. [IN]
3	<p>The number system is the basis of mathematics. Numbers are used for counting, ordering, comparing and labeling objects in the physical world.</p> <ul style="list-style-type: none"> • Whole numbers through 99,999 • Decimals to represent fractional numbers • Common fractions 		4.1.3.A.1	Count, read, and write whole numbers up to 99,999. [AC]
			4.1.3.A.2	Identify place value in whole numbers up to 99,999 and name the quantity that each digit represents. [IN, AC]
			4.1.3.A.3	Use words, models, and expanded form to represent numbers up to 99,999. [IN]
			4.1.3.A.4	Compare and order whole numbers through ten thousands using symbols (<, >, =).
			4.1.3.A.5	Round whole numbers through 10,000 to the nearest ten, hundred, and thousand. [WA]
			4.1.3.A.6	Identify even numbers as multiples of 2, and odd numbers as not multiples of 2.
			4.1.3.A.7	Use objects or pictures to determine if one fraction is larger, smaller or

			equivalent to another fraction. [IN]
		4.1.3.A.8	Identify and use the correct names for numerators and denominators. [IN]
		4.1.3.A.9	Given a set of objects or a picture, name and write a decimal for tenths and hundredths using a place value model. [IN]

Content Area	4. Mathematics
Standard	4.1 Number and Numerical Operations
Strand	B. Numerical Operations

Grade	Content	CPI #	CPI
P	Numerical operations are used to model the joining or separating of groups of objects in the real world.	4.1.P.B.1.5	<ul style="list-style-type: none"> • Explore the meanings of addition and subtraction by using concrete objects. <ul style="list-style-type: none"> ▪ Joining ▪ Separating
K	Numerical operations are used to model the joining or separating of groups of objects in the real world. <ul style="list-style-type: none"> • Part-part-whole relationships 	4.1.K.B.1	Explore the meanings of addition and subtraction by concretely modeling counting problems with at least 10 objects.
		4.1.K.B.2	Use part-part-whole relationships to compose and decompose numbers through 10. Use numbers to describe how many objects will be needed for a second set, when given the first part and the whole.
		4.1.K.B.3	Explore “counting on” to solve addition problems with sums through 10.
1	Fluency in computation is essential. Numerical operations are used to model the joining or separating of groups of objects. <ul style="list-style-type: none"> • Strategies for adding and subtracting whole numbers • Commutative and associative properties of addition • Zero property of addition [FP]	4.1.1.B.1	Demonstrate the meaning of addition (<i>putting together, increasing</i>) using objects. [IN]
		4.1.1.B.2	Demonstrate the meaning of subtraction (<i>taking away, comparing and finding differences</i>) using objects. [IN]
		4.1.1.B.3	Show equivalent forms of the same number (<i>up to 20</i>) using objects, diagrams and numbers. [IN]
		4.1.1.B.4	Use the inverse operation relationship between addition and subtraction and demonstrate mastery of addition facts (<i>for totals up to 20</i>) and the corresponding subtraction facts. [IN]
		4.1.1.B.5	Use +, -, and = to write number sentences. [IN]
		4.1.1.B.6	Use the commutative, associative and zero properties for addition. [IN]
2	Fluency in computation is essential. Numerical operations are used to model the joining or	4.1.2.B.1	Model addition of numbers less than 100 with objects and pictures. [IN]
		4.1.2.B.2	Add two whole numbers with and without regrouping. [IN]
		4.1.2.B.3	Subtract two whole numbers less than 100 without regrouping. [IN]

	separating of groups of objects.	4.1.2.B.4	Use estimation to decide whether answers are reasonable in addition problems. [IN]
	<ul style="list-style-type: none"> • Quick recall of basic addition and related subtraction facts • Addition and subtraction of 2-digit numbers 	4.1.2.B.5	Use mental arithmetic to add and subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.
		4.1.2.B.6	Develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers, understand why they work, and use them to solve problems.
		4.1.2.B.7	Select and apply appropriate methods to estimate sums and differences or calculate them mentally, depending on the context and numbers involved.
3	Fluency in computation is essential. Numerical operations are used to model the joining or separating of groups of objects.	4.1.3.B.1	Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system. [IN]
		4.1.3.B.2	Represent the concept of multiplication as repeated addition. [IN]
		4.1.3.B.3	Use the commutative, associative, and zero properties of multiplication.
	<ul style="list-style-type: none"> • Multiplication and division fact strategies • Addition and subtraction of 3-digit numbers • Multiplication of 2 digits by 1 digit 	4.1.3.B.4	Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups. [IN]
		4.1.3.B.5	Use the inverse operation relationship between multiplication and division facts to develop meaning and problem solving strategies. [IN]
		4.1.3.B.6	Demonstrate mastery of multiplication facts for 2, 5, and 10 by instant recall. [IN]
		4.1.3.B.7	Recall patterns of multiplication facts in the development of instant recall.
		4.1.3.B.8	Add and subtract simple fractions with the same denominator using objects or pictures. [IN, AC]
		4.1.3.B.9	Use estimation to decide whether answers are reasonable in addition and subtraction. [IN]
		4.1.3.B.10	Use mental arithmetic to add and subtract numbers less than 100. [IN]

Content Area		Science		
Standard		5.1 Science Practices All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand		B. Generate Scientific Evidence Through Active Investigations: Students master the conceptual, mathematical, physical, and computational tools that need to be applied when constructing and evaluating claims.		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)	
P	Observations and investigations form young learners' understandings of science concepts.	5.1.P.B.1	Observe, question, predict, and investigate materials, objects, and phenomena (e.g., using simple tools to crack a nut and look inside) during indoor and outdoor classroom activities and during any longer-term investigations.	
	Experiments and explorations provide opportunities for young learners to use science vocabulary and scientific terms.	5.1.P.B.2	Use basic science terms and topic-related science vocabulary.	
	Experiments and explorations give young learners opportunities to use science tools and technology.	5.1.P.B.3	Identify and use basic tools and technology to extend exploration in conjunction with science investigations.	
4	Building and refining models and explanations requires generation and evaluation of evidence.	5.1.4.B.1	Design and follow simple plans using systematic observations to explore questions and predictions.	
	Tools and technology are used to gather, analyze, and communicate results.	5.1.4.B.2	Measure, gather, evaluate, and share evidence using tools and technologies.	
	Evidence is used to construct	5.1.4.B.3	Formulate explanations from	

	and defend arguments.		evidence.
	Reasoning is used to support scientific conclusions.	5.1.4.B.4	Communicate and justify explanations with reasonable and logical arguments.
8	Evidence is generated and evaluated as part of building and refining models and explanations.	5.1.8.B.1	Design investigations and use scientific instrumentation to collect, analyze, and evaluate evidence as part of building and revising models and explanations.
	Mathematics and technology are used to gather, analyze, and communicate results.	5.1.8.B.2	Gather, evaluate, and represent evidence using scientific tools, technologies, and computational strategies.
	Carefully collected evidence is used to construct and defend arguments.	5.1.8.B.3	Use qualitative and quantitative evidence to develop evidence-based arguments.
	Scientific reasoning is used to support scientific conclusions.	5.1.8.B.4	Use quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
12	Logically designed investigations are needed in order to generate the evidence required to build and refine models and explanations.	5.1.12.B.1	Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.
	Mathematical tools and technology are used to gather, analyze, and communicate results.	5.1.12.B.2	Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.
	Empirical evidence is used to construct and defend	5.1.12.B.3	Revise predictions and explanations using evidence, and

	arguments.		connect explanations/arguments to established scientific knowledge, models, and theories.
	Scientific reasoning is used to evaluate and interpret data patterns and scientific conclusions.	5.1.12.B.4	Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.

Matrix 1: Alignment of PINJ Core Knowledge and Competencies to Early Learning standards

Early Childhood training, education and/or technical assistance aligned to the PINJ *Core Knowledge and Competencies* enables professionals to provide for **positive outcomes for children**

<p>NJ Preschool Teaching and Learning Expectations: Standards for Quality</p> <p>← -----</p>	<p>PINJ Core Knowledge and Competencies: Professional Standards for working with children birth through age eight and in after school programs</p>	<p>Head Start Child development and Early Learning Framework</p> <p>----- →</p>
<ul style="list-style-type: none"> • Background Sections • Embedded in teaching practices • Content Areas 0 - 7 	<p>Child Growth and Development</p>	<ul style="list-style-type: none"> • Domain 1: Physical Development and Health – domain element -Physical Health Status • Domains 2- 11
<ul style="list-style-type: none"> • Content Area 0: Social/Emotional Development • Content Area 1: Visual and Performing Arts • Content Area 2: Health, Safety And Physical Education • Content Area 3: Language Arts Literacy. • Content Area 4: Mathematics • Content Area 5: Science • Content Area 6: Social Studies, Family And Life Skills • Content Area 7:World Languages 	<p>Curriculum</p>	<p>All elements of 11 domains:</p> <ol style="list-style-type: none"> 1. Physical Development & Health 2. Social & Emotional Development 3. Approaches to learning 4. Language Development 5. Literacy knowledge & Skills 6. Mathematics knowledge & Skill 7. Science knowledge & Skills 8. Creative Arts Expression 9. Logic & Reasoning 10. Social Studies knowledge & Skills 11. English language Development
<ul style="list-style-type: none"> • Section: Home, School and Community Partnerships • Embedded in teaching practices 	<p>Family and Community Relationships</p>	<ul style="list-style-type: none"> • Embedded in Teaching Practices and Head Start Policies and regulations

<ul style="list-style-type: none"> • Section: Documentation/Assessment Process • Embedded in teaching practices 	<p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> • Ongoing child assessment aligned to framework domains using multiple assessment tools and procedures
<ul style="list-style-type: none"> • Embedded in teaching practices 	<p>Professionalism and Leadership</p>	<ul style="list-style-type: none"> • Embedded in teaching practices and • Head Start Policies and regulations
<ul style="list-style-type: none"> • Embedded in teaching practices 	<p>Program Organization and Management</p>	<ul style="list-style-type: none"> • Embedded in practice and monitored through Head Start Program Performance standards and regulations.
<ul style="list-style-type: none"> • Content Area 2: Health, Safety And Physical Education • Embedded in teaching practices 	<p>Health, Safety, Nutrition and Physical Activities</p>	<ul style="list-style-type: none"> • Physical Development and health • Health Knowledge and Practice • Gross Motor skills • Fine Motor Skills
<ul style="list-style-type: none"> • Embedded in Teaching Practices 		

THE DOCUMENTATION/ASSESSMENT PROCESS

Excerpt from the *New Jersey Preschool Teaching and Learning Standards*

Introduction

Assessment of young children is an ongoing process which includes identifying, collecting, describing, interpreting, and applying classroom-based evidence of early learning in order to make informed instructional decisions. This evidence may include records of children's conversations, their drawings and constructions, as well as photographs of and anecdotal notes describing their behaviors.

Documentation, a preliminary stage in the assessment process, focuses on identifying, collecting, and describing the evidence of learning in an objective, nonjudgmental manner. Teachers of young children should take the time to identify the learning goals, collect records of language and work samples, and then carefully describe and review the evidence with colleagues. Documentation of children's learning should be directly linked to a set of clearly defined learning goals. Furthermore, the documentation/assessment process should consist of materials that are culturally and linguistically appropriate, especially when using such materials to assess English language learners. In addition, when using assessment data to inform the instruction of all young children, which includes English language learners as well as children with disabilities, teachers must be sure to use multiple age-appropriate methods over time.

Careful documentation and assessment can increase the teacher's understanding of child development, assist in understanding the needs of the children in a specific class, and enhance the teacher's ability to reflect on the instructional program. Such reflections also assist teachers in articulating assessment purposes with appropriate community members and communicating assessment results with parents.

Major Purpose of Assessment in Early Childhood

The primary purpose of the assessment of young children is to help educators determine appropriate classroom activities for individuals and groups of children.

The documentation/assessment process should:

- Build on multiple forms of evidence of the child's learning.
- Take place over a period of time.
- Reflect the understanding of groups, as well as of individual children.
- Show sensitivity to each individual child's special needs, home language, learning style, and developmental stage.

The information collected in the documentation/assessment process should:

- Connect to developmentally appropriate learning goals.
- Add to understanding of the child's growth and development.

- Provide information that can be applied directly to instructional planning.
- Be communicated to the child's family and, to the extent appropriate, to the child.

Achievement Tests

Individual- and group-administered norm-referenced achievement tests are usually inappropriate tools for assessing young children's development. Such instruments are not typically designed to provide information on how children learn, how they might apply their learning to real-life situations, or how the test results relate to the teacher's instructional goals and planning.

Developmental Screening Measures

Developmental screening measures are administered to each child individually and are used as the first step in identifying children who may demonstrate developmental delay with language or motor skills, or problems with vision or hearing. In such cases, the results of the screening measures should be used to determine whether a child needs further comprehensive diagnostic assessment. Information received from a single developmental assessment or screening should never serve as the basis for major decisions affecting a child's placement or enrollment. Developmental screenings should be viewed as just one component in a comprehensive early childhood education assessment system. Assessment should be tailored to a specific purpose and should be used only for the purpose for which it has consistently demonstrated reliable results.

Referral for an Evaluation

When a parent or teacher has a concern about a child's development and suspects a potential disability, the parent or teacher may submit a written request for a special education evaluation to the district's child study team. The written request (also called a referral) must be submitted to the appropriate school official. This may be the principal of the neighborhood school, the director of special education, or the child study team coordinator for the district in which the child resides.

The parent, preschool teacher, and the child study team (school psychologist, school social worker, learning disabilities teacher-consultant, speech-language specialist) then meet to determine the need for evaluation, and if an evaluation is warranted, to discuss the assessments to be completed. If, after completion of the evaluation, a determination of eligibility is made, an Individualized Education Program (IEP) is developed for the child by the IEP team (a parent, a child study team member, a district representative, the case manager, a general education teacher, a special education teacher, and/or private provider). To the maximum extent appropriate, preschoolers with disabilities receive their early childhood education with their nondisabled peers. The IEP team determines modifications, interventions, supports, and supplementary services necessary to ensure the child learns.

The Importance of the Process for Teachers' Professional Development

The documentation/assessment process enhances the teacher's ability to:

- Identify the most appropriate learning experiences for children.

- Make more productive instructional planning decisions (e.g., how to set up the classroom, what to do next, what questions to ask, what resources to provide, how to stimulate each child's development, and what external support systems to use).
- Teach more effectively, using interactive experiences that enhance children's development.
- Meet more of some children's special needs and interests within the classroom. (The ongoing process of identifying, collecting, describing, interpreting, and applying classroom-based evidence can help the teacher to become more aware of and develop a broader repertoire of instructional strategies.)
- Respond more easily and effectively to demands for accountability.

The documentation/assessment process can also help young children to perceive learning to be important and worthwhile, as they see their teachers actively engaged in documenting their learning.

Portfolio Assessment

Portfolio assessment is the systematic and intentional collection of significant samples of each child's work, together with the teacher's comments on how the work samples and records of language serve as evidence of the child's movement toward established learning goals. The portfolio process should clearly indicate the learning goals, should illustrate and document each child's development over a period of time, should actively involve children, and should reflect each child's individual development.

Some Strategies for Portfolio Assessment

- Determine the developmental area or areas to be assessed (e.g., spoken language, art, early literacy, symbolic play, motor skills, math concepts, creativity, peer relationships).
- Identify the documents that best demonstrate development (e.g., drawings, paintings, other artwork, photos, dictated stories, book choices, teacher's notes, audiotapes, graphs, checklists).
- Regularly create a collection of samples with children's input (e.g., record what the children tell you about a variety of things).
- Develop a storage system for the samples of children's work.
- Describe the documents with colleagues in order to gain additional perspectives on each child's development (e.g., study groups of teachers can be formed to collect and describe samples of children's work).
- Connect the children's work to the learning goals.
- Make sure the samples show the full range of what each child can do.
- Collect data that tells a clear story to the audience.

Observation

Observation of young children is crucial to appropriate documentation and assessment. However, observation is a skill that must be developed and perfected by the teacher over time.

In the process of observing children, teachers can make use of the following techniques: rating forms, photography, narrative description, anecdotes, videotaping, journals, and recording of children's conversations and monologues.

Observation must be intentional. As part of the daily classroom routine, it is probably the most authentic form of assessment. Observing what children do every day is the best place to start when creating a real-life profile of each child.

What to Observe

- Patterns in behavior reflecting motivation to learn, explore, or investigate a particular thing. These patterns are evidence that a child consistently exhibits these behaviors.
- Problem-solving strategies.
- Patterns of social interaction (i.e., determine individual preferences for large-group, small-group, or solitary play in the classroom and on the playground).
- Key attributes of the child (i.e., identify and list recurring interests).

How to Observe

- Observe regularly with a specific purpose.
- Observe children at different times of the day.
- Observe children in different settings throughout the school or center.
- Observe the usual demeanor of the child, not unusual behavior or bad days.
- Observe for new possibilities (e.g., if a child is having trouble, could the environment or circumstances be changed to assist the child?).

How to Involve Parents

Parents should be partners in the accurate and sensitive assessment of young children. The following practices help encourage parental involvement in child assessments:

- Accentuate the positive when assessing children.
- Build assessment comments about how a child is doing into everyday conversations with parents.
- Explain assessment approaches at a parent meeting or workshop. Be clear about the differences between standardized tests and authentic assessment.
- Write about assessment in a newsletter or a special letter home.
- Demonstrate that parents are valued as respected partners in the behavior and progress of their children.
- Support assessment comments with documentation showing what the child has accomplished over time.

How to Involve Children

Everyone has a view of each child's abilities, preferences, and performances, including the child. To effectively involve the children in their own assessment:

- Observe and document things the children say and do. Often random statements such as, "I was this big on my last birthday, now I'm THIS big," are evidence that children are capable of assessing what they can do and how they are changing.
- Ask children about themselves. Children will tell you what they do and do not like to do. Some children may prefer a private, intimate setting in which they have your undivided attention, while some children may respond to more informal discussions in busier settings.
- Ask children to assess their work. Ask children to help decide which work should be included in their portfolios. Respect their choices and responses about their work.

Let children take pictures of their most prized work from time to time. They can make a bulletin board display of their specially chosen pictures

PRESCHOOL THROUGH GRADE 3 STANDARD CERTIFICATE (ENDORSEMENT CODE: 1013)

Please print this page before you apply.

TO AVOID DELAYS: After applying online, please submit **ALL** necessary documentation, including the oath of allegiance/verification of accuracy form, **together** in a **single packet** to the address below. If possible, please have transcripts sent to you first and then forward them in the sealed envelope(s) together with any other documents. Please include your Social Security number or tracking number in all correspondence with our office.

**NJ Department of Education
Office of Licensure and Credentials
PO Box 500
Trenton, NJ 08625-0500**

This endorsement entitles the holder to

- i. Teach preschool through grade three in public schools and to teach public school students in approved settings providing early childhood education;
- ii. Teach language arts literacy, mathematics, science, computer and information literacy, and social studies full-time, integrating educational technology where appropriate in grades preschool through three.
- iii. Teach world languages full-time in grades preschool through three pursuant to N.J.A.C. 6A:9-11.10; and
- iv. Teach all remaining subjects in grades preschool through three no more than one-half of the daily instructional assignment in all public schools.

The following requirements must be met for certification:

Degree Requirement

- A minimum of a bachelor's degree is required from a regionally accredited college/university. (<http://www.nj.gov/education/educators/license/usaccred.htm>)

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2004 (2.50 for those graduating before September 1, 2004) in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits. Please note that a high praxis test score may offset a GPA that is lower than 2.75 but higher than 2.50. Click on the following link for more details: <http://www.nj.gov/education/educators/license/gpa.htm>

Subject Matter Preparation

- For certification as a P-3 teacher, completion of a major in the liberal arts, sciences, or a minimum of 60 liberal arts credits is required. A "Liberal arts major" means any college major **such as** philosophy, history, literature, sociology, science, mathematics, or world language that is intended primarily to provide general knowledge and to develop an individual's general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code. **All credits must appear on a regionally accredited 2 OR 4 year college/university transcript.**

Praxis II Test Requirement

- **Test Requirement.** Please go to <http://www.nj.gov/education/educators/license/1112.pdf> for testing details. Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. **The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.**

Professional Teacher Preparation

- Current regulations for certification require that applicants complete an Early Childhood Education teacher preparation program that culminates in student teaching. Please send in official transcripts that indicate completion of this program.

State Teaching Certificate

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- Please submit a copy of an out-of-state teaching certificate that is equivalent to a NJ Standard Instructional Certificate. Holders of a NJ Standard Instructional Certificate do not need to send in a copy of their certificate.

Letter of Teaching Experience

- Please submit an original letter(s) from a school official(s), on school letterhead, documenting 1 year of fulltime teaching experience under a valid out-of-state license. The letter should include information about full or part-time status, specific teaching assignment and dates of employment. Holders of a NJ Standard Instructional Certificate do not need to send in a letter of teaching experience with the exception of those who hold a Standard Teacher of the Handicapped Certificate.

Physiology and Hygiene Requirement

- This requirement may be completed by presenting evidence of basic military training, OR by completing a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4 year college or university transcript, OR by completing a 35 question True/False test administered in the county office of education. Please go to <http://www.nj.gov/education/educators/license/county.htm> in order to contact a county office of education **after** you apply online.

Fee Information

- **No checks or money orders will be accepted**
- Please make the payment online at <http://www.nj.gov/education/educators/license/epay.htm>.
- **Please notify your examiner after payment has been made.**
- If you apply and are denied, you will be charged a fee of \$70.
- **All fees, including money left on file, are nonrefundable**

IF YOU HAVE MET THE ABOVE REQUIREMENTS, [CLICK HERE](#) TO APPLY ONLINE.

*New Jersey Department of Education
Division of Early Childhood Education*

Preschool Master Teacher Seminar

Master teachers who participate and complete the coursework will receive a letter from the New Jersey State Department of Education and be recognized as *Early Childhood Professional Development Fellows*. Information is also available for those master teachers who would like to pursue college credit for the seminar.

Instructor: Susan Bruder

Office Location: Department of Education
Division of Early Childhood - 4th floor
100 Riverview Plaza
Trenton, NJ 08625

Office Phone: (609) 777-2074 (main number) **Office Fax:** (609) 777-0967

Office email: susan.bruder@doe.state.nj.us

2011-2012 Course Outline

Course Objectives:

Upon completion of this course, new master teachers will be able to:

- Understand and use the revised *Preschool Teaching and Learning Standards of Quality* as a base for staff development;
- Apply research on effective teaching and developmentally appropriate practice for diverse populations (including how to integrate curriculum, inclusion, diversity etc.);
- Understand both adult learning and children's development;
- Administer structured program evaluation instruments and use data obtained for identifying needs and developing goals;
- Understand and apply theory and research on mentoring to early childhood educators;
- Refine observation and feedback techniques;
- Provide practical expertise and technical assistance to implement district and state programs;
- Define and understand their unique role as an early childhood master teacher;
- Use the peer coaching strategies to improve program quality; and
- Plan, prepare and present workshops that will assist teachers in obtaining new knowledge and skills that will ultimately increase children's learning.

Note: Master teachers must participate in all sessions and complete portfolio requirements to be eligible for a fellow letter (and, if applicable, for college course credit). To maintain fellow eligibility status, no more than two sessions may be missed and made up during the next [2012-2013] cohort.

Course Schedule and Content:

Time: 9:30 AM – 2:30 PM (All Sessions)

Location: NJ Department of Education, 100 Riverview Plaza, Trenton, NJ

Session I: September 20

Preschool Teaching and Learning Standards of Quality
Mentoring vs. Monitoring
Classroom Visitations and Feedback: The Reflective Cycle
Preschool Program Implementation Guidelines
Course Requirements

Session II: October 20

Preschool Program Quality
Structured Observation Tool- Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)

Session III: November 22

Developing a Workshop
Establishing Groups
Professional Development Planning

Session IV: December 14

Secrets of Highly Effective Trainers
Professional Relationship Building
Structured Observation Tool - Supports for Early Literacy Assessment (SELA)

Session V: February 7

Inclusion / Special Education
Structured Observation Tool- Preschool Classroom Mathematics Inventory (PCMI)

Session VI: March 14

Preschool Intervention Referral Team / Positive Behavior Support
Group Presentation 1: Social/Emotional Development
Group Presentation 2: Science

Session VII: April 17

Using Performance Based Assessment Data to Differentiate Instruction
Group Presentation 3: Health, Safety, and Physical Education
Group Presentation 4: Language Arts Literacy

Session VIII: May 15

Group Presentation 4: Language Arts Literacy
Group Presentation 5: World Languages
Group Presentation 6: Mathematics

Session IX: June 12

Looking Up: Kindergarten and APEEC
Group Presentation 7: Creative Arts

*** Session dates/content may change to accommodate participant needs and/or guest presenters' schedules. You will be notified of any changes as early as possible.*

Course Requirements:

A. Ongoing participation

Each master teacher will:

- attend all sessions;
- maintain regular, active participation; and
- complete assigned activities and readings.

B. Portfolio Requirements

Each master teacher will assemble a personal portfolio.

1. *Submit ten completed log sheets that record your use of the reflective cycle throughout the year with one of your classroom teachers. The goal is practicing the cycle in depth.*

Cumulative log entries will reflect the following quality criteria:

- Ongoing changes occurring in collaborative interactions and attitudes while the teacher and master teacher experiment and practice using the reflective cycle;
- Ongoing changes occurring in the classroom related to teaching; and
- Ongoing changes occurring in the classroom related to student learning.

2. *Submit a one-paragraph summary of a peer conversation with another master teacher.*

The summary of the conversation will include the following quality criteria:

- Successes with use of the reflective cycle;
- Struggles with use of the reflective cycle; and
- Ideas for next steps in practicing the reflective cycle with your classroom teachers.

3. *Submit a one page summary reflecting on your personal experience and professional growth in working with the reflective cycle during the year.*

The reflective summary will include the following quality criteria:

- How has your definition of reflection and my perception of reflective teaching and learning changed?
- How has your practice with classroom teachers changed?
- What will you do next year to enhance your role as a master teacher using the reflective cycle?

4. *Submit three samples of demonstration teaching.*

5. *Submit documentation of three workshops (in addition to the in-class group presentation).*

6. *Submit scored structured program observation instruments.*

After in-class training, master teachers will administer ten ECERS-R and at least one SELA and one PCMI.

Each administration will include the following quality criteria:

- Comprehensive notes to substantiate individual item scores;
- A score sheet with compiled item scores; and
- A written summary analyzing relative strengths, relative weaknesses and identifying (with the classroom teacher) areas to work on.

C. Group Presentation

Individuals or small groups of participants will each deliver an original, in-class presentation on the teaching practices and learning outcomes associated with one content area of the *New Jersey Preschool Teaching and Learning Standards of Quality*.

Master Teacher Evaluation for Course Completion, Fellow and Graduate Credit:

Attendance and Participation	20%
Presentation	20%
Portfolio	
➤ Structured Program Instrument Evaluation and Analysis	30%
➤ Documentation and Reflections	30%

Master Teacher Qualifications:

N.J.A.C. 6A:13A-4.2

(b) The master teacher shall have the following qualifications and experience:

1. A bachelor's degree and teacher certification;
2. Three to five years experience teaching in preschool programs;
3. Experience in implementing developmentally appropriate preschool curricula;
4. Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and
5. Experience providing professional development to classroom teachers.

(c) A master teacher appointed prior to September 1, 2007, shall at a minimum, hold a preschool through grade three standard instructional certificate or an N-8 standard instructional certificate.

(d) A master teacher appointed on or after September 1, 2007 shall, at a minimum, hold a preschool through grade three or equivalent preschool certification, as set forth in N.J.A.C. 6A:9.

(e) In addition to the requirements above, depending on the population served by the district board of education, the master teacher(s) shall demonstrate one or more of the following:

1. Certification that includes an endorsement for bilingual education or English as a second language;
2. Certification that includes an endorsement for teacher of students with disabilities or teacher of the handicapped;
3. A graduate degree in early childhood education with an emphasis on early literacy and/or early mathematics;
4. A graduate degree in educational supervision and/or leadership; and/or
5. Preschool Professional Development Fellow status.

The New Jersey Department of Education

Office of Special Education and Division of Early Childhood Education

present a two day seminar:

**Determining and Analyzing Standards Based Instruction for
Preschoolers with Disabilities**

November 3 and 4, 2010

Day One

Introductions and Overview



Architects and Builders



Review: Special Education Code



Discussion: Least Restrictive Environment



Writing Measurable IEP Goals and Objectives

Day Two

Designing Instruction with Adaptations and Modifications to meet New
Jersey's Preschool Standards



Collecting and Analyzing Performance Based Data

Appendix 671

Cultural Awareness and Cross-Cultural Communication Module - Part 1

Helen Tinsley, NJ Department of Education

Agenda

Objective: For participants to engage in readings, individual and small group activities to increase their level of consciousness pertaining to diversity, racial and cultural awareness and cross-cultural communication. This module also includes hands-on activities that teachers can implement with their students to build community and foster cultural appreciation within the classroom and activities to facilitate family engagement.

Welcome and Logistics

Introducing the Topic

Poem: Human Family by Maya Angelou

Review of Statistics

Activity: Circles of our Multicultural Selves

Video Clips & Partner & Small Group Sharing

Discussion: Stereotypes & ways to foster cross-cultural communication

Shared Reading: If She Only Knew Me

Discussion: What is culture?

Reading Assignments & Key findings

Film: LoqueeshashleyFranklinJoseBrown

Discussion

Closure

Appendix 672

Cultural Awareness and Cross-Cultural Communication Module - Part 2

Designed by Helen Tinsley

Agenda

Welcome and Logistics

Introducing the Topic

Poem: I Dream a World by Langston Hughes

Follow up to questions/comments from Part 1

Activity: First in The United States

Activity: First to New Jersey

Video Clips & Partner & Small Group Sharing

Discussion: Into the Classroom (handout)

Activity: Special Person in your life

Discussion & Activity: Multicultural Activities for Early Childhood
Classrooms

Group Sharing: Family Engagement Projects

Shared Reading: Thank You Mr. Falker

Closure

***New Jersey Department of Education – Division of Early Childhood
Education***

2009-2010 Positive Behavior Support Training

Three Day Schedule

Day 1

Learner Objectives

- Participants will be able to describe the importance of building relationships with children, families, and colleagues.
- Participants will be able to describe the relationship between children's social emotional development and challenging behavior.
- Participants will be able to describe how challenging behavior serves a function for children.
- Identify how to respond in a way that does not maintain or reinforce challenging behavior
- Describe and select strategies that may be used to prevent challenging behavior
- Participants will be able to describe the relationship between environmental variables, children's challenging behaviors, and social emotional development
- Participants will be able to identify strategies that can be used to (1) build positive relationships with children, families and colleagues; (2) design environments, schedules, and routines; (3) structure transitions; (4) help children learn rules and routines; and (5) plan activities that promote engagement.
- Participants will be able to use descriptive acknowledgment and encouragement to support children's positive social behaviors.
- Participants will evaluate their work with children related to building relationships and the structure and design of their environment.
- Understand the difference between PBS and traditional discipline approaches.
- Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.

Agenda

9:30 -9:45

Introductions/Challenge Game (What are your questions and challenges in regards to social and emotional development, positive behavior supports and challenging behaviors)

Appendix 674

9:45-10:15

Examining attitudes (Reframing/Thought control worksheet in groups)

Relationship between challenging behavior and social emotional development

Building relationships and strong foundation for learning (self-reflection questions with peer buddy)

10:15-10:45

Creating environments

Designing the physical environment

Schedules, routines, & transitions

10:45-11 Break/Resource time

11-12:00

Activities that promote engagement

Giving directions

Teaching classroom rules

(Participants will view video clips, case studies, and discuss in groups how prevention strategies could be incorporated into behavior plan creation)

12-1:00

Lunch

1:00-2:00

Overview of PBS

Dimensions of Communication

Behavior Equation

Ongoing monitoring and positive attention

Responding to Challenging Behavior

Using positive feedback & encouragement

(Participants will view video clips, and play games –“social emotional jeopardy”)

Components of a Behavior Support Plan

Building the Plan: Prevention Strategies

Hypothesis Development

Pulling it all together (using case studies to practice writing behavior equation and prevention strategies in groups and complete a “pulling all together” worksheet)

2:00-2:15

Break/Resource time

2:15-2:45

Finish case studies/Q and A/Action plan for next day

2:45-3:00

Wrap-up

Day 2

Learner Objectives

- Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills.
- Participants will be able to identify strategies for supporting the development of friendship skills.
- Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies.”
- Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Participants will understand the importance of teaching problem solving and will be able to identify problem solving steps.
- Identify methods that may be used to determine the function of challenging behavior.
- Use interview and observation data to determine the communicative function of challenging behavior
- Identify replacement skills that may be taught to replace challenging behavior
- Develop a behavior support plan, as a team, for a case study child

Agenda

9:30-9:45

Introduction

Appendix 676

9:45-10:15

Identifying the Importance of Teaching Social Emotional Skills: Why, When, What, and How

Developing Friendship Skills

Enhancing Emotional Literacy Skills

Controlling Anger and Impulse

Problem Solving

(Participants will view video clips and visit “centers” with peer buddy to identify what social skills are being taught)

10:15-10:45

Building the Plan: Teaching New Skills

Skill Instruction Throughout the Day

10:45-11:00

Break/Resource time

11:00-12:00

Introduction to Functional Assessment

Functional Assessment Observation

Conducting Observations, Data to Collect

(Participants will view video clips, have group discussions, and create an action plan on how to embed FBA or enhance FBA into system that is already in place)

12-1:00

Lunch

1:00-2:00pm

Functional Assessment Interview

Determining the Function

Effective Teaming

Developing a Behavior Support Plan as a Team

Monitoring Outcomes

If Challenging Behavior Returns

2:00-2:45

Case studies and Behavior plan creation

2:45-3:00

Wrap-up

Day 3

Learner objectives:

- Participants will consolidate their understandings of Day 1 and 2 material
- Participants will work on applying knowledge to design of behavior plans

Agenda

9:30-10

Welcome

10-10:45

What worked and didn't work, Discussion of homework (FBA's)

10:45-11

Break

11:00-12:00

Review of FBA's PBS, and creating behavior plans

12:00-1:00

Lunch

1:00-2:00

Review of creating effective Behavior Plans

2:00-2:45

Using FBA's to create Behavior plans

2:45-3:00

Wrap up

NJ Division of Early Childhood Education
Early Childhood Supervisors' Meeting Agenda
Thursday, October 14, 2010
9:30-2:30

Coffee and Sign-In

Announcements

- ✦ Welcome
- ✦ Introductions
- ✦ Division news
- ✦ Parent Link
- ✦ Professional Development for 2010-11
- ✦ K Guidelines

Summary of SAVS Results

- ✦ 2009-2010 data
- ✦ 2010-2011 Review and Plan
- ✦ Next steps

BREAK

Data Tool Summary

- ✦ Findings
- ✦ Next steps

Master Teachers

- ✦ Reflective cycle reminders
- ✦ Survey
- ✦ Cultural Awareness & Cross Cultural Communication Module

LUNCH

PIRT

- ✦ Teaching Pyramid Observation Tool (TPOT)

Fiscal Specialist

- ✦ 2011-12 Budget Process and Updates

Improving Collaboration with Head Start

Closing

Next Meeting:
Tuesday, March 22, 2011
9:30 AM – 2:30 PM

XX SCHOOL DISTRICT ACTION PLAN

Contact: XX;

Liaison: Rosanne Hansel, 609-777-6865, Rosanne.Hansel@doe.state.nj.us

Calendar link: [M:\Calendar.ics](#)

Focus:	Liaison Action:	District Action:	Reporting:
Curriculum & Classroom Practices			
Curriculum & Program	Visit classrooms using observation instrument with Master Teachers to monitor scheduling changes, track scores Visit providers classrooms.	District will check on dates	Conduct ECERS with Master Teacher on Nov. 9 12/2/10 – Toured ABC, Kids at Work and Norwescap’s Head Start classrooms. Norwescap’s classrooms were outstanding. ABC and Kids at Work are making progress, but KW has some on-going issues. District is deciding whether to continue contracting with them for 11-12. Sent information on free gross motor portable equipment from Young Athletes to XX since KW has no playground.
	Review Data Summary Tool		Meet with Master Teachers and XX to review Data Summary Tool results. Once they receive ECERS, SELA & PCMI scores
Supporting English Language Learners (ELL)	Self Assessment Validation System(SAVS) Improvement Plan letter suggests continue to make improvements	District will bring ELL specialist back for professional development on inservice day and Master Teacher’s will provide ongoing support for teachers.	This issue will be addressed in the SAVS Improvement Plan.
Intervention & Support		District described success of the placement of children with autism in the general education classroom.	9/29/10 - Sent LEAP studies to district to support their efforts to include autistic children in the general education classroom, since some parents are wanting placement in private school
Inclusion		All children with IEPs are included in the general education classroom.	
Transition		District reported (at Adv. Council meeting) on updating of PK to K transition plan.	5/24/11 Gave Rainie copy of Kindergarten Guidelines transition plan.
Professional Development			
Professional Development	Review PD Plan	District outlined plan for 2010-11 and will send update.	9/28/10 – Discussed and will send update. PD on Positive Behavior and Interactions, scheduled this year.
Program & Child Evaluation			
Child Assessment & Screening			9-28-10 – Teachers will be receiving training on CC Gold this year.
Program Evaluation	Send SAVS Improvement Plan and letter to district	District will submit SAVS Improvement Plan this week.	9-28-10 – Discussed. 4-21-11 – Received SAVS.
		Submit SAVS Improvement Plan	Received hard copy Sept. 2010. Still need electronic copy.
	Conduct SAVS visit	Prepare all documents for SAVS visit	No comprehensive validation visit, but did meet to review on 5-24-11.
Community			

Appendix 680

Collaboration			
Community Collaboration	Attend Advisory Council Meeting Attend Provider' Meeting Attend Provider's Meeting		9-28-10 – XX announced that preschool teacher XX received national certification. XX explained that each provider must complete the CC Implementation Checklist on each classroom to see where improvements can be made. She announced CC Gold training will be held 12/7/10 and that director's must support teachers in embracing the new tool. The district is opening a new classroom in January to serve the 4 year olds on the wait list. They have had no drops this year so far to make space for the children on the wait list. The district held an International Night for families with 310 families in attendance and over 600 children. Those in attendance highlighted other family and community events that highlighted the district's strong connection to the community.
Parent Involvement			XX held her first monthly "Coffee Talk with the Principal" and had over 40 parents attend. She will add evening dates for working parents every other month. She provided parents with an agenda which included an overview of the K Curriculum and the new CC Gold objectives.
Head Start/Providers	Schedule visit to providers using classroom learning walk instrument or ECERS-R	Set date for visit in November	Visit with XX on Nov. 18th
		Submit provider contracts to DOE	Received 10/10

**The New Jersey Department of Education
Division of Early Childhood Education,
Advocates for Children of New Jersey,
and The Foundation for Educational Administration**

PreK-3rd Leadership Series, Track I

Early Childhood Administrators

2011-2012

Instructors: Vincent J. Costanza, Ed.D. Education Program Development Specialist,
NJ Department of Education –Division of Early Childhood Education
Amy P. Goerl, ECE/ Special Education Consultant
Kathleen D. Priestley, ECE/ Special Education Consultant-ACNJ
Renee Whelan, Ed.D. Education Program Development Specialist,
NJ Department of Education-Division of Early Childhood Education

Contact: Cynthia C. Rice, Esq., Senior Policy Analyst

Office Location: Advocates for Children of New Jersey
35 Halsey Street
Newark, NJ 07102

Office Phone: 973-643-3876

Office Fax: 973-643-9153

E-mail: crice@acnj.org

Course Outline

Overview:

The purpose of this course is to provide research, strategies and techniques that will allow administrators to identify and implement high quality preschool through third grade programs. This course will assist administrators in evaluating their early childhood programs as well as successfully leading their instructional staff.

This year, the Leadership Series will focus on Kindergarten, using it as a lens to understand best practices central to the PreK-3rd continuum and supported in the NJ Kindergarten Implementation Guidelines.

Each administrator is expected to attend all course sessions, engage in course discussions, and complete all relevant assignments. Administrators will receive professional development hours and a letter of commendation from the New Jersey Department of Education upon course completion.

Course Objectives:

Upon completion of this course, PreK-3rd administrators will:

- Understand the PreK-3rd continuum reflective of research and early childhood best practice
- Use the New Jersey Kindergarten Implementation Guidelines to support teachers and improve quality
- Increase knowledge about early development, high quality inclusive environments, specific best practices for content learning, and strategies for supporting teaching staff in these areas
- Utilize tools to assess and refine classroom practices in collaboration with teaching staff
- Link effective professional development, purposeful supervision to instructional improvement
- Collaborate on how to use data driven decision making to promote student achievement and family engagement
- Recognize the value of community-based partnerships in developing a comprehensive system of early learning
- Prioritize next steps for developing and advocating for PreK-3rd systems in their own schools and communities

Course Locations and Content Schedule

Time: 9:30 AM – 3:00 PM (All Sessions)

North Location

Learning Resource Center-North Satellite
104 The American Road
Morris Plains, NJ 07950
973.631.6345

*Dates: **December 6th, January 20th, March 13th and April 24th** (Snow Date: May 18th)*

Directions: <http://www.nj.gov/education/lrc/dir2lrcns.pdf>

Central Location

Foundation for Educational Administration/NJ Principals and Supervisors Association
12 Centre Drive
Monroe Twp., NJ 08831
609.860.1200

*Dates: **November 29th, January 18th, March 15th and April 19th** (Snow Date: May 22nd).*

Directions: <http://www.njpsa.org/directions.cfm>

South Location

Pemberton Early Childhood Center
100 Arney's Mt. Road, Pemberton, NJ 08068
Directions: <http://www.pemberton.k12.nj.us/information/directions.aspx>

*Dates: **December 5th, January 24th, March 7th, and April 17th** (Snow Date: April 25th)*

November/December, 2011

**Broadening and Articulating our PreK-3rd Vision: The Essential Components
*Mechanisms for Cross Sector Alignment/Leadership Quality***

The State of Kindergarten

Defining your Role as an Early Childhood Leader (PreK-3rd)

Understanding Child Development across Domains

January, 2012

Teacher Quality and Capacity/Instructional Environments

Using Structured Observation Instruments

The Kindergarten Lens

Responsive Program/ Professional Development

March, 2012

Instructional Tools and Practices/Data and Assessment

Kindergarten Teaching and Learning Standards

Integrated Curriculum

Child Screening and Assessments

April, 2012

Engaging Families, Transitions and Pathways

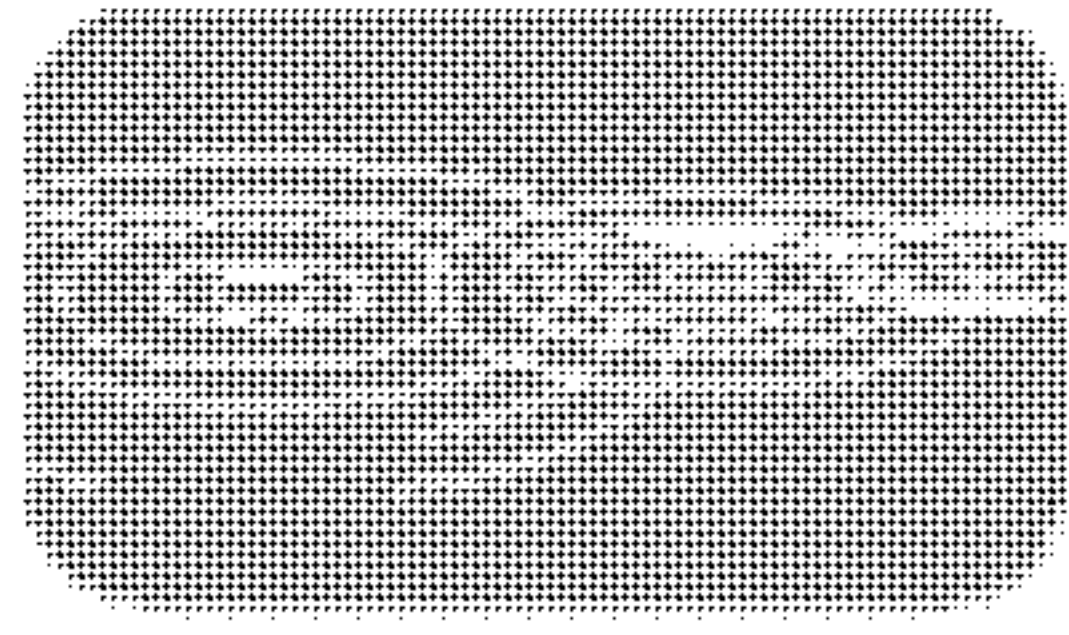
Responding to Diversity

Dual Language Learners

Inclusion/Special Education

Supportive Kindergarten Practices

***The Leadership Training Series has been funded by
The Foundation for Child Development***



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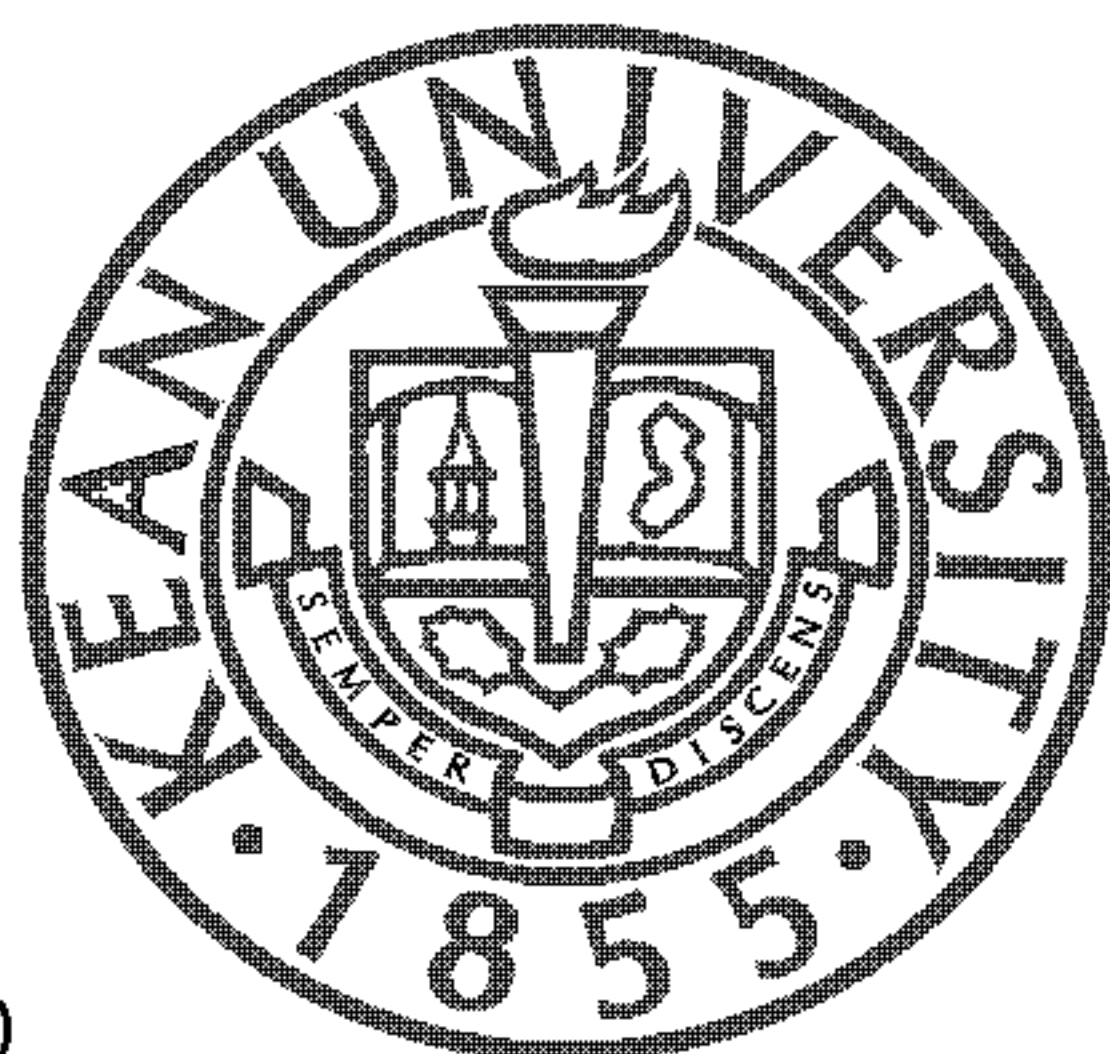
Directors'

Academy

Course Catalog

Edition XXI
Spring 2010

Kean University, Willis Hall – Room 300
Our phone numbers are 908 737-4240 / 4245, Fax 4225
Note changes throughout catalog



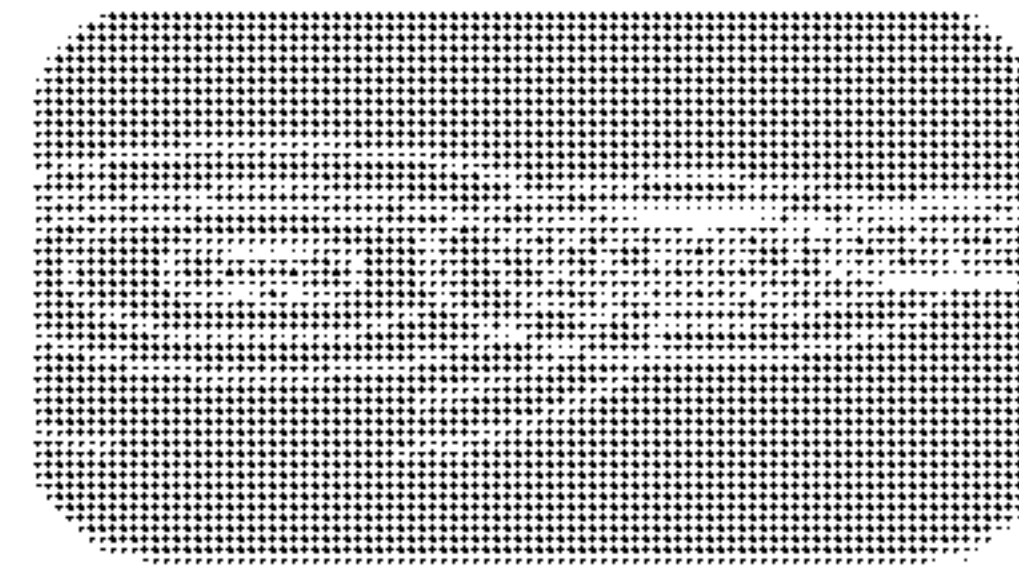
Rev 1/27/10

**Regular Updates will be available
on the website at**

www.pinj.org

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The Directors' Academy

About Professional Impact NJ

Professional Impact NJ promotes and coordinates systems for the educational development of early childhood and primary education, family child care, and after school program professionals. The center advocates for policies and standards that result in high quality care and education for the children and families of New Jersey.

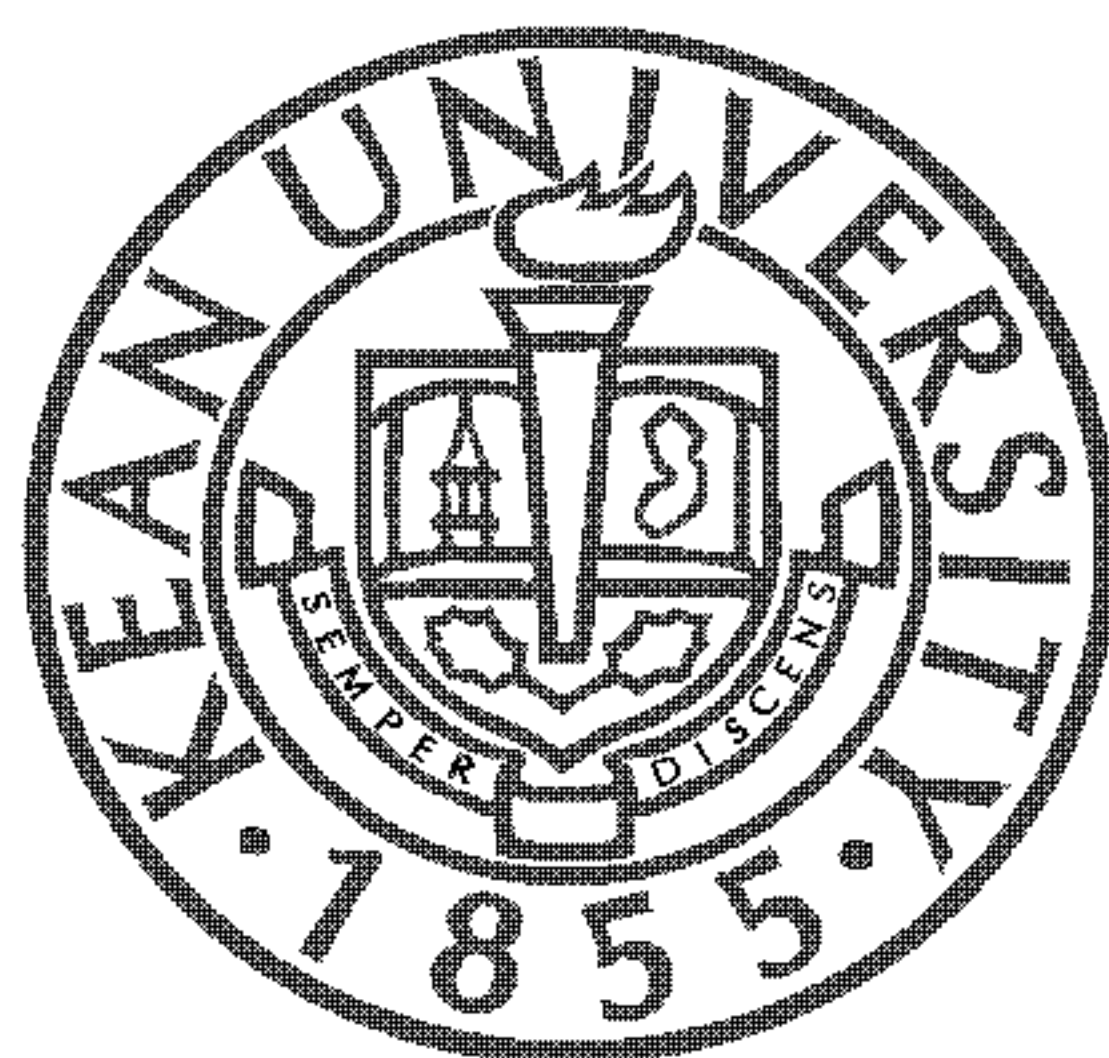
Kean University
1000 Morris Avenue
Willis Hall - Room 300
Union, NJ 07083

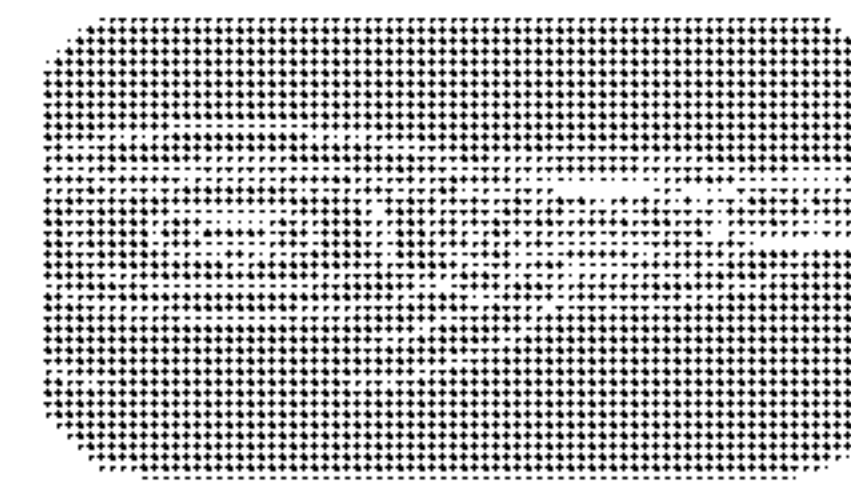
Aimee Gelnow, Executive Director

Nezzie DeFrank, Project Director

Diane Bryan, Project Assistant
Tel: (908) 737-4245

Main Tel. Number: (908) 737-4240
Fax: (908) 737-4225
E-mail: dbryan@pinj.org
Website: www.pinj.org





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The Directors' Academy *(60 Hour Course)*

At Professional Impact NJ we know that every center is as good as the leadership that its director provides. We are committed to serving the needs of New Jersey's directors as a way of improving the quality of life and care in our centers.

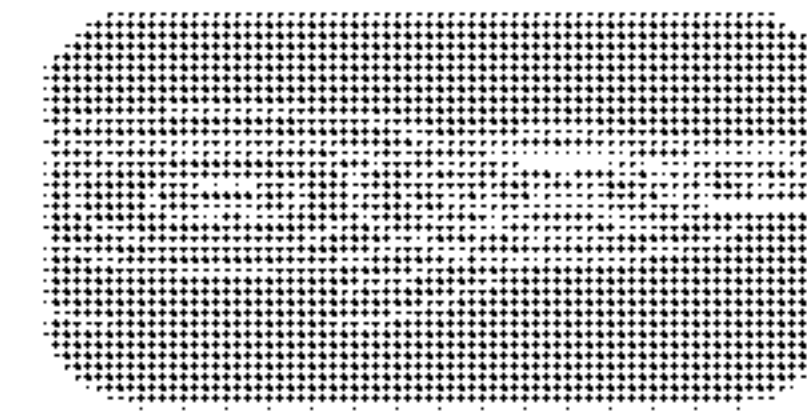
Many child care program directors have indicated a need for information on how to better support staff and address the management issues associated with increasingly demanding program plans, facilities improvement and contractual agreements. The Directors' Academy is designed to respond to this need.

As we continually strive to find better ways to serve you and therefore the children and families of New Jersey, we monitor programs and the evaluations they receive. Over time, participant evaluations indicated that directors:

- wanted to learn more
- are interested in credit bearing Directors' Academies, and
- wanted the Directors' Academy to be approved by the National Association for the Education of Young Children (NAEYC).

We Listened to You!

Additions to the course include the Program Improvement Plan (a Professional Resource File to support documentation of core knowledge and competencies) as a culminating assignment. Overall, the course focuses more broadly on child care administration for directors of child care centers that are contracted to provide preschool services in school districts formally known as Abbott, community based centers, and directors working in centers participating in the Professional Impact NJ's Accreditation Facilitation Project (AFP). The expanded **DA satisfies both the Office of Licensing and Department of Education mandates.**



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The 60 hour course covers the following topics:

- Historical/Philosophical Foundations
- Child Growth/Development and Observation/Assessment
- Personal and Professional Self-Awareness
- Staff Supervision and Human Relations
- Educational Programming
- Oral and Written Communication
- Health, Safety and Nutrition
- Family Support and Community Relations
- Legal and Fiscal Management Concepts
- Marketing and Public Relations
- Program Operations and Facilities Management
- Leadership and Advocacy

The expanded Directors' Academy

The expanded Directors' Academy is voluntary for directors who want to expand their professional development and who recognize that being life-long learners enriches their capacity to create and lead high-quality early childhood programs. This expansion provides tools and strategies for evaluating programs

Those who complete the DA can submit certificates of completion to the NJ Registry to receive credit toward completing the requirement for the New Jersey Administrators' credential.

Q&A

Due to a realignment of state funding, effective 1/1/10 we no longer provide scholarships for directors who participate in the Directors' Academy.

Great news! In 2009 Professional Impact NJ, in conjunction with our many statewide partners, launched the NJ Administrator's Credential based on an expressed need from professionals like you. Through our Workforce Development Forums with the leadership from our government departments (the Department of Human Services, Division of Family Development, the Office of Licensing, the Department of Education, etc), we continue to advocate for you and for recognition of the NJ Administrator's Credential as an assurance of quality in leadership of the programs that serve the children and families of New Jersey. We urge you to ask your local resource and referral agency or college if they are offering the programs required to complete the NJ Administrator's Credential.

FAQs (These three are the most frequently asked questions)

What is the NJ Administrator's Credential?

The NJ Administrator's Credential assists administrators in achieving excellence in leadership through self-evaluation, planning, and learning the skills needed to become a highly qualified administrator. The NJ Administrator's Credential is recognized by NAEYC as relevant training and experience to meet the administrator qualifications outlined in the NAEYC Accreditation process

Does my Directors' Academy coursework fulfill any requirements towards the NJ Administrators' credential?

The Directors' Academy fulfills 60 of the 144 hours toward the NJ Administrator's Credential requirement.

I attended the 45 hour Directors' Academy. Do I need to complete the additional 15 hours before I can pursue the NJ Administrator's Credential?

No. Participants who have completed the 45 hour Directors' Academy prior to 1/1/10 may be grandfathered into the NJ Administrator's Credential process without completing the additional 15 hours.

Who can attend the Directors' Academy?

Anyone who is currently working as a site director or aspires to be a child care program director. The site director is the person responsible for the day-to-day operation of the child care center, even if this individual has a title different than "director."

Will there be a course available in my area at convenient times?

Courses will be available at a variety of locations throughout the state. Call us to find out how you can organize a Directors' Academy in your area.

What is the Reservation Deposit?

Some course providers may require a space reservation deposit in order to assure your seat in the program.

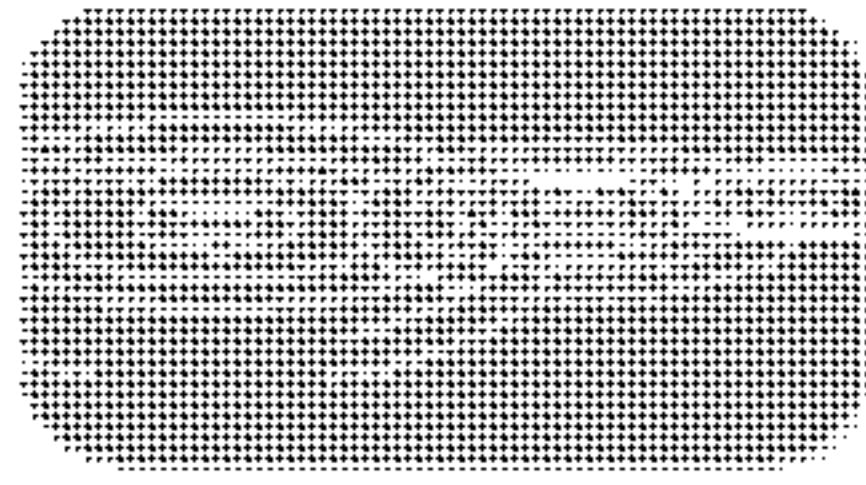
Will courses be available for college credit?

Some course choices are offered through colleges and universities, and will provide three college credits. Undergraduate and graduate level courses are offered. Non-credit courses are available through approved instructional providers such as the local resource and referral agencies and professional organizations.

How will I document that I completed the Directors' Academy course satisfactorily?

Each course provider will inform participants of requirements for successful course completion. Participants must satisfy the requirements as set out by the course provider. These requirements include but are not limited to designated attendance requirements.

PARTICIPANTS WILL RECEIVE DOCUMENTATION OF COMPLETION UPON BECOMING A MEMBER OF THE *NJ REGISTRY*.



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2010 COURSE OFFERINGS

Northern Region

February

Course title	Directors Academy
Course sponsor	Programs for Parents
Dates and schedule	February 9 – April 6, 2010 Wednesdays, 9:00 am – 3:00 pm
Location	Programs for Parents 500 Bloomfield Ave, 2 nd fl, Montclair, NJ
Brief description	This 60 hour comprehensive course will focus on child growth and development, which determines planning and evaluation and staff, fiscal and facilities management. Other topics to be included are program development, marketing, legal issues, facilities management, family support and community resources, marketing and public relations, leadership and advocacy, and other issues relevant program administration.
Eligibility requirements	Open to child care center directors and administrative staff
College credits	None
Reservation deposit	\$100
Material Fee	None
Special considerations	Fee: \$600.00 (subject to change)
For information and registration, contact	Jacqueline Valentine Programs for Parents 500 Bloomfield Ave, 2 nd fl, Montclair, NJ Phone (973) 744-4050 x 1004 Fax (973) 744-5045



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2010 COURSE OFFERINGS

Northern Region

March

Course title	Leadership and Management of Early Childhood Development Centers
Course sponsor	National Academy for Educators and Caregivers
Dates and schedule	March 4, 2010 – April 22, 2010 Thursdays 8:30am-5:30pm
Location	National Academy for Educators and Caregivers 1190 Headquarters Plaza, West Tower 2 nd fl Morristown, NJ 07960
Brief description	This comprehensive course will focus on planning and evaluation, and staff, fiscal and facilities management. Other topics to be included are; program development marketing, legal issues, development of community and family relationships.
Eligibility requirements	Current directors or working toward being a Director at a Childcare Development Center
College credits	Non-credit course
Reservation deposit	\$850.00 \$ 50.00 deposit
Material Fee	included
For information and registration, contact	Stacy Salley-Proctor National Academy for Educators and Caregivers 10 Sylvan Way Suite 210 Parsippany NJ 07054 973.539.4472 ext. 272 Fax: 973.539.4511 ssproctor@naectraining.com



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Please check the appropriate box of interested course offerings listed below and submit (*along with the enrollment form*) to the course provider:

NORTHERN REGION

Feb 9 – April 6, 2010

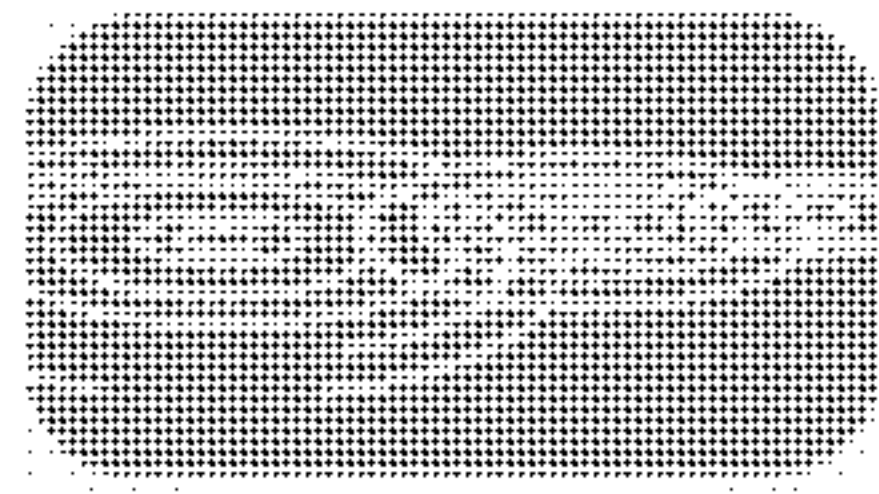
Directors Academy

Montclair, page 9

Mar 4 – April 22, 2010

Leadership and Management of EC

Morristown, page 10



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DIRECTORS' ACADEMY ENROLLMENT FORM

Please register by contacting the individual course provider for the class you wish to attend, and return this enrollment form to their attention **BEFORE** the start of class. This must be presented to the course provider to verify eligibility for the Directors' Academy.

I would like to register for:

COURSE SPONSOR NAME: _____

COURSE TITLE: _____

START DATE: _____

APPLICANT NAME: _____

POSITION: _____

Note: See explanation of scholarship eligibility

CENTER/PROGRAM NAME: _____

PROGRAM ADDRESS: _____

CITY/STATE/ZIP: _____

WORK PHONE: _____

WORK FAX: _____ **WORK E- MAIL:** _____

Educational background (check your highest attainment):

High school diploma/GED ____ CDA _____ Associate's Degree ____

Bachelor's Degree ____ Master's Degree _____ Doctoral Degree ____

Major _____

SCHOLARSHIP ELIGIBILITY

Name of district(s): _____

I certify that I am either a director working in an Abbott or ECPA district; or a director working in a CBC or ELLI program.

I also understand that I will need to join the **NJ Registry** and meet all requirements of the course provider in order to satisfactorily complete the course and receive a Directors' Academy Certificate of Completion.

**Visit our web at www.professionalimpactnj.org
to get more information about joining the *NJ Registry*.**

If I fail to meet the attendance requisites for the Directors' Academy, I may be obligated to pay back the course costs to Professional Impact NJ.

Participant's Signature: _____ Date: _____

*Professional Impact NJ will only pay for one Directors' Academy Course per center.

*****FOR PROFESSIONAL IMPACT NJ USE ONLY*****

Approved By: _____ Not Approved: _____ Date: _____

Approved Course Substitutions

The following courses meet Directors' Academy requirements for course content. Directors who have successfully completed these courses may substitute any of the following to meet the Directors' Academy requirement.

Required documentation: College transcript or certificate of completion

Substitution courses:

**The College of New Jersey (formerly Trenton State College)
ECED520 Administration of Child Care Centers AND
ECED550 Early Childhood Supervision**

These courses can be completed for college credit or for CEU's

Required documentation: College transcript or certificate of completion

Wheelock College

**Advanced Seminars for Early Childhood Leaders,
Policy Makers and Administrators**

If you have attended and successfully completed any of these course sequences, please complete the application on the following page and send with required documentation to the address below.

**Professional Impact NJ
Attn: Directors' Academy
Kean University
Willis, Room 300
1000 Morris Avenue
Union, NJ 07083**

Other courses: If you hold a Bachelor's Degree, Master's Degree or Doctoral Degree and you have successfully completed a post-baccalaureate level or graduate course in ***child care administration*** that you believe meets the Directors' Academy requirement, submit the following form along with an official college transcript and the syllabus for the course.



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**DIRECTORS' ACADEMY
COURSE SUBSTITUTION APPLICATION**

NAME _____

CENTER/PROGRAM NAME _____

ADDRESS _____

DAY TIME PHONE# _____

I attest that I successfully completed all requirements for the course indicated below. I wish to substitute the indicated course to meet my Directors' Academy requirement.

Signed: _____ Date: _____

TITLE OF COURSE YOU WISH TO SUBSTITUTE:

- The College of New Jersey (formerly Trenton State College).
Course also offered through EIRC/NJ Child Care Training Project
ECED520 Administration of Child Care Centers AND
ECED550 Early Childhood Supervision
Required documentation: College transcript or certificate of completion
- Wheelock College Advanced Seminars for Early Childhood Leaders, Policy-Makers and Administrators
LPA 806: Financial and Legal Aspects of Center Management AND
LPA 807: The Early Childhood Organization: The Human Side of Management

Other courses that may be eligible:

Title: _____

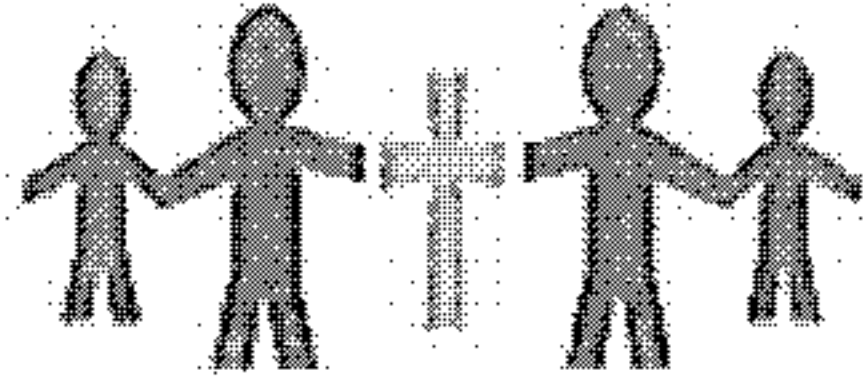
College or course provider: _____

Number of credits received: _____

Attach official transcript and syllabus for the course.

Mail this form and required documentation to Professional Impact NJ at:

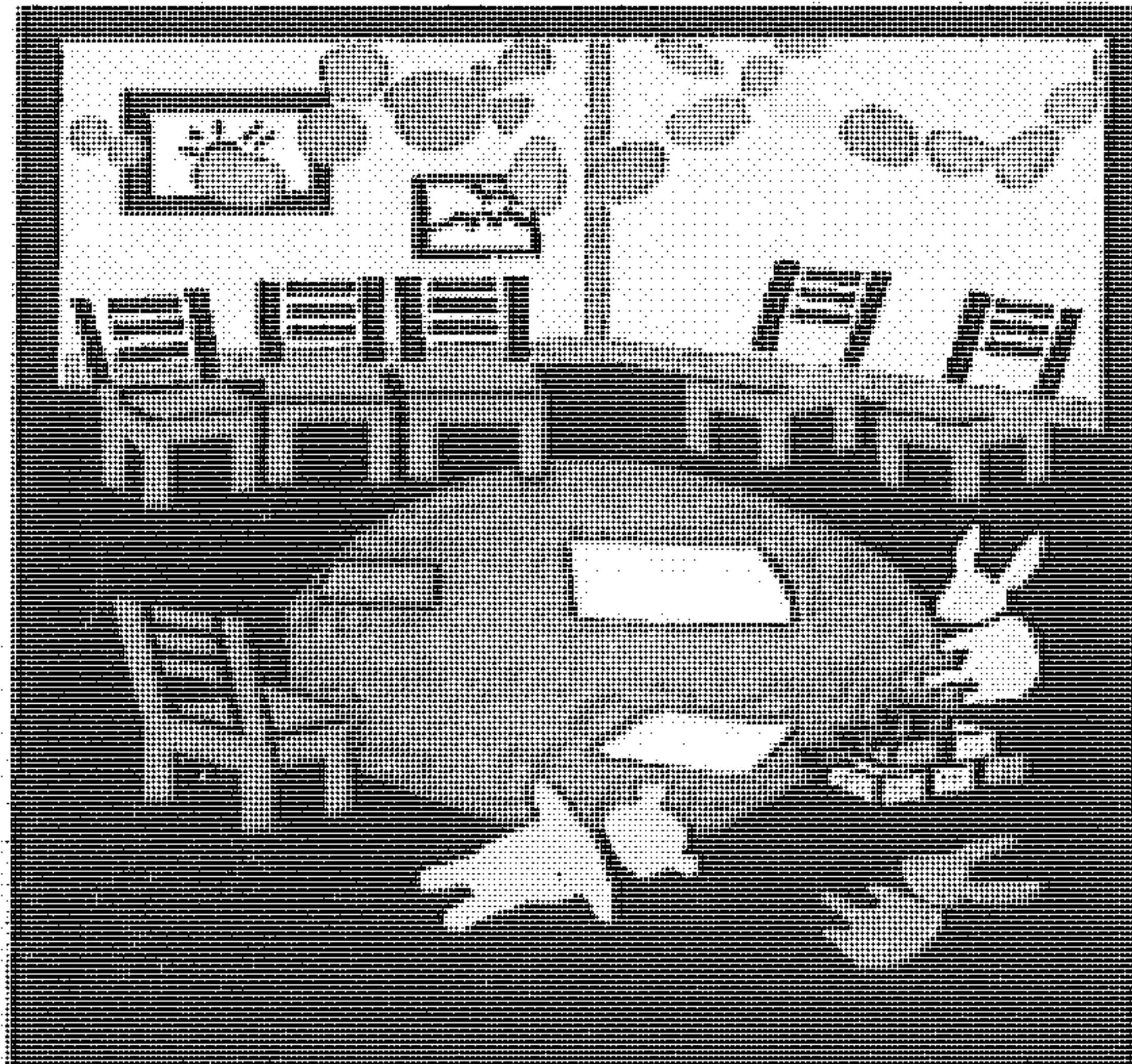
**Professional Impact NJ
Attn: Directors' Academy
Kean University
1000 Morris Avenue,
Willis Hall, Room 300
Union, NJ 07083**



Community Child Care
Solutions
Diocese of Metuchen

EARLY CARE & EDUCATION TRAINING SCHEDULE

JULY • AUGUST • SEPTEMBER 2011



*Community Child Care Solutions
Diocese of Metuchen
Child Care Resource & Referral*

103 Center Street • Perth Amboy • NJ 08861

732.324.4357

92 East Main Street, Suite 304 • Somerville • NJ 08876

908.927.0869

www.communitychildcaresolutions.org



REGISTRATION POLICIES & PROCEDURES

Our commitment is to raise the quality of child care by providing a variety of educational opportunities for family child care providers, centers, school-age programs, directors, camps, parents, special needs programs and the general public. Training is offered in a central location and at times that are convenient for participants. Providers will receive a training schedule on a quarterly basis, along with registration forms, at least three to four weeks prior to the first workshop. The registration form is your commitment to attend. Make a copy and write down the time, date and location on your calendar. Community Child Care Solutions will notify you should it be necessary to cancel an event. We will return your payment to the address indicated on the registration if the event is cancelled.

REGISTRATION AND FEES INFORMATION

- Workshops are \$15 for each participant and are non-refundable (unless otherwise stated).
- Mail in registration form with fee (check or money order), postmarked by the deadline date.
- **Registration forms may also be found on our website: www.communitychildcaresolutions.org**
- **Register early as possible as most workshops fill up long before the deadline date.**
- **Registration and payment will not be accepted at the workshop site.**
- **Faxed or phone registrations are not accepted.**
- Workshops are filled on "first-come-first-serve" basis, up to 25 people, so register early.
- Your registration will be returned and the process delayed if any of these policies are not followed.

REGISTRATION IS LIMITED TO TWO (2) PARTICIPANTS PER CENTER UNLESS THE WORKSHOP IS NOT FILLED ON THE DEADLINE DATE OR OTHERWISE STATED.

CEUs***

We offer **Continuing Education Units (CEU's)** based on the International Association for Continuing Education Training (IACET). Each workshop that will be offered for CEUs will have clearly stated learning objectives/outcomes and assignments.

Providers wishing to get CEUs for the workshop will be required to:

- **Demonstrate their attainment of the learning outcomes. Demonstration can be written or oral tests; written exercises; modeling techniques with children; videos or photograph presentation; parent/teacher conference; presentation of completed activities or other methods required by presenter.**
- **Provide a unique ID# (can be 3 letters of last name and last 4 digits of SS#) or a number of your own choice.**
- **Pre-register and pay an additional fee of \$10.00 for CEUs (fee subject to change) at the time of registering for workshop.**
- **Complete and return evidence of their CEUs assignment to Community Child Care Solutions.**

CREDITS/CERTIFICATES

We expect providers to arrive on time to training. Should you arrive more than **15 minutes late**, you will not be admitted into the workshop. Certificates will be given at the end of each training. Certificates are proof of your training hours.

ADDITIONAL NOTES:

- Due to insurance issues and as a courtesy to the trainer, **children will not be allowed into the workshops and/or wait in the building during workshops.** Please plan your child care arrangement accordingly. Community Child Care Solutions reserves the right to cancel workshops at any time. We will notify participants and registration fees will be refunded in full.
- **Parking is found at the rear of the St. John Neumann Pastoral Center for all evening trainings.**

Community Child Care Solutions

presents an **EARLY CARE AND EDUCATION WORKSHOP**

Child Care Resource and Referral
103 Center Street
Perth Amboy, NJ 08861
Phone (732) 324-4357, Ext. 124

Open the Door! (CEU***)

This workshop is about the importance of children spending time outdoors. Children need to use all their senses to gain a complete view of the world. You can help children's healthy development by exploring their neighborhood, its sights, sounds and smells in rain, snow and sun, just by stepping out the door together.

Core Knowledge and Competency Statements: Health, Safety, Nutrition and Physical Activity

Date: July 12, 2011
Registration deadline is July 5, 2011
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

Time: 6:30 p.m. - 8:30 p.m.

Location: St. John Neumann Conference Center
146 Metlars Lane * Piscataway, NJ 08854

Presenter: Romaine Williamson, MS Ed.

Registration Fee: \$15.00 (Non-refundable) *** Add \$10 if registering for CEUs
CHECKS OR MONEY ORDERS ONLY payable to: Community Child Care Solutions.
Please, only 2 participants per center, unless workshop is not full on deadline date.
Faxed registrations will not be accepted.



I would like to register for **Open the Door! (July 12, 2011).**

I have enclosed the \$15.00 registration fee for each participant.

Please check one: Center Staff/Director Family Child Care Provider CEU ID Number _____

Participant Name
(please print clearly-one name per form) _____

Center/Business Name _____

Contact Person _____

Address _____

City, Zip Code _____

Daytime Phone Number _____

Email _____

Registration forms are also available at www.communitychildcaresolutions.org
Mail or bring registration and fee to: **Community Child Care Solutions - 103 Center Street • Perth Amboy • NJ 08861**
(Attn. Raquel Peele) 732-324-4357 ext. 124

Community Child Care Solutions

presents an **EARLY CARE AND EDUCATION WORKSHOP**

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103 Center Street
Perth Amboy, NJ 08861
Phone (732) 324-4357, Ext. 124

Director's Discussion of "Stuff"

A director's job can be very isolating. Unless you get together with other directors, you don't know that you are all experiencing the same things: hiring and firing, chronically late employees, cell phones!, DYFS regulations, DHSS, enrollment challenges.... Come and spend a couple of hours with your peers as together we discuss "STUFF!"

Core Knowledge and Competency Statements: Program Organization and Management Level IA & IB

Date: July 26, 2011
Registration deadline is July 19, 2011
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

Time: 10:00 a.m. - 12:00 p.m.

Location: St. John Neumann Conference Center
146 Metlars Lane • Piscataway, NJ 08854

Presenters: Sandy Dibble, MS Ed. & Choicie D. Sorrell, MS

Registration Fee: \$15.00 (Non-refundable)
CHECKS OR MONEY ORDERS ONLY payable to: Community Child Care Solutions.
Please, only 2 participants per center, unless workshop is not full on deadline date.
Faxed registrations will not be accepted.

~~~~~  
I would like to register for Director's Discussion of "Stuff" (July 26, 2011).

I have enclosed the \$15.00 registration fee for each participant.

Please check one:  Center Staff/Director  Family Child Care Provider CEU ID Number\_\_\_\_\_

Participant Name  
(please print clearly-one name per form) \_\_\_\_\_

Center/Business Name \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City, Zip Code \_\_\_\_\_

Daytime Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Registration forms are also available at [www.communitychildcaresolutions.org](http://www.communitychildcaresolutions.org)  
Mail or bring registration and fee to: **Community Child Care Solutions - 103 Center Street•Perth Amboy•NJ 08861**  
(Attn. Raquel Peele) 732-324-4357 ext. 124



# Community Child Care Solutions

Child Care Resource and Referral  
103 Center Street  
Perth Amboy, NJ 08861  
Phone (732) 324-4357, Ext. 124

presents an **EARLY CARE AND EDUCATION WORKSHOP**

## CDA Information Station

Have you been thinking about your career? Has your director mentioned CDA to you, but you don't know what that means? Community Child Care Solutions has some options for you. Learn about CDA online or in a class. This workshop will explain the choices, give a thorough overview of CDA and answer all your questions.

**Date:** August 1, 2011  
Registration deadline is July 25, 2011  
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

**Time:** 6:30 p.m. - 8:30 p.m.

**Location:** St. John Neumann Conference Center  
146 Metlars Lane • Piscataway, NJ 08854

**Presenters:** Sandy Dibble, MS Ed. & Choicie D. Sorrell, MS

**Registration Fee:** \$5.00 (Non-refundable)  
**CHECKS OR MONEY ORDERS ONLY** payable to: Community Child Care Solutions.  
Please, only 2 participants per center, unless workshop is not full on deadline date.  
**Faxed registrations will not be accepted.**

~~~~~  
I would like to register for CDA Information Station (August 1, 2011).

I have enclosed the \$5.00 registration fee for each participant.

Please check one: Center Staff/Director Family Child Care Provider CEU ID Number _____

Participant Name
(please print clearly-one name per form) _____

Center/Business Name _____

Contact Person _____

Address _____

City, Zip Code _____

Daytime Phone Number _____

Email _____

Registration forms are also available at www.communitychildcaresolutions.org
Mail or bring registration and fee to: **Community Child Care Solutions - 103 Center Street•Perth Amboy•NJ 08861**
(Attn. Raquel Peele) 732-324-4357 ext. 124

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presents an **EARLY CARE AND EDUCATION WORKSHOP**

Child Care Resource and Referral
103 Center Street
Perth Amboy, NJ 08861
Phone (732) 324-4357, Ext. 124

Curriculum Quandary (CEU***)

Emergent, Project Approach, High Scope, Creative Curriculum, Reggio Emilia
Have you heard these terms but are not sure what they are? This workshop will compare, contrast and discuss these different curriculum choices. Maybe you will discover one that will work better for you!
Core Knowledge and Competency Statements: Curriculum, Level IIB & IIC

Date: August 10, 2011
Registration deadline is August 3, 2011
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

Time: 6:30 p.m. - 8:30 p.m.

Location: St. John Neumann Conference Center
146 Metlars Lane • Piscataway, NJ 08854

Presenter: Sandy Dibble, MS Ed.

Registration Fee: \$15.00 (Non-refundable) *** Add \$10 if registering for CEUs
CHECKS OR MONEY ORDERS ONLY payable to: Community Child Care Solutions.
Please, only 2 participants per center, unless workshop is not full on deadline date.
Faxed registrations will not be accepted.

~~~~~  
I would like to register for Curriculum Quandary (August 10, 2011).

I have enclosed the \$15.00 registration fee for each participant.

Please check one:  Center Staff/Director  Family Child Care Provider CEU ID Number \_\_\_\_\_

Participant Name  
(please print clearly-one name per form) \_\_\_\_\_

Center/Business Name \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City, Zip Code \_\_\_\_\_

Daytime Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Registration forms are also available at [www.communitychildcaresolutions.org](http://www.communitychildcaresolutions.org)  
Mail or bring registration and fee to: *Community Child Care Solutions - 103 Center Street•Perth Amboy•NJ 08861*  
(Attn. Raquel Peele) 732-324-4357 ext. 124



# Community Child Care Solutions

Child Care Resource and Referral  
103 Center Street  
Perth Amboy, NJ 08861  
Phone (732) 324-4357, Ext. 124

presents an **EARLY CARE AND EDUCATION WORKSHOP**

## From Tony Chestnut to Tchaikovsky: Building Children's Brains through Music (CEU\*\*\*)

Music is vital to the development of language and listening skills. The goal of this workshop is to provide an understanding of the importance of music in early childhood, how to incorporate it into the curriculum and into children's lives.

*Core Knowledge and Competency Statements: Curriculum*

**Date:** August 16, 2011  
Registration deadline is August 9, 2011  
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

**Time:** 6:30 p.m. - 8:30 p.m.

**Location:** St. John Neumann Conference Center  
146 Metlars Lane • Piscataway, NJ 08854

**Presenter:** Romaine Williamson, MS Ed.

**Registration Fee:** \$15.00 (Non-refundable) \*\*\* Add \$10 if registering for CEUs  
**CHECKS OR MONEY ORDERS ONLY** payable to: Community Child Care Solutions.  
Please, only 2 participants per center, unless workshop is not full on deadline date.  
**Faxed registrations will not be accepted.**

~~~~~  
I would like to register for From Tony Chestnut to Tchaikovsky: Building Children's Brains through Music (August 16, 2011).

I have enclosed the \$15.00 registration fee for each participant.

Please check one: Center Staff/Director Family Child Care Provider CEU ID Number _____

Participant Name
(please print clearly-one name per form) _____

Center/Business Name _____

Contact Person _____

Address _____

City, Zip Code _____

Daytime Phone Number _____

Email _____

Registration forms are also available at www.communitychildcaresolutions.org
Mail or bring registration and fee to: **Community Child Care Solutions - 103 Center Street•Perth Amboy • NJ 08861**
(Attn. Raquel Peele) 732-324-4357 ext. 124

Community Child Care Solutions

Child Care Resource and Referral
103 Center Street
Perth Amboy, NJ 08861
Phone (732) 324-4357, Ext. 124

presents an **EARLY CARE AND EDUCATION WORKSHOP**

What do you do with the MAD that you feel? (CEU***)

What do you do with the MAD that you feel?-

Angry feelings are part of being human, but can be confusing and upsetting to young children. This workshop will give you helpful information and some good ideas to use with the children in your care about how to handle difficult feelings.

Core Knowledge and Competency Statements: Social and Emotional Development

Date: September 20, 2011
Registration deadline is September 13, 2011
Workshops may fill up long before the deadline date. Call before mailing or dropping off registration after the deadline.

Time: 6:30 p.m. - 8:30 p.m.

Location: St. John Neumann Conference Center
146 Metlars Lane • Piscataway, NJ 08854

Presenter: Romaine Williamson, MS Ed.

Registration Fee: \$15.00 (Non-refundable) *** Add \$10 if registering for CEUs
CHECKS OR MONEY ORDERS ONLY payable to: Community Child Care Solutions.
Please, only 2 participants per center, unless workshop is not full on deadline date.
Faxed registrations will not be accepted.

~~~~~  
I would like to register for What do you do with the MAD that you feel? (September 20, 2011).

I have enclosed the \$15.00 registration fee for each participant.

Please check one:  Center Staff/Director  Family Child Care Provider CEU ID Number \_\_\_\_\_

Participant Name  
(please print clearly-one name per form) \_\_\_\_\_

Center/Business Name \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City, Zip Code \_\_\_\_\_

Daytime Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Registration forms are also available at [www.communitychildcaresolutions.org](http://www.communitychildcaresolutions.org)  
Mail or bring registration and fee to: **Community Child Care Solutions - 103 Center Street•Perth Amboy•NJ 08861**  
(Attn. Raquel Peele) 732-324-4357 ext. 124



## **Master Teachers/Coaching**

Master teachers, also known as coaches, play an essential role in implementing and maintaining high levels of program quality by supporting preschool classroom teachers. Their primary role is to assist in curriculum implementation by conducting classroom observations and coaching teachers using the principles of reflective practice to improve instruction. The maximum ratio to use when planning for master teachers in state fully funded preschool programs is one master teacher for every 20 preschool classrooms.

Priority 1: Master teachers/coaches should dedicate the greatest amount of time to classroom coaching using the reflective cycle model. During these visits, master teachers should observe classroom practices and provide feedback directly to teaching staff in a collaborative manner, plan and model exemplary practices and meet with the program directors or principals. Recordkeeping should be maintained during these visits.

Priority 2: A substantial amount of time, but less than that devoted to classroom coaching, should be dedicated to providing and planning for professional development experiences for classroom teachers. Professional development should be aligned with the *New Jersey Preschool Teaching and Learning Standards*, the school district's curriculum, and professional development plan. Professional development opportunities should be differentiated to match the varying levels of experience and expertise of the instructional staff. Professional development should be delivered in a variety of ways, ranging from informal work groups to more structured small and large group presentations.

### *Primary Master Teacher/Coach Responsibilities*

- Visiting preschool classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices using the reflective cycle model,
- Visiting kindergarten classrooms periodically to support teachers programmatically so children can experience a seamless transition from preschool to kindergarten,
- Planning specific goals and training opportunities to improve weak areas identified from curriculum developer reports and results of structured classroom observations (e.g. Early Childhood Environmental Rating Scale – Revised), (Harms, Clifford, & Cryer, 2004), performance-based assessment results, program-wide evaluations, and other information sources,
- Administering structured program evaluation instruments (in assigned classrooms) to measure quality practices in preschool classrooms (e.g., Early Childhood Environmental Rating Scale - Revised, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory, High/Scope Preschool Program Quality Assessment, Creative Curriculum Implementation Checklist),
- Conferring with early childhood supervisors to plan for and provide professional development for all early childhood staff,
- Providing individualized follow-up support and facilitating small group meetings/trainings for teachers with similar needs,

- Supporting implementation of performance-based assessments to ensure reliable collection of child information through portfolio review meetings and professional development, and
- Training teachers on the administration of the Early Screening Inventory–Revised (ESI-R, (Meisels, Marsden, Wishke, & Henderson, 1997).

#### *The Master Teacher's Role in Collaboration*

- Coordinating with the preschool intervention and referral team to request assistance for children with challenging behaviors,
- Conferring regularly with the preschool intervention and referral team to discuss how to support teachers and parents with children who have challenging behaviors,
- Conferring regularly with the community parent involvement specialist to plan for smooth transitions for children entering preschool or going to kindergarten, and assisting in planning related parent involvement activities (e.g., ensuring that the results of the performance-based assessment are shared with kindergarten staff, planning parent workshops, planning kindergarten classroom visits), and
- Providing technical assistance to district and provider administrators to discuss curriculum goals, professional development, performance-based assessment implementation, and structured observation results.

#### *Required Master Teacher Qualifications*

- A bachelor's degree and teacher certification;
- Three to five years experience teaching in general education preschool programs;
- Experience providing professional development to classroom teachers;
- Experience in implementing developmentally appropriate preschool curricula;
- Experience with performance-based preschool assessments; and

Master teachers appointed after September 1, 2007, shall hold at least one of the following certifications:

- Preschool through grade three standard instructional certificate or equivalent certification;

#### *Accommodating Dual Language Learners and Children with IEPs*

Each district must select master teachers who can assist preschool teachers and other master teachers in working with specialized populations. Districts with a substantial proportion of Dual language learners (DLL) or children with individualized education plans (IEPs) served in general education classrooms are required to hire bilingual and inclusion specialists as master teachers. The specialists provide focused professional development and consultation to other master teachers and in-district and private provider classroom teachers.



*Additional Qualifications Determined by the Population Served*

- Master teachers with a specialization in bilingual education should possess bilingual or English as a second language certification and either possess or pursue early childhood certification.
- Master teachers with a specialization in inclusion should possess special education certification and either possess or pursue early childhood certification.

*The Role of the Specialized Master Teacher*

Master teachers with a specialization should, in addition to their other responsibilities, provide professional development and support for other master teachers regarding inclusion or Dual Language Learner or English Language Learner practices. Specializations or content areas (e.g. mathematics, literacy, science, and assessment) should be assigned to all master teachers, depending on their backgrounds and qualifications.

*Professional Development for Master Teachers*

Master teachers need ongoing professional development to support the goals of the early childhood program. Whenever possible, they should be trained by curriculum developers using a Training-of-Teacher Trainer (TOTT) model. This will help to ensure sustainable and high quality curriculum implementation. New master teachers should complete “The Role of the Master Teacher” seminar offered by the Division of Early Childhood Education.

**District:**  
**Administrator Completing Summary:**  
**Date:**

**New Jersey Department of Education  
Division of Early Childhood Education  
Data Summary Tool for 2010-2011**

**Purpose**

As continuous evaluation and assessment is an essential aspect of maintaining a high quality early childhood program, decision makers must be able to effectively answer the questions, *“How is the program working?”*, *“For whom is the program working?”* and *“How can the program be modified?”* Such questions assist educational leaders in understanding their program’s strengths and weaknesses and determining areas of focus.

In early childhood programs, the systematic use of structured observation instruments is the primary vehicle that administrators use to realize the above purpose. Furthermore, educational leaders are in the best position to answer questions concerning programmatic quality when congruity exists between classroom and child data. The aim of this report is to collect district-reported data at the classroom and child level, which will serve as a tool to structure professional development initiatives in districts as well as statewide.

**Instructions**

The Data Summary Tool for 2010-2011 consists of two main sections: Classroom Level Data and Child Level Data and a series of subheadings. Please be sure to read each section carefully as a number of the subsections may require the submission of additional documents. The Data Summary Tool for 2010-2011, including any additional files, is due **July 15, 2011**. The completed materials must be submitted via e-mail to your liaison on the date stated above. Please note that the administrator who is responsible for oversight of the preschool program must complete this tool. Should you have any questions please contact Dr. Vincent J. Costanza directly at 609-943-5875 or [vincent.costanza@doe.state.nj.us](mailto:vincent.costanza@doe.state.nj.us).



### **I. Classroom Level Data**

The four sections that follow: Data Collection Schedule, Classroom Observation Reliability Protocol, Classroom Observation Data, and Connections to Professional Development are designed to assist district administrators with identifying programmatic trends and linking such trends to program improvement initiatives. Although master teachers will collect much of the data requested below, the collection of such data must adhere to the primary roles of the master teacher as detailed in the *Preschool Program Implementation Guidelines* <http://www.state.nj.us/education/ece/guide/impguidelines.pdf>, *Preschool Program Guidance* <http://www.state.nj.us/education/ece/psguide/observation.pdf> & <http://www.state.nj.us/education/ece/psguide/master.htm>, and *New Jersey Administrative Code N.J.A.C. 6A:13A*. <http://www.state.nj.us/education/code/current/title6a/chap13a.pdf>.

The *Preschool Program Implementation Guidelines* describe the primary roles of the master teacher as “assisting in curriculum implementation by conducting classroom observations and coaching teachers using the principles of reflective practice to improve instruction” (pg. 11). Considering the coaching aspect that is the cornerstone of the master teacher position, building trust is an essential aspect of effective coaching. Bearing in mind the non-evaluative function of the master teacher position, at no time should a master teacher report individual teacher scores to administrators, as such reporting would undermine the trust that master teachers must develop in order to be effective.

---

#### **Data Collection Schedule**

Describe the schedule that your master teachers currently follow when collecting classroom observation data. Please be sure to address the points listed below. Use the text box for your description.

- When do your master teachers begin/finish administering classroom observations instruments (e.g. ECERS-R)? Please list beginning and ending months.
- Describe the timeframe that explains when master teachers discuss results with teachers (e.g. the same day as the observation, within 48 hours, etc) as well as the approximate length of the meetings (e.g. the same day as the observation, within 48 hours, etc).
- Based on the meetings described above, list the areas that are in need of improvement and describe how master teachers will structure future coaching to address these areas.

**TEXT:**

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#### **Classroom Observation Reliability Protocol**

Describe the protocol that your master teachers currently follow that assists them in becoming more reliable in their data collection when using structured observation instruments. Use the text box for your description.

**TEXT:**

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**Classroom Observation Data**

Fill in the information in the tables below for each observation instrument that pertains to your district. The data should represent aggregate scores for your entire program *and not individual classrooms or teachers*. In the event that you did not conduct one of the instruments represented in the charts below, you should leave the spaces blank. However, if you conducted observations with an instrument that is not included below, such as any of the curriculum fidelity instruments (i.e. Preschool Program Quality Assessment, Implementation Checklist, Implementation Self-Assessment Guide or the Fidelity Checklist) submit a separate file that contains information that is broken down by each section in the instrument. **With all of the instruments that you document here, include the number of classrooms observed with each instrument. Next to each of the instruments named below, you will see an (N=), this is where you will enter the number of classrooms.** Please be sure to address the point listed below. Use the text box for your description.

- Describe how the district chooses structured observation instruments when conducting classroom quality assessments.

**TEXT:**



**ECERS-R (N=)**

| <b>SUBSCALE</b>                | <b>Mean (2009-2010)</b> | <b>Mean (2010-2011)</b> |
|--------------------------------|-------------------------|-------------------------|
| <b>Space &amp; Furnishings</b> |                         |                         |
| <b>Personal Care</b>           |                         |                         |
| <b>Language</b>                |                         |                         |
| <b>Activities</b>              |                         |                         |
| <b>Interactions</b>            |                         |                         |
| <b>Program Structure</b>       |                         |                         |
| <b>Parents &amp; Staff</b>     |                         |                         |
| <b>TOTAL</b>                   |                         |                         |

**ECERS-R ITEMS**

| <b>ECERS-R Items</b>                                  | <b>Mean (2009-2010)</b> | <b>Mean (2010-2011)</b> |
|-------------------------------------------------------|-------------------------|-------------------------|
| <b>1. Indoor space</b>                                |                         |                         |
| <b>2. Furniture for routine care</b>                  |                         |                         |
| <b>3. Furnishings for relaxation</b>                  |                         |                         |
| <b>4. Room arrangement</b>                            |                         |                         |
| <b>5. Space for privacy</b>                           |                         |                         |
| <b>6. Child-related display</b>                       |                         |                         |
| <b>7. Space For Gross Motor</b>                       |                         |                         |
| <b>8. Gross motor equipment</b>                       |                         |                         |
| <b>9. Greetings/departing</b>                         |                         |                         |
| <b>10. Meals/snacks</b>                               |                         |                         |
| <b>11. Nap/rest</b>                                   |                         |                         |
| <b>12. Toileting / diapering</b>                      |                         |                         |
| <b>13. Health practices</b>                           |                         |                         |
| <b>14. Safety practices</b>                           |                         |                         |
| <b>15. Books and pictures</b>                         |                         |                         |
| <b>16. Encouraging children to communicate</b>        |                         |                         |
| <b>17. Using language to develop reasoning skills</b> |                         |                         |
| <b>18. Informal use of language</b>                   |                         |                         |
| <b>19. Fine motor</b>                                 |                         |                         |
| <b>20. Art</b>                                        |                         |                         |
| <b>21. Music/movement</b>                             |                         |                         |
| <b>22. Blocks</b>                                     |                         |                         |
| <b>23. Sand/water</b>                                 |                         |                         |
| <b>24. Dramatic play</b>                              |                         |                         |
| <b>25. Nature/science</b>                             |                         |                         |
| <b>26 Math/number</b>                                 |                         |                         |
| <b>27 Use of TV, video, computer</b>                  |                         |                         |
| <b>28 Promoting accepting of diversity</b>            |                         |                         |



|                                                      |  |  |
|------------------------------------------------------|--|--|
| <b>29. Supervision of gross motor</b>                |  |  |
| <b>30. General supervision</b>                       |  |  |
| <b>31. Discipline</b>                                |  |  |
| <b>32. Staff-child interactions</b>                  |  |  |
| <b>33. Interactions among children</b>               |  |  |
| <b>34. Schedule</b>                                  |  |  |
| <b>35. Free play</b>                                 |  |  |
| <b>36. Group time</b>                                |  |  |
| <b>37. Provisions for children with disabilities</b> |  |  |
| <b>38. Provisions for parents</b>                    |  |  |
| <b>39. Provisions for personal needs of staff</b>    |  |  |
| <b>40. Provisions of professional needs of staff</b> |  |  |
| <b>41. Staff interaction and cooperation</b>         |  |  |
| <b>42. Supervision/evaluation of staff</b>           |  |  |
| <b>43. Opportunities for professional growth</b>     |  |  |

**SELA (N=)**

| <b>SELA Item</b>                                                                                                                                       | <b>Mean (2009-2010)</b> | <b>Mean (2010-2011)</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| <b>1. Using print in the environment for a purpose.</b>                                                                                                |                         |                         |
| <b>2. Creating inviting places to look at books.</b>                                                                                                   |                         |                         |
| <b>3. Inviting interest in a wide variety of books in the classroom.</b>                                                                               |                         |                         |
| <b>4. Writing materials are available and easy to use. Paper and writing materials are available in the main writing area and other areas as well.</b> |                         |                         |
| <b>5. A variety of literacy items and props are used in the pretend play area.</b>                                                                     |                         |                         |
| <b>6. Teachers encourage and extend oral language.</b>                                                                                                 |                         |                         |
| <b>7. Using language that introduces new words, concepts and linguistic structures.</b>                                                                |                         |                         |
| <b>8. Organizing activities that promote language development.</b>                                                                                     |                         |                         |
| <b>9. Sharing books to build language, knowledge, and a love of book reading.</b>                                                                      |                         |                         |
| <b>10. Calling attention to the functions and features of print.</b>                                                                                   |                         |                         |
| <b>11. Drawing children's attention to the sounds they hear in words.</b>                                                                              |                         |                         |
| <b>12. Helping children recognize letters.</b>                                                                                                         |                         |                         |
| <b>13. Promoting children's interest in writing.</b>                                                                                                   |                         |                         |
| <b>14. Promoting home-based supports for early literacy through regular communications with parents.</b>                                               |                         |                         |
| <b>15. Special activities and supports to involve parents in supporting children's literacy development.</b>                                           |                         |                         |
| <b>20. Promoting the maintenance and development of children's native language.</b>                                                                    |                         |                         |
| <b>TOTAL</b>                                                                                                                                           |                         |                         |



**PCMI (N=)**

| PCMI Item                                                                                     | Mean (2009-2010) | Mean (2010-2011) |
|-----------------------------------------------------------------------------------------------|------------------|------------------|
| 1. <b>Counting, comparing, estimating, and recognizing number symbols.</b>                    |                  |                  |
| 2. <b>Measuring and comparing amount: volume, weight, length, height, distance, and area.</b> |                  |                  |
| 3. <b>Classifying and seriating.</b>                                                          |                  |                  |
| 4. <b>Geometry and spatial positions/relations.</b>                                           |                  |                  |
| 5. <b>Use one-to-one correspondence</b>                                                       |                  |                  |
| 6. <b>Count and/or write numbers for a purpose</b>                                            |                  |                  |
| 7. <b>Estimate and compare</b>                                                                |                  |                  |
| 8. <b>Use mathematical terminology and reflection on mathematical problems</b>                |                  |                  |
| 9. <b>Measure and compare amount: volume, weight, length, height, distance, area</b>          |                  |                  |
| 10. <b>Classify and seriate</b>                                                               |                  |                  |
| 11. <b>Explore concepts of geometry and spatial positions/relations</b>                       |                  |                  |
| <b>TOTAL</b>                                                                                  |                  |                  |

**Connection to Professional Development**

Describe how the areas that fall below the “good quality” range on any of the classroom observation instruments are addressed in the professional development plan submitted in November 2010. If the identified areas are not addressed in the professional development plan, please identify a modification here. Furthermore, be sure to focus on the areas that are within your immediate control as opposed to areas that will require more resources to fully address (e.g. gross motor space). Use the text box for your description.

**TEXT:**

## II. Child Level Data

The three sections that follow: Performance Assessment Data, Child Assessment Reliability Procedures and Connections to Professional Development, are designed to assist district administrators with identifying programmatic trends that arise from the analysis of performance based assessment results and linking such trends to improvement initiatives. When filling out the section below, please consider whether your child assessment practices are in line with best practices as outlined in the *Preschool Program Implementation Guidelines* and supported in *N.J.A.C. 6A:13A*.

### Performance Assessment Data

Before completing the charts below, please enter the number of children entered for each collection period.

| NAME OF INSTRUMENT: |                       |                        |                       |
|---------------------|-----------------------|------------------------|-----------------------|
| Group               | First Collection (N=) | Second Collection (N=) | Third Collection (N=) |
| 3 yr. olds          |                       |                        |                       |
| 4 yr. olds          |                       |                        |                       |
| IEP                 |                       |                        |                       |

The set of charts labeled Item Analysis allows for a deeper look at how children within the three categories are performing at the Indicator/Curriculum Goal level. When filling out the Item Analysis charts, first indicate the Domain/Developmental Area and then the Indicator/Curriculum Goal. Once the labeling is complete, insert end of year averages for each of the three categories.

In the text box below, please be sure to address the following:

- List the Indicator/Curriculum Goals that indicate patterns of low or high scores.
- Describe how scores vary based on location or setting.
- Describe the relationship between the district's classroom quality scores, as measured by structured observation instruments (e.g. ECERS-R, SELA and PCMI) and the performance of children in particular Domains or Indicators.

**TEXT:**



### Item Analysis Example

| Domain/Developmental Area:<br>Mathematics and Science |                          |                               |                                |                 |                                                    |                                                                |                                                      |                                                    |
|-------------------------------------------------------|--------------------------|-------------------------------|--------------------------------|-----------------|----------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| Indicator/Curriculum Goal                             | V.<br>Sorting<br>Objects | Z.<br>Identifying<br>patterns | AA.<br>Comparing<br>properties | BB.<br>Counting | CC.<br>Identifying<br>position<br>and<br>direction | DD.<br>Identifying<br>sequence,<br>change,<br>and<br>casuality | EE.<br>Identifying<br>materials<br>and<br>properties | FF.<br>Identifying<br>natural and<br>living things |
| 3 yr. olds                                            | 4.3                      | 4.43                          | 4.33                           | 4.33            | 3.8                                                | 4.55                                                           | 4.28                                                 | 4.46                                               |
| 4 yr. olds                                            | 2.6                      | 1.8                           | 2.0                            | 2.6             | 2.8                                                | 2.4                                                            | 2.2                                                  | 3.2                                                |
| IEP                                                   | 3.8                      | 2.84                          | 3.29                           | 3.53            | 3.08                                               | 2.86                                                           | 3.2                                                  | 3.18                                               |

### Item Analysis Charts

| Domain/Developmental Area: |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|
| Indicator/Curriculum Goal  |  |  |  |  |  |  |  |  |
| 3 yr. olds                 |  |  |  |  |  |  |  |  |
| 4 yr. olds                 |  |  |  |  |  |  |  |  |
| IEP                        |  |  |  |  |  |  |  |  |

| Domain/Developmental Area: |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|
| Indicator/Curriculum Goal  |  |  |  |  |  |  |  |  |
| 3 yr. olds                 |  |  |  |  |  |  |  |  |
| 4 yr. olds                 |  |  |  |  |  |  |  |  |
| IEP                        |  |  |  |  |  |  |  |  |

| Domain/Developmental Area: |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|
| Indicator/Curriculum Goal  |  |  |  |  |  |  |  |  |
| 3 yr. olds                 |  |  |  |  |  |  |  |  |
| 4 yr. olds                 |  |  |  |  |  |  |  |  |
| IEP                        |  |  |  |  |  |  |  |  |





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**Child Assessment Reliability Procedures**

Describe the procedures that are in place to ensure the reliable collection of performance-based data. For instance, indicate whether you use consensus meetings, test folios, or another method to ensure reliability. Please be sure to address the questions listed below. However, if you are unable to answer any of the questions please indicate whether you would like to design reliability procedures to answer such questions in the future. Use the text box for your description.

- Are teachers able to reach consensus?
- Do teachers consistently disagree about particular items?
- Do teachers inaccurately score particular items on a consistent basis?
- Does a collecting teacher's reliability differ when she is the scoring teacher?
- Is there a relationship between a teacher's reliability score and classroom quality, as measured on standardized observation tools (i.e. ECERS-R, SELA and PCMI)?

**TEXT:**

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**Connection to Professional Development**

Describe how you address the scoring patterns, which you have identified in the Growth Charts and Item Analysis Charts, in the professional development plan submitted in November 2010. If you have not addressed the identified areas in the professional development plan, identify a modification here. Please be sure to address the bullets listed below. Use the text box for your description.

- What connections exist between teacher reliability scores, classroom quality and the performance of children in particular Domains or Indicators?
- Describe professional development initiatives that target Indicator/Curriculum goals that indicate patterns of low scores.
- Describe how your professional development initiatives address differences in scoring based on location or setting.

**TEXT:**

**RTT-ELC  
Six-Year Professional Development Plan**

**\*Roll Out to begin 2012-13 with Grow NJ Cohort I and continued with each subsequent Cohort through 2017**

| Topic                                                         | Participants              | Timeline | Trainer(s)                   | # of Days |
|---------------------------------------------------------------|---------------------------|----------|------------------------------|-----------|
| Ages and Stages Questionnaire                                 | Infant & Toddler teachers | Summer   | Learning & Development Coach | 2         |
| ESI-R                                                         | Preschool teachers        | Summer   | Learning & Development Coach | 1         |
| Ounce                                                         | Infant & Toddler teachers | Summer   | Developer                    | 3         |
| Aligned with the comprehensive curriculum (WSS, GOLD, or COR) | Preschool teachers        | Summer   | Developer                    | 3         |
| ITERS-R & FCCERS-R                                            | Infant & Toddler teachers | Fall     | Learning & Development Coach | 3         |
| ECERS, SELA & PCMI                                            | Preschool teachers        | Fall     | Learning & Development Coach | 3         |
| Arnett Caregiver Interaction Scale                            | Infant & Toddler teachers | Winter   | Learning & Development Coach | 2         |
| CLASS                                                         | Preschool teachers        | Winter   | Developer                    | 2         |



**Crosswalk of New Jersey Early Childhood Program &/or Professional [cc1] Development Standards for Family Engagement**

| QRIS                                                                                                                                                                                                            | Head Start                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Preschool                                                                                                                                                                           | Early Intervention                                                                                                                                                                                                                                                                                       | SFECE                                                                                                                                                                           | FDC                                                                                                                                                                                                                                                                                                                                                                                                                                         | SFP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2.1 Head Start and Center-based sites must have a Department of Children and Families (DCF) License for one year. School-based sites must have Department of Education (DOE) preschool program plan approval. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Public school preschool teachers must have a teaching certificate. Public preschool classrooms must meet NJDOE regulations re: class size, health & safety standards, etc.          | Service Providers must have a license in their area of expertise.                                                                                                                                                                                                                                        |                                                                                                                                                                                 | Family Development staff must complete 90 hour training in the Family Development Credential curriculum, Empowerment Skills for Family Workers                                                                                                                                                                                                                                                                                              | All DPCP grantees must incorporate Standards for Prevention into program activities & staff must be trained in the Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2.2.1 Must meet all Step 1 criteria                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.2.2 The program facilitates opportunities for parents/families to have an active role in the development and implementation of the improvement plan.                                                          | <p><i>(d) Parent involvement--general.</i></p> <p>(1) In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.</p> <p><i>Program Governance: Policy Council, Policy Committee, Parent Committee Structure:</i> (1) Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required:</p> | <p><i>Governance &amp; Structure:</i> Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).</p> | <p>Parents are members of the State Interagency Coordinating Council (SICC) that advises the NJ Department of Health Early Intervention System, as well as the Boards of the 4 Regional Early Intervention Collaboratives that oversee the Service Coordination Units and Service Provider agencies.</p> | <p><i>Program Strategy 7 Value &amp; Support Parents:</i> 14 The program provides parents opportunities for: b) Leadership development c) Input into programmatic decisions</p> | <p><i>Family Development: A Sustainable Route to Healthy Self-Reliance :</i> Understand how to help families restore their sense of healthy self-reliance Explain the seven steps of family development and the seven roles of family development worker Work respectfully with families from a variety of family forms <i>Collaboration:</i> Describe the different levels of collaboration most often used in family development work</p> | <p><i>Conceptual Standard 1 Family Centered:</i> Involve all possible participants such as the child, parents, family members, &amp; caregivers 2 <i>Community-based 2b.</i> Engage community members in program development, implementation, and ownership 6 <i>Participants as partners with staff.</i> Treat the participant as partner and collaborator, as evidenced by involving the participant in planning and decision-making and promoting self-reliance <i>Administrative Standard 6. Participants and community as collaborators:</i> Participant involvement evident through the use of advisory groups, participant feedback surveys, or other means</p> |

Appendix 722

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|  | <p>(i) Policy Council. This Council must be established at the grantee level. (ii) Policy Committee. (iii) Parent Committee. For center-based programs, this Committee must be established at the center level. For other program options, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership is combined unless parents choose to have a separate Committee for each option. (b) Policy Group composition &amp; formation: (2) Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children. (d) The Policy Council or Policy Committee. (1) Policy Councils and Policy Committees must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures: (i) All funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to the submission of such applications to the grantee (in the case of</p> |  |  |  |  |  |
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Appendix 723

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|  | <p>Policy Committees) or to HHS (in the case of Policy Councils);<br/> (ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making;<br/> (iii) Procedures for program planning in accordance with this part and the requirements of 45 CFR 1305.3;<br/> (iv) The program's philosophy and long- and short-range program goals and objectives;<br/> (v) The selection of delegate agencies and their service areas (this regulation is binding on Policy Councils exclusively); (vi) The composition of the Policy Council or the Policy Committee and the procedures by which policy group members are chosen; (vii) Criteria for defining recruitment, selection, and enrollment priorities; (viii) The annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review; (ix) Program personnel policies and subsequent changes to those policies including standards of conduct for program staff, consultants, and volunteers; (x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee or delegate</p> |  |  |  |  |  |
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Appendix 724

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|  | <p>agency; and (xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee or delegate agency. (2) In addition, Policy Councils and Policy Committees must perform the following functions directly:</p> <ul style="list-style-type: none"> <li>(i) Serve as a link to the Parent Committees, grantee and delegate agency governing bodies, public and private organizations, and the communities they serve;</li> <li>(ii) Assist Parent Committees in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Early Head Start and Head Start and to encourage their participation in the program;</li> <li>(iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities;</li> <li>(iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs;</li> <li>and (v) Establish and maintain procedures for working with the grantee or delegate agency to resolve community complaints about the program. (e) Parent</li> </ul> |  |  |  |  |  |
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Appendix 725

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|
|                                                                                                                                                                                                                                       | <p>Committee. The Parent Committee must carry out at least the following minimum responsibilities:</p> <ul style="list-style-type: none"> <li>(1) Advise staff in developing and implementing local program policies, activities, and services;</li> <li>(2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and</li> <li>(3) Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.</li> </ul>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                              |
| <p>2.2.3 Teaching staff share information with families about the curriculum, the Infant Toddler Early Learning Guidelines and/or Preschool Learning Standards, expectations, and routines at enrollment and throughout the year.</p> | <p><i>(e) Parent involvement in child development and education.</i></p> <ul style="list-style-type: none"> <li>(2) Grantees and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.</li> <li>(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff.</li> </ul> | <p><i>Communication:</i> Ongoing information concerning program/ classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community. Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.</p> | <p><i>Family-centered services &amp; supports 3.3</i> Apply family-centered principles so that early intervention supports families in their task of enhancing their children's learning and development.</p> <p>3.6 Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family.</p> | <p><i>Program Strategy 5 Facilitate Children's Social &amp; Emotional Development: 2</i> The program introduces parents to social and emotional development curricula at the beginning of the school year by a)</p> <ul style="list-style-type: none"> <li>Informing parents of the importance of supporting children's healthy social and emotional development— and its connection to success in school</li> <li>b) Helping parents understand age-appropriate social and emotional skills and behaviors</li> <li>d) Encouraging parents to be aware of their children's social and emotional development</li> <li>e) Offering parents ideas on how to foster a child's social and emotional learning at home</li> </ul> | <p><i>Not applicable</i></p> | <p><i>Not applicable</i></p> |

Appendix 726

|                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.2.4 Teaching staff offer families opportunities to engage in classroom experiences with their children.</p>                                                            | <p><i>d) Parent involvement--general.</i><br/>                 (2) Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. (3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers</p>                                                                                                                                                                                                                                                                                       | <p><i>Governance &amp; Structure:</i> Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).<br/> <i>Family Support:</i> Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events.</p> | <p><i>Intervention Strategies</i><br/>                 6.1 Demonstrate the ability to implement and monitor an IFSP with the family that incorporate child and family outcomes within natural environments.<br/>                 6.5 Develop strategies for intervention that are based on individual strengths and needs of the family and support the parent-child relationship as the primary context for development and learning. 6.11 Demonstrate the use of a wide variety of strategies to facilitate the active participation of family members/ caregivers in early intervention visits and follow through activities.</p> | <p><i>Program Strategy 2 Strengthen Parenting:</i><br/>                 6 Parents are invited to visit and observe their children in the classroom 7 Staff spend time with parents when they are observing their children to help them recognize: a) Their children's growth and development patterns b) Positive social skills and developmentally appropriate emotional behavior in their children c) Activities they can use at home<br/> <i>Program Strategy 5 Facilitate Children's Social &amp; Emotional Development: 4</i><br/>                 Parents have opportunities to observe their children interacting with other children and teachers in the program</p> | <p><i>Not applicable</i></p> | <p><i>Conceptual Standard 1 Family-Centered:</i> Involve all possible participants such as the child, parents, family members, &amp; caregivers [in the prevention program]</p> |
| <p>2.2.5 The program provides parents/ families with information to support their children's development and learning as they transition from one placement to another.</p> | <p><i>(h) Parent involvement in transition activities.</i><br/>                 (1) Agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the ESEA preschool program, or a child care setting. (2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the</p> | <p><i>Communication:</i><br/>                 Pertinent information regarding individual children's progress (e.g., child portfolios, teacher annotations) is provided to receiving schools when children transition from one program to another.</p>                                                                                                                                                                                                                                                                                                                          | <p><i>Intervention Strategies</i><br/>                 6.12 Provide families with information about their child's development and learning needs that will help them to choose appropriate services and educational settings for their child after s/he transitions out of early intervention.</p>                                                                                                                                                                                                                                                                                                                                   | <p><i>Not applicable</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><i>Not applicable</i></p> | <p><i>Not applicable</i></p>                                                                                                                                                    |



Appendix 727

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                               | <p>child's progress while enrolled in Early Head Start or Head Start. (3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:</p> <ul style="list-style-type: none"> <li>(i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and</li> <li>(ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.</li> </ul>                                                   |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>2.2.6 Program staff demonstrate the establishment of intentional practices designed to foster strong reciprocal relationships with families, such as open house, orientation and other planned events, and maintaining them over time.</p> | <p><i>d) Parent involvement – general:</i> (2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. (3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children (5) Teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents</p> | <p><i>Family Support:</i> Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events</p> | <p><i>Intervention Strategies</i> 6.11 Demonstrate the use of a wide variety of strategies to facilitate the active participation of family members/caregivers in early intervention visits and follow through activities.</p> | <p><i>Program Strategy 1: Facilitating friendships and mutual support</i> 6 Program staff reach out to isolated families by: a) Calling, sending notes, or making home visits b) Inviting them to the program's social activities c) Offering support with transportation, childcare, or other barriers to participation in social activities d) Making special efforts to connect them with other families e) Connecting them with resources, such as mental health consultation, that can help them explore difficulties with forming social connections</p> | <p><i>Communicating with Skill and Heart:</i> Create a listening atmosphere using communication "helpers" and active listening skills Use skillful listening and speaking skills to resolve conflict Work skillfully with families with language barriers<br/><i>Helping Families Set and Reach Goals:</i> Learn ways to establish and build relationships with families based on mutual respect and trust Practice techniques to help families identify their strengths</p> | <p><i>Conceptual Standard 1 Family Centered:</i> Involve all possible participants such as the child, parents, family members, &amp; caregivers 2 <i>Participants as partners with staff.</i> Treat the participant as partner and collaborator, involving the participant in planning and decision-making and promoting self-reliance<br/><i>Administrative Practice Standard 6 6. Easily accessible:</i> a. Provide the service in a non-threatening environment, such as a public place that is safe and convenient (a school, library, place of worship, recreational site, or workplace)</p> |

Appendix 728

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| <p>2.2.7 The program provides individual child information on a daily basis to parents/ families of infants and toddlers. Preschool teaching staff provide information to parents/ families regarding their child at least on a monthly basis.</p> | <p>See <i>Parent Involvement-general</i>, above</p> | <p><i>Communication:</i><br/>Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p> | <p><i>Evaluation &amp; Assessment 2.2</i><br/>Demonstrate knowledge of state eligibility criteria and ability to interpret information to the family and team, ie, explaining to a family why their child does or does not qualify for a service. 2.9 Demonstrate the ability to interpret the results of a criterion-referenced assessment and communicate them effectively and sensitively with family members.<br/><i>Family-Centered Services 3.6</i> Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family. 3.7 Support families to make informed decisions by sharing complete and unbiased information in a professional manner. 3.8 Provide information and support to promote the family's active participation as a member of the team<br/><i>Intervention Strategies 6.7</i> Provide ongoing, relevant information to families about child development, growth and learning.</p> | <p><i>Program Strategy 2 Strengthen Parenting:</i><br/>5 Teachers share parenting tips and discuss parenting issues with parents during: a) Pick-up and drop-off times<br/>b) Parent-teacher conferences 7 Staff spend time with parents when they are observing their children to help them recognize:<br/>a) Their children's growth and development patterns<br/>b) Positive social skills and developmentally appropriate emotional behavior in their children<br/>c) Activities they can use at home</p> | <p><i>Not applicable</i></p> | <p><i>Not applicable</i></p> |
| <p>2.2.8 Parents/families are made aware of the importance of maintaining both English and home languages.</p>                                                                                                                                     |                                                     | <p><i>World Languages Standard 7.1:</i> Parents and community members who speak languages other than English can be valuable resources in helping children both understand and respect the linguistic diversity present in our culture, and they should be invited to share these languages with the</p>                                                                                                                                       | <p><i>Not applicable</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Not applicable</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>Not applicable</i></p> | <p><i>Not applicable</i></p> |



Appendix 729

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|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | children. Effective teachers will expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs, and animals, and identify languages spoken by classmates, parents, or visitors and explain that people use different languages.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                    |
| 2.2.9 Staff as well as parent or community volunteers, provide home language translation, explain cultural issues to program staff and assist with outreach to families as needed. | <i>Family Partnerships-Family Goal Setting:</i> (4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. (5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background<br><i>Program Governance-(d) Policy Council or Policy Committee:</i> (ii) Assist Parent Committees in communicating with parents to ensure that they understand their rights, responsibilities, and to encourage their participation; (iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents with the assistance of staff; (iv) Assist in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs | <i>Culture &amp; Diversity:</i> Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed, dietary restrictions are respected, culturally driven reasons for nonparticipation in some school activities are honored). The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs). | <i>Evaluation-Assessment 2.8</i> Individualize and adapt assessment procedures to meet the special needs of the child, the culture of the family and the variety of contexts of the child's daily life (home and community settings).<br><i>Team Collaboration 7.3</i> Demonstrate ability to effectively communicate with a variety of people in a jargon-free and culturally sensitive manner. | <i>Program Strategy 2 Strengthen Parenting:</i> 2 Parenting information is available in the language spoken by families 3 Staff are knowledgeable about the parenting practices of different cultures and ethnic groups 4 Opportunities are created for parents to explore: a) Cultural/ethnic expectations and practices about parenting<br><i>Program Strategy 4 Link Families to Services &amp; Opportunities:</i> b) Help parents address barriers to utilizing services, such as lack of transportation or childcare, language difficulties, or fees | <i>Diversity:</i> Discuss why cultural competence is an important skill of family development work Learn skills for respectful cross-cultural communication with families<br><i>Communicating with Skill and Heart:</i> Create a listening atmosphere using communication "helpers" and active listening skills Use skillful listening and speaking skills to resolve conflict Work skillfully with families with language barriers | <i>Conceptual Standard 3 Culturally sensitive and culturally competent.</i> Promote and strengthen cultural identity and diversity |
| 2.2.10 Community and school-based                                                                                                                                                  | <i>(b) Accessing community services and resources.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Community Resources &amp; Partnerships:</i>                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Team Collaboration 7.4</i> Collaborate and consult                                                                                                                                                                                                                                                                                                                                            | <i>Program Strategy 1 Facilitate Friendships &amp;</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Helping Families Across Specialized Services:</i>                                                                                                                                                                                                                                                                                                                                                                                | <i>Conceptual Standard 2. Community based:</i>                                                                                     |

Appendix 730

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| <p>resources and/or direct services are provided to all families to ensure safety, health and financial stability offered in the context of the family's values, culture and aspirations.</p> | <p>(1) Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:<br/>         (i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;<br/>         (ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and (iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community. (2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met families' expectations and circumstances</p> | <p>Information about and referrals to community resources (e.g., employment opportunities, health services, and adult education classes) are provided to families. Collaborations with community agencies help to ensure delivery of services to families who may benefit from them (e.g., a program can offer a meeting space for families to interact with community agencies).</p> | <p>with community programs to provide needed services for families without duplication or gaps.</p> | <p><i>Mutual Support:</i><br/>         5 The program encourages and provides support for parent-organized social/educational events and activities, such as: a) Making information available on activities for parents to attend together outside the program—for example, gathering at playgrounds, fun fairs, or libraries b) Providing supports such as space, childcare, food, or other resources 6 Program staff reach out to isolated families by: e) Connecting them with resources, such as mental health consultation, that can help them explore difficulties with forming social connections<br/> <i>Program Strategy 2 Strengthen Parenting</i><br/>         13 For parents with children with special needs, staff:<br/>         a) Connect parents with parenting materials and websites, support groups and play groups, and community resources specific to their children's special needs<br/> <i>Program Strategy 3 Respond to Family Crises:</i> 6 The program maintains resource and referral links to such crisis services as: a) Food pantries b) Domestic violence services c) Shelters d) Respite care for children e) Alcohol and substance abuse services</p> | <p>Discuss the need for specialized services with families in a respectful and supportive way Learn steps to make referrals, and follow through that helps families access specialized services</p> | <p>a. Reinforce desired outcomes through the home and in the community (through the organizations with whom the participant is involved)<br/>         b. Engage community members in program development, implementation, and ownership<br/>         c. Recognize the role community members play in supporting families and participants in their success<br/>         d. Use informal and formal supports needed by the participant and/or family<br/> <i>3. Culturally sensitive and culturally competent:</i> Promote and strengthen cultural identity and diversity<br/> <i>4. Early start:</i> Work with participants BEFORE unwanted behaviors develop (beginning prenatally if appropriate)<br/> <i>5. Developmentally appropriate:</i> Meet the developmentally appropriate needs of the participants, be they children, parents, other family members, or caregivers<br/> <i>7. Empowerment and strengths-based approaches:</i> Assess the strengths and capabilities of participants &amp; build upon them<br/> <i>Practice Standard 1. Flexible and responsive:</i><br/>         a. Allow for flexibility to meet the unique needs or circumstances of the participants, such as increasing the intensity of the service in times of greater need b. Offer the service(s) at a time</p> |
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|  |  |  |  | <p>f) Mental health services<br/>g) Economic supports<br/>h) Legal assistance</p> <p><i>Program Strategy 4 Link Families to Services &amp; Opportunities:</i></p> <p>1 The program develops family plans with parents that:</p> <p>a) Identify their interests, skills, needs, and goals for themselves and their children<br/>b) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents<br/>c) Identify other community resources and opportunities that may help them achieve their goals, continue their learning, and/or provide other avenues for involvement<br/>d) Are regularly revised and updated in conjunction with families</p> <p>2 Staff and parents have access to up-to-date information about services that are available in the community that includes hours of business, fees, location, eligibility, language capacity, etc.</p> <p>3 When staff make referrals to outside services, they:</p> <p>a) Brainstorm with families about what resources would be helpful<br/>b) Help parents address barriers to utilizing services, such as lack of transportation or childcare, language</p> |  | <p>convenient to the participants</p> <p>c. Provide incentives to help engage participants, such as providing an evening meal or child care for families</p> <p><i>2. Partnership approaches:</i></p> <p>a. Fit into a continuum of services, maximizing coordination of services with other providers<br/>b. Link participants with other needed services</p> <p><i>3. Links with informal and formal supports:</i><br/>Link participants with informal supports, such as friends, mentors, role models, or community organizations</p> <p><i>4. Universally available and voluntary:</i></p> <p>a. Offer services to a broad range of participants, not just persons or families with problems<br/>b. Accept most participants who come voluntarily</p> <p><i>5. Comprehensive and integrated:</i><br/>Involve multiple service components and/or comprehensive types of services</p> <p><i>6. Easily accessible:</i></p> <p>a. Provide the service in a non-threatening environment, such as a public place that is safe and convenient (a school, library, place of worship, recreational site, or workplace)<br/>b. Allow the participant to easily access staff</p> <p><i>7. Long term and adequate intensity:</i><br/>Have a frequency, intensity, and length of service sufficient to</p> |
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Appendix 732

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|                                                                                                                             |                                                                                                                                                             |                                                                                                                                                           |                                                                                                                                                             | <p>difficulties, or fees</p> <p>c) Follow up with families to see if they used the referral and ensure that they were satisfied with the services they received</p> <p>d) Try to make a personal connection between families and service providers</p> <p>4 The program actively builds collaborative links with other service providers in order to:</p> <p>a) Bring other services on site when possible</p> <p>b) Ease the referral process by ensuring the workers in different programs work together</p> <p>c) Share information with parents about resources</p> <p>d) Identify and fill gaps</p> <p>5 The program encourages parents to share information about community resources for families—such as... family activities, and more formal services</p> <p><i>Program Strategy 7 Value &amp; Support Parents:</i> 12 Parents are connected to resources that help them explore different ways of parenting, including:</p> <p>a) Parent education groups</p> <p>b) Counseling</p> <p>c) Support groups</p> <p>d) Mentors/coaches</p> <p>e) Sisterhoods/brotherhoods</p> <p>f) Faith-based activities</p> |                | produce and maintain desired outcome(s) |
| 2.2.11 Parents/Families are equal partners when developing goals and intervention plans for their children with IFSPs/IEPs. | (a) Family goal setting<br>(2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement | <i>Documentation/ Assessment Process:</i><br>The parent, preschool teacher, and the child study team (school psychologist, school social worker, learning | <i>IFSP Process 4.1</i><br>Understand and explain the IFSP process to encourage a family's understanding of, and informed participation in the process. 4.3 | <i>Program Strategy 2 Strengthen Parenting:</i><br>13 For parents with children with special needs, staff:<br>a) Connect parents with parenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Not applicable | Not applicable                          |



Appendix 733

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|                                                                                                                                                                      | individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them<br><i>(e) Parent involvement in child development &amp; education:</i> (3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff | disabilities teacher-consultant, speech-language specialist) then meet to determine the need for evaluation, and if an evaluation is warranted, to discuss the assessments to be completed. If, after completion of the evaluation, a determination of eligibility is made, an IEP is developed for the child by the IEP team (a parent, a child study team member, a district representative, the case manager, a general education teacher, a special education teacher, and/or private provider). | Provide information and support to promote the family's active participation as a member of the team in developing outcomes and strategies for their IFSP. 4.5 Participate in the development of IFSPs that are unique to each family, represent their current needs and priorities and serve as the blueprint for intervention activities. Review and revise intervention plans with families when their needs change.                                                                                 | materials and websites, support groups and play groups, and resources specific to their children's special needs b) Check regularly with parents about parenting issues d) Support parents in developing appropriate developmental expectations for their special needs children e) Check in with parents about the impact their children's special needs are having on family dynamics and parental stress f) Are especially supportive at the time that special needs are initially identified |                |                                                                                                                                                                                        |
| 2.2.12 The teaching staff has met with parents of all children.                                                                                                      | <i>d) Parent Involvement – General:</i> (5) Teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents                                                                                                                                                                                                                                                                                                    | <i>Communication:</i> Information about the child and family is solicited...at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.                                                                       | <i>IFSP 4.3</i> Demonstrate skills and knowledge to generate functional and family-centered outcomes and strategies that are implemented in the everyday routines, activities, and places of the child and family. This process occurs with the team, which always includes the parents.<br><i>Team Collaboration 7.3</i> Demonstrate ability to effectively communicate with a variety of people in a jargon-free and culturally sensitive manner. Implement active listening strategies with families | <i>Program Strategy 1: Facilitating friendships and mutual support</i><br>6 Program staff reach out to isolated families by: a) Calling, sending notes, or making home visits                                                                                                                                                                                                                                                                                                                    | Not applicable | Not applicable                                                                                                                                                                         |
| 3.2.1 Must meet all Step 2 criteria.                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                                                                                                                                                                                        |
| 3.2.2 The program has established a Parent Group open to all parents/families that supports the needs of the community. The program shares data to advise the group. | <i>(d) Parent involvement--general.</i> (1) In addition to involving parents in program policy-making and operations, grantee and delegate agencies must provide parent involvement and                                                                                                                                                                                                                                                                                                                                                        | <i>Governance &amp; Structure:</i> Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Program Strategy 7 Value Parents:</i> 8 Parents have opportunities to participate in:<br>b) Support groups<br>12 Parents are connected to resources                                                                                                                                                                                                                                                                                                                                           | Not applicable | <i>Practice Standard 1. Flexible and responsive:</i><br>b. Offer the service(s) at a time convenient to the participants<br>c. Provide incentives to help engage participants, such as |

Appendix 734

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| <p>Minutes are maintained and shared with other families in the program.</p>                                                                                                 | <p>education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges/universities and/or child advocacy organizations). Advisory council meetings and parent programs are held at times conducive to family participation</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>that help them explore different ways of parenting, including:<br/>a) Parent education groups<br/>b) Counseling<br/>c) Support groups</p> |                                                          | <p>providing an evening meal or child care for families</p> |
| <p>3.2.3 The program has a system of daily communication between staff and parents/families of all children, as established in the program policy and procedures manual.</p> | <p><i>a) Family goal setting.</i> (1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. (2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. (4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year.</p> | <p><i>Communication:</i> Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p>                          | <p><i>Family-centered Services &amp; Supports 3.6</i> Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family. Utilize a coaching model with families to develop and implement intervention strategies for their child. <i>Intervention strategies 6.7</i> Provide ongoing, relevant information to families about child development, growth and learning.</p> |                                                                                                                                              | <p><i>Not applicable</i></p>                             | <p><i>Not applicable</i></p>                                |
| <p>3.2.4 The program offers opportunities/</p>                                                                                                                               | <p><i>(a) Family goal setting.</i><br/>(1) Grantee and delegate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><i>Communication:</i><br/>Ongoing information</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><i>Family-centered Services &amp; Supports: 3.6</i></p>                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Program Strategy 2 Strengthen Parenting:</i></p>                                                                                       | <p><i>Family Development: A Sustainable Route to</i></p> | <p><i>Conceptual Standards 1. Family centered:</i></p>      |



Appendix 735

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| <p>activities for families to participate in activities throughout the year that will support their children's development and learning at home and in school (i.e., books and breakfast).</p> | <p>agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process. (2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. (4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. (5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background. (d) <i>Parent involvement—general.</i> (1) In addition to involving parents in program policy-making and operations, grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. (e) <i>Parent involvement in</i></p> | <p>concerning program/classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community. Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.</p> | <p>Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family. Utilize a coaching model with families to develop and implement intervention strategies for their child. <i>Intervention strategies</i> 6.4 Demonstrate ability to develop and implement interventions that focus on children's interests within the context of family preferences and daily routines. 6.5 Develop strategies for intervention that are based on individual strengths and needs of the family and support the parent-child relationship as the primary context for development and learning. 6.7 Provide ongoing, relevant information to families about child development, growth and learning. 6.11 Demonstrate the use of a wide variety of strategies to facilitate the active participation of family members/caregivers in early intervention visits and follow through activities.</p> | <p>1 Information on parenting is available through: a) Books and videos in a resource library b) Parenting classes and discussion groups c) Regular postings on bulletin boards in public spaces d) Take-home materials distributed regularly to parents e) Opportunities for parents with similar concerns to come together and share f) Specific information campaigns 2 Parenting information is available in the language spoken by families 3 Staff are knowledgeable about the parenting practices of different cultures and ethnic groups 4 Opportunities are created for parents to explore: a) Cultural/ethnic expectations and practices about parenting b) How they were parented c) New parenting practices 5 Teachers share parenting tips and discuss parenting issues with parents during: a) Pick-up and drop-off times b) Parent-teacher conferences c) Occasions when it appears that a parent is frustrated or stressed and needs support 6 Parents are invited to visit and observe their children in the classroom 7 Staff spend time with parents when they are observing their children to help them recognize: a) Their children's growth and</p> | <p><i>Healthy Self-Reliance:</i> Understand how to help families restore their sense of healthy self-reliance Explain the seven steps of family development <i>Helping Families Set and Reach Goals:</i> Learn ways to establish and build relationships with families based on mutual respect and trust Practice techniques to help families identify their strengths</p> | <p>Involve all possible participants such as the child, parents, family members, and caregivers 2. <i>Community based:</i> a. Reinforce desired outcomes through the home and community c. Recognize the role community members play in supporting families and participants in their success d. Use informal and formal supports needed by the participant and/or family 4. <i>Early start:</i> Work with participants BEFORE unwanted behaviors develop 5. <i>Developmentally appropriate:</i> Meet the developmentally appropriate needs of the participants, be they children, parents, other family members, or caregivers 7. <i>Empowerment and strengths-based approaches:</i> Assess the strengths and capabilities of the participants and build upon them <i>Practice Standards 1. Flexible and responsive:</i> a. Allow for flexibility to meet the unique needs/circumstances of the participants, such as increasing the intensity of the service in times of greater need b. Offer the service(s) at a time convenient to the participant c. Provide incentives to help engage participants, such as providing an evening meal or child care for families 2. <i>Partnership approaches:</i> a. Fit into a continuum of</p> |
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Appendix 736

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|  | <p><i>child development and education.</i> (1) Agencies must provide opportunities to include parents in development of the program's curriculum and approach to child development and education. (2) Grantees and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children. (3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff. (5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program. (f) <i>Parent involvement in health, nutrition, and mental health education.</i> (1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.</p> |  |  | <p>development patterns<br/> b) Positive social skills and developmentally appropriate emotional behavior in their children<br/> c) Activities they can use at home 8<br/> Information is provided on regular developmental challenges, such as bed wetting, potty training, appropriate discipline, eating, sleeping, and aggression<br/> 9 Family activities provide opportunities to strengthen bonds between parents and their children—for example, listening to each other, playing together, and cooperative games<br/> <i>Program Strategy 5 Facilitate Children's Social &amp; Emotional Development:</i> 4<br/> Parents have opportunities to observe their children interacting with other children and teachers<br/> 5 Staff coach parents about how to interact effectively with their children (listening; appreciating ideas, efforts, and feelings; creating a non-threatening environment)<br/> <i>Program Strategy 7 Value &amp; Support Parents:</i> 9 The program offers specific activities for fathers, mothers, and other family members 14<br/> The program provides parents opportunities for: a) Personal growth—such as</p> |  | <p>services, maximizing coordination of services with other providers b. Link participants with other needed services<br/> 3. <i>Links with informal and formal supports:</i><br/> Link participants with informal supports, such as friends, mentors, role models, or community organizations<br/> 4. <i>Universally available and voluntary:</i><br/> a. Offer services to a broad range of participants, not just persons or families with problems<br/> b. Accept most participants who come voluntarily<br/> 6. <i>Easily accessible:</i><br/> a. Provide the service in a non-threatening environment, such as a public place that is safe and convenient (a school, library, place of worship, recreational site, or workplace)</p> |
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Appendix 737

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| <p>3.2.5 The program offers parent education meetings/ workshops related to health and safety, literacy, positive interactions, developmental issues, and/or other topics based on the needs of the community. (Translators are available when needed.)</p> | <p><i>(f) Parent involvement in health, nutrition, and mental health education.</i><br/>         (1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families. (2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program:<br/>         (i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.<br/>         (ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and<br/>         (iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics, information specific to the health needs of individual children must also be available to the extent possible. (3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum:</p> | <p><i>Communication:</i><br/>         Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.</p> |  | See above                                                                                                   | Not applicable | See above |

Appendix 738

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|                                                                                                                           | <p>(i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and (ii) Parent discussions with program staff about the nutritional status of their child.</p> <p>(4) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum:</p> <p>(i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health; (ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; and (iii) The active involvement of parents in planning and implementing any mental health interventions for their children.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                              |
| <p>3.2.6 Families have ongoing opportunities to share observations from home to contribute to the assessment process.</p> | <p>(e) <i>Parent involvement in child development and education.</i></p> <p>(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Communication:</i></p> <p>Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p> | <p><i>Evaluation and Assessment 2.3</i></p> <p>Conduct family interview and incorporate information into other team assessment data. Gather family concerns, priorities and resources during ongoing interaction with families and incorporate that information into service recommendations. 2.5 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler. Discuss implications of assessment findings for the child's ability to participate in daily routines and activities.</p> <p><i>Service Coordination 5.9</i></p> <p>Utilize a variety of</p> | <p><i>Program Strategy 2 Strengthen Parenting:</i></p> <p>11 When staff talk with parents about discipline, they:</p> <p>e) Encourage parents to discuss discipline challenges they may have at home</p> <p><i>Program Strategy 7 Value &amp; Support Parents:</i> 1 Parents are active in making decisions about their children's education</p> | <p><i>Strengths-based Assessment :</i></p> <p>Understanding basic aspects of assessment</p> <p>Protect families' information, privacy, and know confidentiality guidelines</p> <p><i>Helping Families Set and Reach Goals:</i></p> <p>Learn ways to establish and build relationships with families based on mutual respect and trust</p> <p>Practice techniques to help families identify their strengths</p> | <p><i>Not applicable</i></p> |



Appendix 739

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|                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>interview tools and techniques to determine family concerns, priorities and resources and incorporate that information into service recommendations.</p> <p>5.10 Explore family concerns to determine best assessment tools and techniques. Giving the family options for participation in the assessment process at the level they choose.</p> <p>5.11 Collaborate with the family to identify current level of functioning, strengths and needs of the infant/toddler.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                           |                                      |
| <p>3.2.7 Family members are provided with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times per year.</p> | <p><i>(e) Parent involvement in child development &amp; education:</i> (5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program</p> | <p><i>Communication:</i> Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p> | <p><i>Individualized Family Services Plan 4.6</i> Demonstrate skills and knowledge to coordinate and implement the review and revision of IFSPs with the family and all other professionals on the child's IFSP team. Monitor and meet IFSP review timelines utilizing face-to-face meetings, phone meetings and written reports as needed to facilitate the review process.</p>                                                                                                | <p><i>Program Strategy 2 Strengthen Parenting:</i> 5 Teachers share parenting tips and discuss parenting issues with parents during: a) Pick-up and drop-off times b) Parent-teacher conferences 13 For parents with children with special needs, staff: d) Support parents in developing appropriate developmental expectations for their special needs children</p> <p><i>Program Strategy 5 Facilitate Children's Social &amp; Emotional Development:</i> 8 If staff are concerned about a child's social and emotional development, they: a) Discuss concerns with the child's parent(s) c) Help the parent(s) develop strategies for addressing the issue at home</p> | <p>Not applicable</p>     | <p>Not applicable</p>                |
| <p>3.2.8 The program</p>                                                                                                                                                                                                | <p><i>(a) Family goal setting:</i></p>                                                                                                                                                                                                                                                                                                                                                                     | <p><i>Governance &amp; Structure</i></p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>IFSP 4.3</i> Demonstrate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><i>Program Strategy 1</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Diversity :</i></p> | <p><i>Conceptual Standard 3.</i></p> |

Appendix 740

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| <p>provides opportunities for family members to share family traditions including culture (books, food, music) in parent meetings and/or the classroom.</p> | <p>(5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.<br/><i>(d) Parent Involvement-General:</i> (2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities.</p> | <p>: Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).<br/><i>Culture &amp; Diversity:</i> Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom). Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles,</p> | <p>skills and knowledge to generate functional and family-centered outcomes and strategies that are implemented in the everyday routines, activities, and places of the child and family. This process occurs with the team, which always includes the parents.<br/><i>Intervention Strategies</i><br/>6.1 Demonstrate the ability to implement and monitor an IFSP, with the family and other team members that incorporate child and family outcomes within natural environments.<br/>6.4 Demonstrate ability to develop and implement interventions that focus on children's interests within the context of family preferences and daily routines.</p> | <p><i>Facilitate Friendships &amp; Mutual Support:</i> 7 The program models positive social skills and community building:<br/>a) Welcoming all families to the program<br/>b) Inviting all children and families to parties or social events<br/>c) Helping to resolve issues among families<br/>d) Promoting understanding of different cultures and backgrounds<br/><i>Program Strategy 2 Strengthen Parenting:</i> 4 Opportunities are created for parents to explore:<br/>a) Cultural/ethnic expectations and practices about parenting<br/><i>Program Strategy 7 Value &amp; Support Parents:</i> 5 Parents have opportunities to share skills, talents, and cultural traditions with children and other parents</p> | <p>Discuss why cultural competence is an important skill of family development work<br/>Learn skills for respectful cross-cultural communication with families</p> | <p><i>Culturally sensitive and culturally competent:</i> Promote and strengthen cultural identity and diversity</p> |
| <p>3.2.9 Written information is translated into other languages when needed for families.</p>                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Communication:</i> All program information is provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Written information is translated into other languages when needed for families.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><i>Program Strategy 2 Strengthen Parenting:</i> 2 Parenting information is available in the language spoken by families</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><i>Communicating with Skill and Heart:</i> Work skillfully with families with language barriers</p>                                                             |                                                                                                                     |
| <p>3.2.10 The program offers a standing invitation for parents to visit the classroom.</p>                                                                  | <p><i>(d) Parent Involvement-General:</i> (2) Early Head Start and Head Start settings must be open to parents during all</p>                                                                                                                                                                                                                                                                                                     | <p><i>Governance &amp; Structure</i><br/>: Program policies actively encourage and support family involvement (e.g.,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>EI services are provided in the home.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Program Strategy 2 Strengthen Parenting:</i> 6 Parents are invited to visit and observe their children in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><i>Not applicable</i></p>                                                                                                                                       | <p><i>Not applicable</i></p>                                                                                        |



Appendix 741

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|                                                                                                            | program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).          |                                                                                                                                                                                                                                          | the classroom                                                                                                                                                       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| 4.2.1 Must meet all Step 3 criteria.                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          |                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| 4.2.2 Teaching staff ask families how they want to be involved.                                            | <p><i>a) Family goal setting.</i><br/>           (1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must...take into consideration each family's readiness and willingness to participate in the process. (2) Agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities</p> | <p><i>Communication:</i><br/>           Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p> | <p><i>Service Coordination</i><br/>           5.10 Explore family concerns in order to determine best assessment tools and techniques. Give the family options for participation in the assessment process at the level they choose.</p> |                                                                                                                                                                     | <p><i>Helping Families Set and Reach Goals:</i><br/>           Learn ways to establish and build relationships with families based on mutual respect and trust<br/>           Practice techniques to help families identify their strengths</p> | <p><i>Conceptual Standard 6. Participants as partners with staff:</i><br/>           Treat the participant as partner and collaborator, as evidenced by involving the participant in planning and decision-making and promoting self-reliance</p> |
| 4.2.3 The program will offer home visits as its policy on building reciprocal relationships with families. | <p><i>(i) Parent involvement in home visits.</i><br/>           (2) The child's teacher in center-based programs must make no less than two home visits per</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><i>Communication:</i><br/>           Information about the child and family is solicited before enrollment and at regular intervals</p>                                                                                                        | <p>Evaluations &amp; assessments, IFSP development meetings, &amp; services are provided in family home</p>                                                                                                                              | <p><i>Program Strategy 1: Facilitating friendships and mutual support</i><br/>           6 Program staff reach out to isolated families by: a) Calling, sending</p> | <p><i>Home Visiting:</i><br/>           Establish a positive and clear purpose of the home visits<br/>           Handle the practical challenges of home</p>                                                                                    |                                                                                                                                                                                                                                                   |

Appendix 742

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|                                                                                                                                                                                                                                                                                  | program year to the home of each enrolled child, unless the parents expressly forbid such visits. Other staff working with the family must make or join home visits, as appropriate. | throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                            | notes, or making home visits                                                                                                                                                                                | visiting                                                                                                                                                                        |                                                                                                                                                                                |
| 4.2.4 Families will be provided opportunities to identify books that are culturally familiar and to provide teaching staff with basic words from their home language (i.e., hello, how are you, do you need to use the bathroom, are you feeling okay, do you understand, etc.). |                                                                                                                                                                                      | <i>Culture &amp; Diversity:</i> Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles, careers, locations, and climates). The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs). Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom). |                                                                                                                                                                            | <i>Program Strategy 1 Facilitate Friendships &amp; Mutual Support:</i> 7 The program models positive social skills and community building; d) Promoting understanding of different cultures and backgrounds | <i>Not applicable</i>                                                                                                                                                           | <i>Not applicable</i>                                                                                                                                                          |
| 4.2.5 Program staff use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including                                                                                                                  |                                                                                                                                                                                      | <i>Communication:</i> Ongoing information concerning program/classroom standards and activities is provided to families and the community (e.g., a regular                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Family-Centered Services</i> 3.3 Apply family-centered principles so that early intervention supports families in their task of enhancing their children's learning and | <i>Program Strategy 2 Strengthen Parenting:</i> 5 Teachers share parenting tips and discuss parenting issues with parents during: a) Pick-up and drop-off times                                             | <i>Family Development: A Sustainable Route to Healthy Self-Reliance:</i> Understand how to help families restore their sense of healthy self-reliance<br>Work respectfully with | <i>Conceptual Standard 6 Participants as partners with staff.</i> Treat the participant as partner and collaborator, as evidenced by involving the participant in planning and |



Appendix 743

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| <p>educational goals and effective strategies that can be used by families to promote their children's learning.</p> |  | <p>newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community. Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development, supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program. Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly.</p> | <p>development.<br/>3.6 Promote the family's acquisition of knowledge, skills and confidence in identifying and implementing outcomes for their child and family. Utilize a coaching model with families to develop and implement intervention strategies for their child.<br/>3.7 Support families to make informed decisions by sharing complete and unbiased information in a professional manner. 3.8 Provide information and support to promote the family's active participation as a member of the team in developing IFSP outcomes &amp; strategies<br/><i>Intervention Strategies</i><br/>6.5 Develop strategies for intervention that are based on individual strengths and needs of the family and support the parent-child relationship as the primary context for development and learning. 6.7 Provide ongoing, relevant information to families about child development, growth and learning. 6.11 Demonstrate the use of a wide variety of strategies to facilitate the active participation of family members/ caregivers in early intervention visits and follow through activities. 6.12 Provide families information about their child's development and learning needs that will help them to choose appropriate services and educational settings for</p> | <p>b) Parent-teacher conferences 7 Staff spend time with parents when they are observing their children to help them recognize: a) Their children's growth and development patterns b) Positive social skills and developmentally appropriate emotional behavior in their children c) Activities they can use at home 8 Information is provided on regular developmental challenges 11 When staff talk with parents about discipline, they: c) Provide information on age- appropriate discipline and reasonable expectations d) Offer ideas for alternate forms of discipline and how to recognize and reinforce desired/ appropriate behavior e) Encourage parents to discuss discipline challenges they may have at home 13 For parents with children with special needs, staff: a) Connect parents with parenting materials and websites, support groups and play groups, and community resources specific to their children's special needs b) Check regularly with parents about parenting issues d) Support parents in developing appropriate developmental expectations for their special needs children<br/><i>Program Strategy 4 Link Families to</i></p> | <p>families from a variety of family forms<br/><i>Communicating with Skill and Heart:</i><br/>Create a listening atmosphere using communication "helpers" and active listening skills<br/><i>Helping Families Set and Reach Goals:</i><br/>Learn ways to establish and build relationships with families based on mutual respect &amp; trust Practice techniques to help families identify their strengths<br/><i>Facilitation Skills: Family Conferences, Support Groups and Community Meetings</i><br/>Learn skills that are crucial to successful interactions Teach leadership skills to family members so they can facilitate their own meetings<br/><i>Collaboration</i><br/>Describe the different levels of collaboration most often used in family development work</p> | <p>decision-making and promoting self-reliance</p> |
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Appendix 744

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|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | their child after transition                                                 | <p><i>Services &amp; Opportunities:</i> 1 The program develops family plans with parents that: a) Identify their interests, skills, needs, and goals for themselves and their children b) Identify services and opportunities that may help them achieve their goals and use their skills and talents c) Identify other community resources and opportunities that may help them achieve their goals, continue their learning, and/or provide other avenues for involvement</p>                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>4.2.6 Staff implement a variety of methods, such as new family orientations, small group meetings, individual conversations, and written questionnaires, for getting input from families about program policy development and curriculum activities throughout the year.</p> | <p><i>(e) Parent involvement in child development and education.</i><br/>(1) Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education (see 45 CFR 1304.3(a)(5) for a definition of curriculum).</p> | <p><i>Governance &amp; Structure:</i> Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams). Advisory council meetings and</p> <p>parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).<br/><i>Communication:</i> Family members play an integral role in developing the family education program.</p> |                                                                              | <p><i>Program Strategy 7 Value &amp; Support parents:</i> 4 Parents have opportunities to volunteer and contribute to the program 5 Parents have opportunities to share skills, talents, and cultural traditions with children and other parents 6 Staff recognize and value parent contributions 14 The program provides parents opportunities for: a) Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents b) Leadership development c) Input into programmatic decisions d) Input into staff hiring and training</p> |  | <p><i>Conceptual Standard 1 Family Centered:</i> Involve all possible participants such as the child, parents, family members, &amp; caregivers. 2 <i>Community based 2b.</i> Engage community members in program development, implementation, and ownership. <i>Participants as partners with staff.</i> Treat the participant as partner and collaborator, as evidenced by involving the participant in planning and decision-making and promoting self-reliance</p> |
| <p>4.2.7 Families have opportunities to form relationships with peers</p>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                       | <p><i>Family Support:</i> Resources are provided to help families</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Service Coordination</i> 5.20 Effectively refer families to parent</p> | <p><i>Program Strategy 1: Facilitate friendships and mutual support</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <p><i>Conceptual Standard 2. Community based:</i><br/>a. Reinforce desired</p>                                                                                                                                                                                                                                                                                                                                                                                         |



Appendix 745

|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
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| <p>through community activities to improve children's learning experiences and enhance their own social-well being.</p>                                                                                |                                                                                                                                                                                                                                                                                                                         | <p>enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips, such as local museums and libraries; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions at which families share information about activities). Opportunities are developed to facilitate the creation of support networks among families with children enrolled in the program (e.g., monthly potluck dinners, game days for adults, fairs and craft shows to promote and support the talents of families, babysitting cooperatives). Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, in the evening, and on weekends).</p> | <p>groups, and state and local advocacy organizations to increase their opportunities for support.</p>                                                                                                                                                                                                                                          | <p>1 A comfortable space is available for families to meet informally<br/>                 2 The program helps parents set up formal and informal communication and support mechanisms, such as phone trees, car pools, babysitting co-ops, and play groups<br/>                 3 The program connects families with similar interests, children's ages, and circumstances (such as those with twins, parents of infants, or those who speak the same language)<br/>                 4 The program provides opportunities for families to socialize and foster a sense of community,<br/>                 5 The program encourages and provides support for parent organized social/educational events and activities, such as: a) Making information available on activities for parents to attend together outside the program—for example, gathering at playgrounds, fun fairs, or libraries<br/>                 b) Providing supports such as space, childcare, food, or other resources</p> |                                                                                                                                                                                                                                                                                                                                                        | <p>outcomes through the home and in the community<br/>                 c. Recognize the role community members play in supporting families and participants in their success<br/>                 d. Use informal and formal supports needed by the participant and/or family</p>          |
| <p>4.2.8 Parents/families have opportunities to participate in leadership development, decision making, and are supported to become advocates for their children's early learning and development.</p> | <p><i>(g) Parent involvement in community advocacy.</i><br/>                 (1) Grantee and delegate agencies must: (i) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs; and (ii) Establish procedures</p> | <p><i>Governance &amp; Structure:</i> Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams). Opportunities are provided for preschool staff and families to develop the skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><i>Family-centered Services and Supports</i><br/>                 3.2 Understand that the core of family-centered practice recognizes the family as the center of a young child's life, and is the child's constant support, decision-maker, and advocate<br/> <i>Service Coordination</i><br/>                 5.23 Support families as</p> | <p><i>Program Strategy 7 Value &amp; Support Parents:</i> 14 The program provides parents opportunities for: a) Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents b)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><i>Family Development:</i><br/>                 Understand how to help families restore their sense of healthy self-reliance<br/> <i>Helping Families Set and Reach Goals:</i><br/>                 Practice techniques to help families identify their strengths<br/> <i>Facilitation Skills:</i><br/>                 Teach leadership skills</p> | <p><i>Conceptual Standard 1 Family Centered:</i> Involve all possible participants such as the child, parents, family members, &amp; caregivers. 2<br/> <i>Community based 2b.</i> Engage community members in program development, implementation, and ownership. <i>Participants</i></p> |

Appendix 746

|                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                      |                                                                                                           |                                                             |                                                                                                                                                                                            |
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|                                                                                                                                                                                                                                                                                               | to provide families with comprehensive information about community resources (2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest. | necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges/universities and/or child advocacy organizations Advisory council meetings and parent programs are held at times that are conducive to family participation | self-advocates and effectively make referrals to advocacy organizations.                                                                                             | Leadership development<br>c) Input into programmatic decisions<br>d) Input into staff hiring and training | to family members so they can facilitate their own meetings | <i>as partners with staff.</i><br>Treat the participant as partner and collaborator, as evidenced by involving the participant in planning and decision-making and promoting self-reliance |
| 5.2.1 Must meet all Step 4 criteria.                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                      |                                                                                                           |                                                             |                                                                                                                                                                                            |
| 5.2.2 Early Head Start and Center-based sites serving infants and toddlers achieve at a minimum an overall average score of a 5.0 on the ITERS-R. Head Start, Center and School-based sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R. | Early Head Start sites serving infants and toddlers achieve at a minimum an overall average score of a 5.0 on the ITERS-R. Head Start sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R.                                 | School-based sites serving preschool children achieve at a minimum an overall average score of a 5.0 on the ECERS-R.                                                                                                                                                                                                                                                              | Early intervention Service Coordinators and Service Providers must demonstrate competency across all EIS Competencies at the pre-service and post-orientation levels | <i>Not applicable</i>                                                                                     | <i>Not applicable</i>                                       | <i>Not applicable</i>                                                                                                                                                                      |
| 5.2.3 Head Start programs must meet all Performance Indicators without any deficiencies. Center-based programs must have achieved accreditation from the National Early Childhood Program Accreditation, or received Curriculum Certification                                                 | Head Start programs must meet all Performance Indicators without any deficiencies                                                                                                                                                                                             | State-based preschool programs must meet the Elements of High Quality Preschool Programs – New Jersey Administrative Code NJAC 6A:13A                                                                                                                                                                                                                                             |                                                                                                                                                                      |                                                                                                           |                                                             |                                                                                                                                                                                            |

**QRIS:** Quality Rating Indicators Scale

**Head Start:** US Department of Health and Human Services Head Start Program Performance Standards and Other Regulations, 45 CFR 1301-1311.

**Preschool:** New Jersey Department of Education Preschool Teaching and Learning Standards

**Early Intervention:** New Jersey Department of Health Early Intervention Service Coordinator & Service Provider Core Competencies

**SFECE:** Strengthening Families through Early Care and Education

**FDC:** Family Development Credential for Family Workers

**SFP:** Standards for Prevention Programs: Building Success through Family Support



**What We Know: *Families thrive when protective factors are robust in their lives and communities.***

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit [www.strengtheningfamilies.net](http://www.strengtheningfamilies.net).

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

## The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

### Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

### Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

### Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

### Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

### Social and Emotional Competence of Children

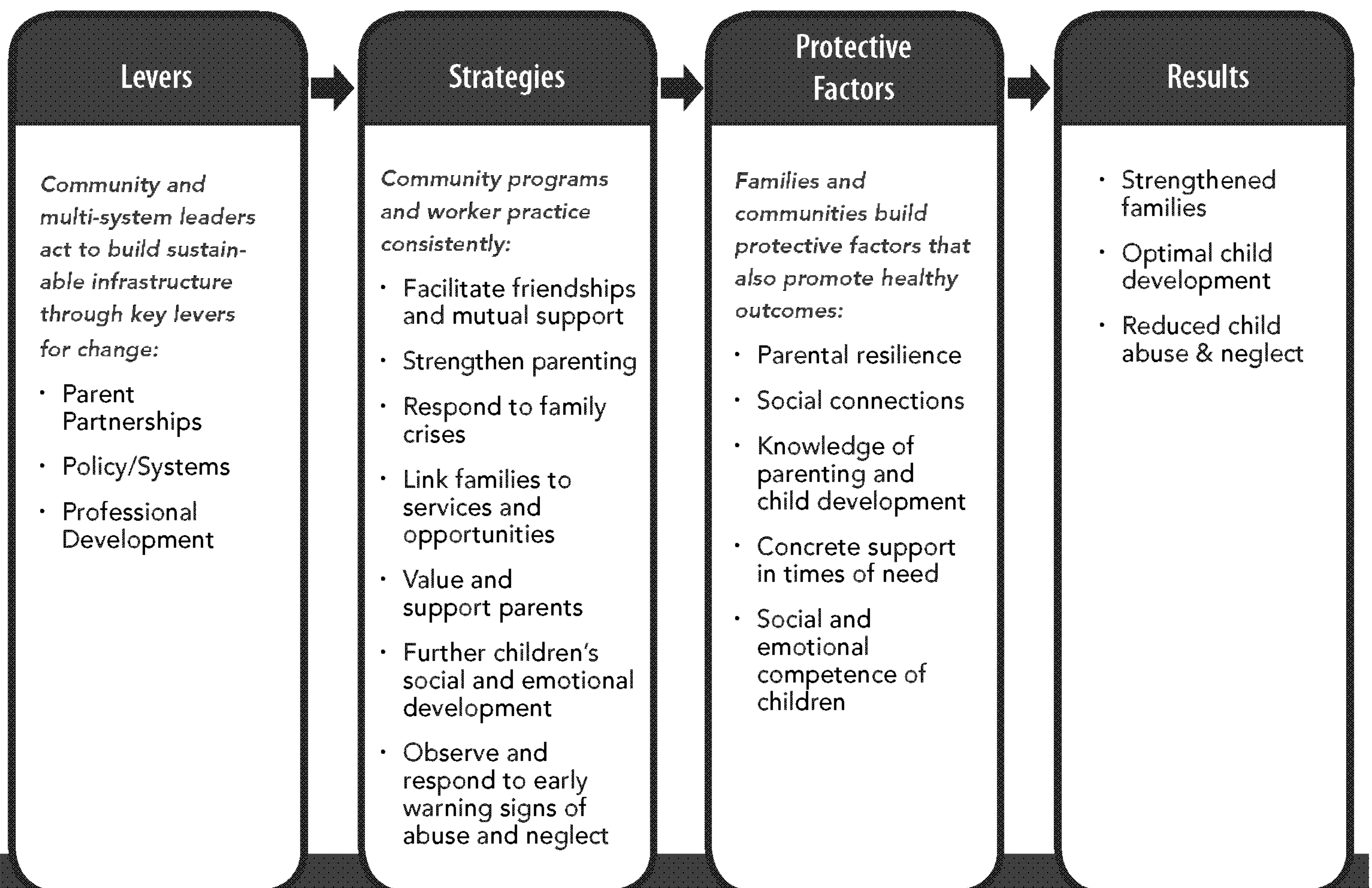
A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Mobilizing partners, communities and families to build family strengths, promote optimal development and reduce child abuse and neglect

## Strengthening Families: Creating a New Normal

### The Strengthening Families Approach:

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



#### Levers

*Community and multi-system leaders act to build sustainable infrastructure through key levers for change:*

- Parent Partnerships
- Policy/Systems
- Professional Development

#### Strategies

*Community programs and worker practice consistently:*

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Value and support parents
- Further children's social and emotional development
- Observe and respond to early warning signs of abuse and neglect

#### Protective Factors

*Families and communities build protective factors that also promote healthy outcomes:*

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

#### Results

- Strengthened families
- Optimal child development
- Reduced child abuse & neglect

#### A New Normal

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for children, youth and families
- Recognize and support parents as decision makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families



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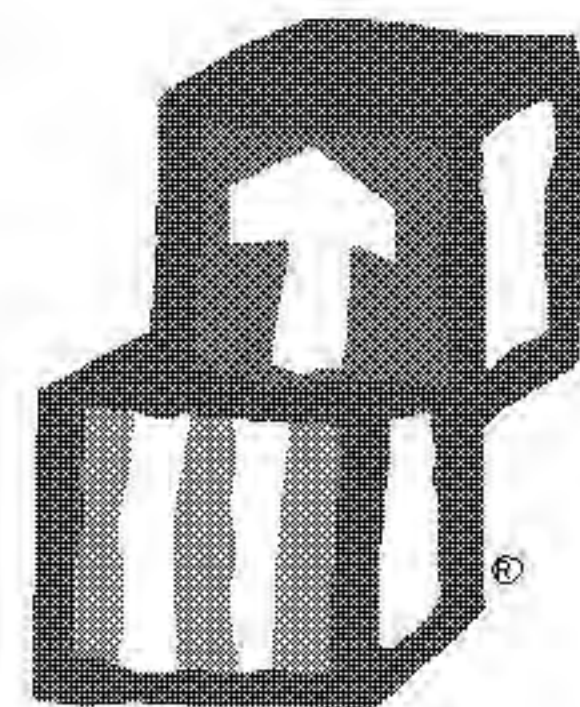
**THE HEAD START PARENT,  
FAMILY, AND COMMUNITY  
ENGAGEMENT FRAMEWORK**

PROMOTING FAMILY ENGAGEMENT  
AND SCHOOL READINESS,  
FROM PRENATAL TO AGE 8

U.S. Department of Health  
and Human Services

Administration for Children  
and Families

Office of Head Start



THE NATIONAL CENTER ON  
Parent, Family, and  
Community Engagement

## Appendix 750

This document was prepared under Contract no. GS-10F-0311K of the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, by the Head Start Resource Center, 1000 Wilson Blvd., Suite 1000, Arlington, VA 22209.





**DEPARTMENT OF HEALTH & HUMAN SERVICES**

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**ADMINISTRATION FOR CHILDREN AND FAMILIES**  
370 L'Enfant Promenade, S.W.  
Washington, D.C. 20447

August 15, 2011

Dear Head Start Colleagues,

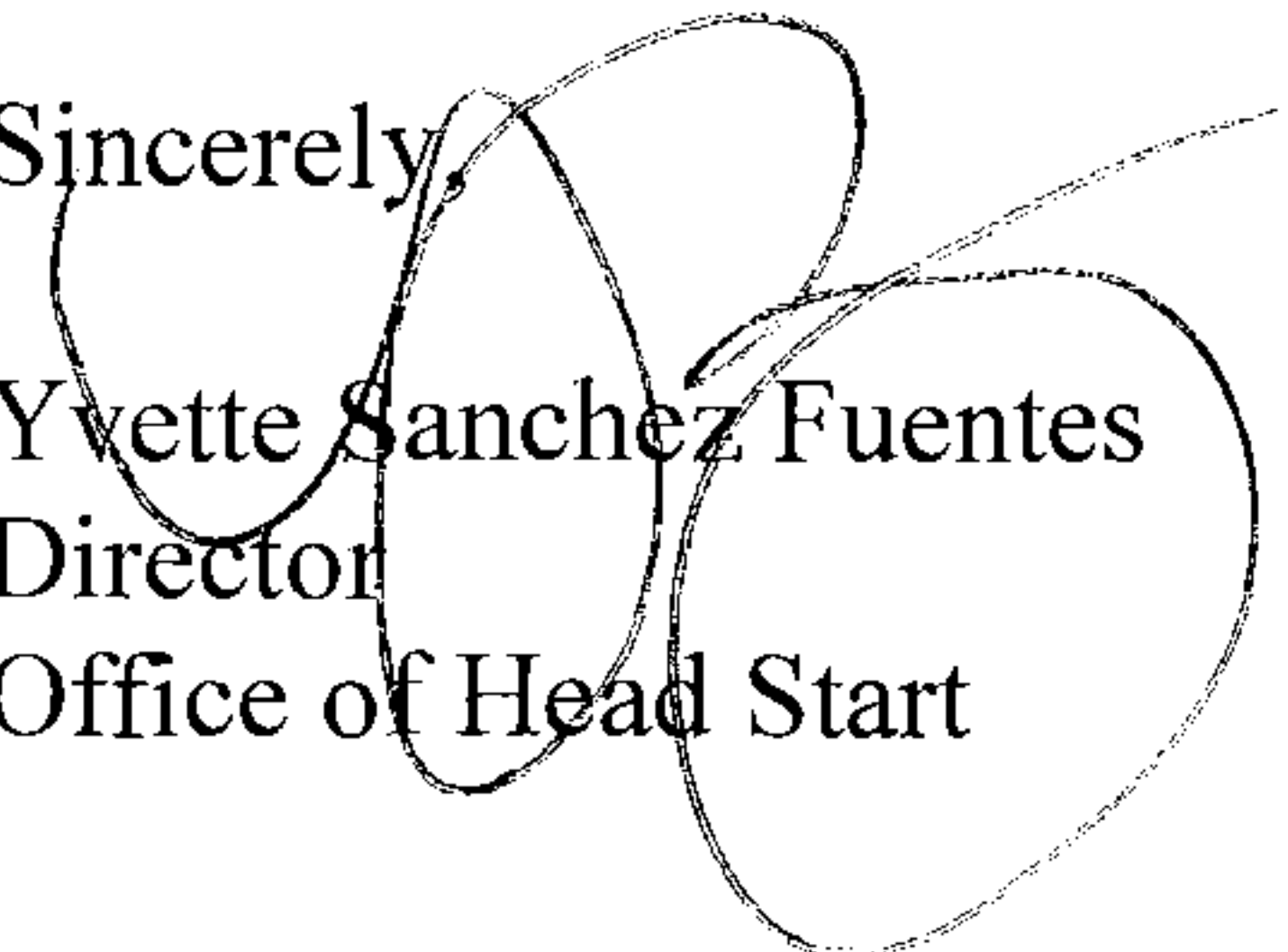
I am pleased to introduce the Head Start Parent, Family and Community Engagement (PFCE) Framework, the first of its kind. The Parent, Family and Community Engagement Framework provides programs with a research based, organizational guide for implementing relevant Head Start Program Performance Standards. The PFCE Framework marks the beginning of a new wave of technical assistance resources that will be made available to programs in the coming year through the National Center on Parent, Family and Community Engagement.

Because supporting children's school readiness is an ongoing partnership between staff and families, the PFCE Framework is a tool that all staff and families can use. I invite you to review this valuable resource and to consider ways to improve and promote parent and family engagement in your program. The PFCE Framework can be used in program-wide strategic planning, program design and management, systems of continuous improvement, professional development for staff, and with governing bodies and parent groups. It can be used to help improve program services or to inform community partners about Head Start parent and family engagement goals and the importance of those goals for school readiness.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success, and Head Start and Early Head Start programs are valuable partners with families in this endeavor. Head Start Parent Involvement has continually evolved since its inception in 1965. The Head Start Parent, Family and Community Engagement Framework begins the next chapter in Head Start's long history of leading the field in engaging families and supporting children's ongoing learning and development.

Thank you for the work you do every day for children and families.

Sincerely,

  
Yvette Sanchez Fuentes  
Director  
Office of Head Start





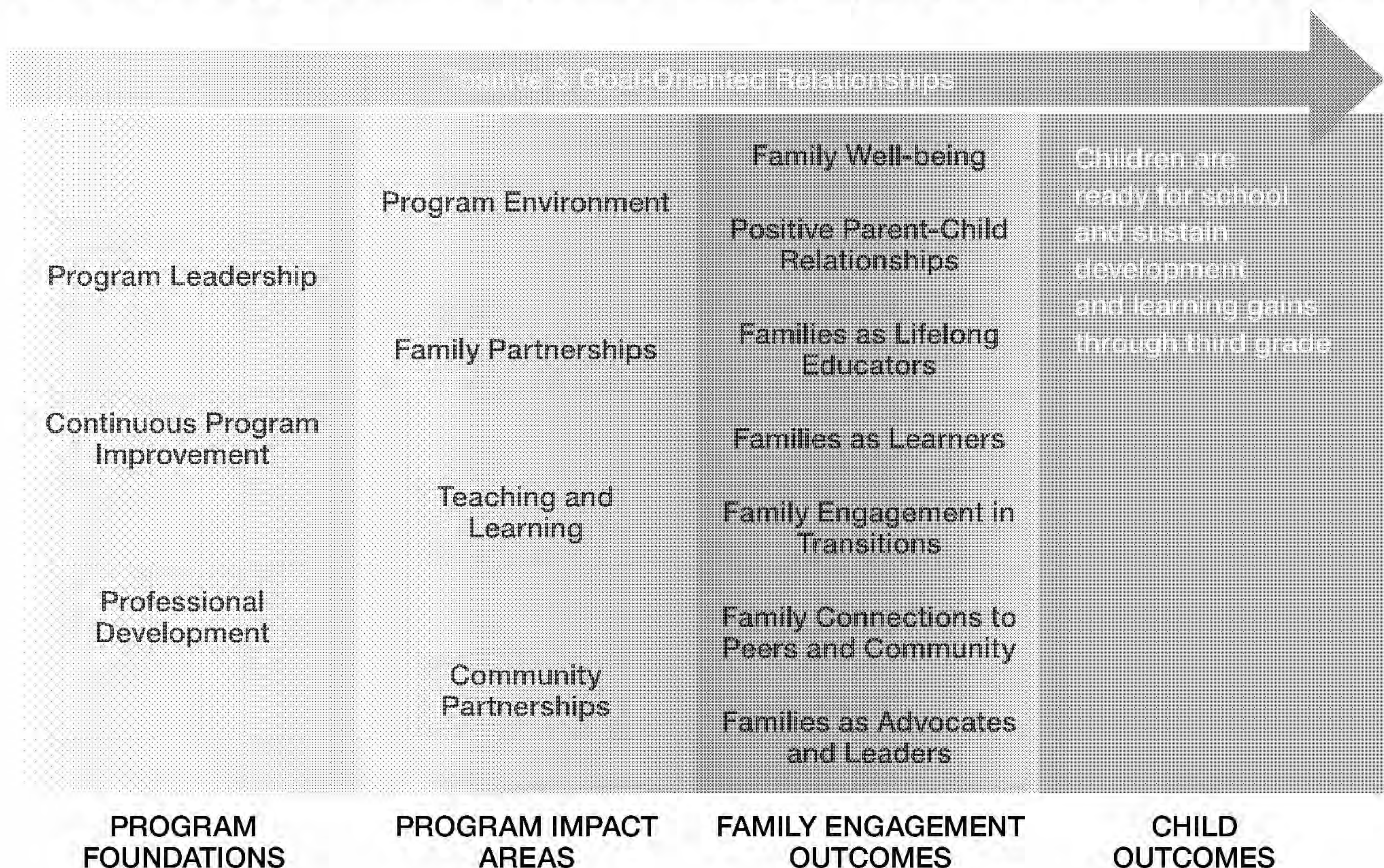
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## THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK ENGAGING FAMILIES—PRENATAL TO AGE 8

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development.

### PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.





The first section of the PFCE Framework outlines the importance of a systemic, integrated and comprehensive approach to family engagement. Next, the PFCE Framework discusses parent and family engagement activities in the context of Program Foundations and Program Impact Areas. Essentially, when parent and family engagement activities are systemic and integrated across Program Foundations and Program Impact Areas, family engagement outcomes are achieved. The PFCE Framework goes on to describe seven Parent and Family Engagement Outcomes. For each of the seven outcomes, a definition is given, and examples of Program Foundations strategies and Program Impact Area strategies are provided. In addition, there are examples of family progress for each outcome area. Finally, the PFCE Framework includes ideas for how programs might use this document.

### **A SYSTEMIC, INTEGRATED AND COMPREHENSIVE APPROACH**

Because parent, family, and community engagement practices cross into different service areas, PFCE goals, plans and activities must be

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systemic, integrated, and comprehensive across the entire HS/EHS organization.

By systemic, we mean that parent, family, and community engagement is anchored in leadership priorities, program management, continuous improvement systems, and staff development. By integrated we mean that by carrying out PFCE activities throughout the entire organization, programs are much more likely to make the kind of family engagement progress that best supports child outcomes. For example, directors, teachers, assistant teachers, family support staff, home visitors, and health and disabilities staff, all play a role in engaging families and supporting school readiness. By comprehensive, we mean that staff consider the strengths, interests and needs of each child and family, and connect families with services and resources to achieve their goals.

The PFCE Framework builds on many years of parent involvement in Head Start. For example, parent decision-making has always been an important part of parent involvement in Head Start. The PFCE Framework builds on this tradition and suggests that in many circumstances parent input (from parents who participate in policy council and parent committees as well as parents who do not) could be used in a systemic and integrated way. Further, program activities that promote family involvement have always been an important part of parent and family engagement in Head Start. Programs are more likely to make progress in achieving family engagement and school readiness goals, when these activities are tied to a systemic and integrated approach.

### **PROGRAM FOUNDATIONS**

Head Start and Early Head Start organizations need strong foundations to make the kind of progress that leads to lasting change for families and enduring progress for children. The foundations for successful



parent and family engagement include the following: Program Leadership, Continuous Improvement and Professional Development of all staff.

**PROGRAM LEADERSHIP** *The director, the governing board, policy council, parent committees and management teams determine the way that Head Start and Early Head Start programs engage parents, families, and the community.* To begin, program leadership sets a clear vision and ambitious goals for PFCE. Program leadership makes sure that program systems (such as communication and human resources) integrate practices that help parent and family engagement to flourish. Leadership outlines strategic plans that bring systems, people, and activities together in a way that values staff and enhances parent and family engagement in the program.

**CONTINUOUS IMPROVEMENT** *Leadership is committed to continuously improving systems and activities to engage and support parents and families.* With a strategic PFCE vision and goals set by program leadership, programs can conduct staff and parent surveys and use data from surveys, intakes, assessments and family partnership processes to set benchmarks. From there, staff can review reports, assess program progress, make decisions, and change or refine PFCE goals and actions.

**PROFESSIONAL DEVELOPMENT** *PFCE training is important to all staff, but their professional development will focus uniquely around their roles in the program.* To have a solid foundation for achieving family engagement outcomes, professional development plans should be comprehensive and include training, supervision, recognition, and information about career options. Giving staff members regular opportunities to come together as a “community of learners” helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting.

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### **PROGRAM IMPACT AREAS**

With a solid PFCE foundation in place, program leadership and staff are set to work in partnership with parents, families, and the community on activities that promote family engagement and work toward family goals. To do this, programs align PFCE strategies across four impact areas: Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships.

**PROGRAM ENVIRONMENT** *Families feel welcomed, valued, and respected by program staff.* To make an impact on program environment, program leadership supports all staff to build relationships, both with each other and with families and communities. Staff and families work together to set expectations and support family goals and children’s learning and development in culturally and

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linguistically responsive ways. Two-way communication and relationship building with families are adapted to meet changing family and community circumstances. In addition, opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

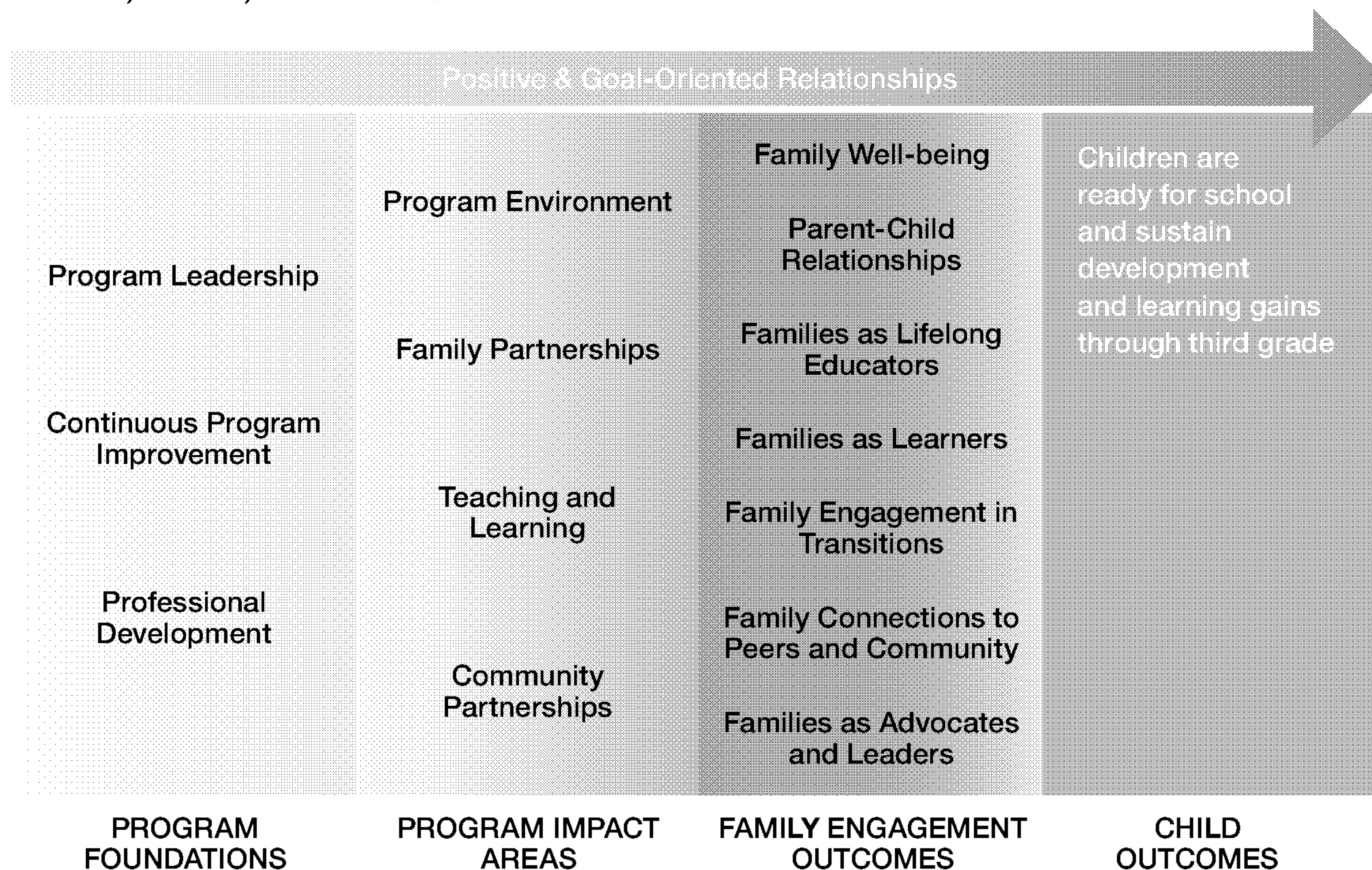
**FAMILY PARTNERSHIPS** *Families work with staff to identify and achieve their goals and aspirations.* To make an impact in the area of family partnerships, staff and families build ongoing, respectful and goal-oriented relationships. This means identifying and acting on family goals and aspirations and using program and community supports and resources to promote progress on family and child development goals.

**TEACHING AND LEARNING** *Families are engaged as equal partners in their children's learning and*

*development.* To make an impact in engaging families as equal partners in children's learning and development, staff and families work together to build strong relationships that support information sharing with each other about children's learning and developmental progress. Programs ensure that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child's interests and progress at home, and together staff and families use this information to set and work toward goals for the child in the classroom, home, and community.

**COMMUNITY PARTNERSHIPS** *Communities support families' interests and needs and encourage parent and family engagement in children's learning.* To make an impact in the area of community partnerships, staff and families collaborate with community, health,

**PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK**





mental health, social service, and school partners to build peer networks, link families and children to needed services, and support successful transitions for children and families.

**PARENT AND FAMILY ENGAGEMENT OUTCOMES**

Programs are more likely to achieve family engagement outcomes when PFCE foundations are in place and PFCE activities are occurring across impact areas. Parent and Family Engagement (PFE) Outcomes will support promising child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

The PFE Outcomes include examples of program

strategies that are informed by both research and performance standards. This is not an exhaustive list of strategies. The assumption is that program strategies are locally and individually tailored. For example, program strategies would be individualized based on culture and language and different parent strengths, challenges, and perspectives — including those of fathers, mothers, grandparents, kith and kinship caregivers, LGBT parents, expectant parents, teen parents, guardians and others.

While all of the PFE Outcomes are relevant for each program, not all of the PFE Outcomes are relevant for each family. This means that while there are examples of progress for families included here, each family’s HS/EHS experience is uniquely determined by their own interests, needs and goals

| <b>Head Start Parent and Family Engagement Outcomes</b> |                                                                                                                                                                                                                                                           |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. FAMILY WELL-BEING</b>                             | Parents and families are safe, healthy, and have increased financial security.                                                                                                                                                                            |
| <b>2. POSITIVE PARENT-CHILD RELATIONSHIPS</b>           | Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.                                                                                                            |
| <b>3. FAMILIES AS LIFELONG EDUCATORS</b>                | Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.                                                                                                       |
| <b>4. FAMILIES AS LEARNERS</b>                          | Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.                                                                                        |
| <b>5. FAMILY ENGAGEMENT IN TRANSITIONS</b>              | Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school. |
| <b>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</b>     | Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.                                                          |
| <b>7. FAMILIES AS ADVOCATES AND LEADERS</b>             | Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.                                      |



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they have for themselves and their children. It starts with meeting families where they are, engaging families in the opportunities and experiences they choose, and deciding what progress would mean together. It means recognizing barriers to progress and figuring out ways to deal with them. For example, what is the quality of program

partnerships with particular community agencies that might be useful connections for families? How much adversity are families facing? Are families meeting basic needs, having income and employment difficulties, or facing homelessness, depression, or family violence? What are the types of services and resources available (or not available) in the community that can help families? Progress is something that programs and families can define and determine together.

The following section includes examples of strategies for each PFE Outcome. Specifically, each outcome includes:

- the defined parent and family engagement outcome;
- examples of program strategies related to the PFCE Framework Foundations;
- examples of program strategies related to the PFCE Framework Impact Areas; and
- examples of progress for families.



## 1. Family Well-being

Parents and families are safe, healthy, and have increased financial security.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM LEADERSHIP</b>       | <ul style="list-style-type: none"> <li>■ Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to family well-being.</li> <li>■ Incorporate goals related to family well-being into agency work plans and strategic planning.</li> <li>■ Ensure staff members have appropriate training and supervision and manageable caseloads.</li> <li>■ Develop relationships with community members and community organizations that support families' interests and needs.</li> <li>■ Promote cross-service area teamwork.</li> <li>■ Contract or hire a mental health consultant with appropriate credentials and experience to be a resource for staff and program needs around family well-being.</li> </ul> |
| <b>CONTINUOUS IMPROVEMENT</b>   | <ul style="list-style-type: none"> <li>■ Use the community assessment and self assessment surveys, the family partnership process, team meetings, and other tools to understand community and family needs and interests.</li> <li>■ Review individual and system-wide family successes, helpful referrals and effective staff practices to evaluate family services.</li> <li>■ Collect data for individual families and aggregate it so that programs can review the effectiveness of family services.</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>PROFESSIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>■ Develop knowledge of relationship building that is grounded in cross-cultural responsiveness and strengths-based perspectives.</li> <li>■ Gain knowledge about mental health, child development and a variety of parenting practices, including unique ways to engage fathers.</li> <li>■ Develop knowledge and skill in supporting families around financial literacy and financial stability.</li> <li>■ Reflect on daily practice and personal experience to increase self awareness and effective relationship-building with families.</li> <li>■ Develop knowledge of professional ethics around confidentiality, boundaries and self-determination.</li> <li>■ Develop skill in coordination and collaboration with community partners.</li> </ul>                   |
| <b>PROGRAM ENVIRONMENT</b>      | <ul style="list-style-type: none"> <li>■ Welcome all families—and all family structures, sizes and arrangements.</li> <li>■ Initiate relationships with families that are receptive, responsive and respectful.</li> <li>■ Include family-friendly spaces with pictures and materials that affirm and welcome all families.</li> <li>■ Engage in honest dialogue with families about their expectations and staff/program objectives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>FAMILY PARTNERSHIPS</b>      | <ul style="list-style-type: none"> <li>■ Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services.</li> <li>■ Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals.</li> <li>■ Use goal-oriented home visits to establish relationships with families and to identify and support their interests and needs through the family partnership process.</li> <li>■ Assist families in using resources and systems of support regularly and continuously over a period of time.</li> </ul>                                                                                                                                                                                           |
| <b>TEACHING AND LEARNING</b>    | <ul style="list-style-type: none"> <li>■ Participate in cross-service area teams and program meetings to ensure that information about services related to family and child well-being can inform teaching.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>COMMUNITY PARTNERSHIPS</b>   | <ul style="list-style-type: none"> <li>■ Link families with support systems and resources and conduct purposeful follow up to determine their effectiveness.</li> <li>■ Participate in community meetings and initiatives that increase program capacity to respond to the needs and interests of families.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## 1. Family Well-being *(continued)*

Parents and families are safe, healthy, and have increased financial security.

### EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

#### PARENTS AND FAMILIES:

- Have considered the benefits of participating in different program services and/or activities.
- Developed relationships with staff that are helpful in supporting the goals they have established for themselves and their children.
- Identified their individual family strengths to cope with difficulties and overcome adversity.
- Gained confidence to address any family specific needs and/or interests related to:
  - ◆ Safety
  - ◆ Housing stability
  - ◆ Health and mental health
  - ◆ Employment and job skills development
  - ◆ Budget and finances, financial literacy
  - ◆ Safety
- Accessed resources and systems of support that meet family interests, needs and goals.

## 2. Positive Parent-child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

#### PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to supporting positive parent-child relationships.
- Incorporate goals related to positive parent-child relationships into agency work plans and strategic planning.
- Ensure staff members have appropriate training, effective supervision, and manageable caseloads to support families and their relationships with their infants, toddlers and preschool age children.
- Promote cross-service area teamwork.

#### CONTINUOUS IMPROVEMENT

- Use self assessments, related surveys and ongoing conversations with families to reflect on staff relationships with families and identify areas for improvement.
- Use self assessments and related surveys to better understand participants’ parenting practices, and use this information to improve parenting education and parenting supports.

#### PROFESSIONAL DEVELOPMENT

- Gain knowledge about:
  - the needs of prenatal and postnatal pregnant women and their families;
  - the needs of parents who are parenting a child with a disability;
  - unique ways to engage fathers;
  - how mental health and wellness affects families;
  - communication styles and relationship building;
  - child development;
  - the effect of trauma on parent-child relationships; and
  - a variety of parenting practices.



## 2. Positive Parent-child Relationships *(continued)*

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

### PROGRAM ENVIRONMENT

- Hold the child and family in high regard and partner effectively with different groups of parents.
- Provide opportunities that support parents' needs to connect with other parents for reflection, information, ideas and support.
- Support parent-child relationships in a way that values the culture and language of the family and recognizes how different cultural influences may influence family development.

### FAMILY PARTNERSHIPS

- Provide opportunities for parents to learn about expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Help families identify appropriate practices that complement the stages of their developing child.
- Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers.
- Support a father's efforts to connect with and be responsible for his child at all ages and stages of development.
- Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.
- Foster strong co-parenting relationships as appropriate.

### TEACHING AND LEARNING

- Engage with parents as equal partners in learning about their child while acknowledging parents' premier role as their child's first teacher.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Talk together with families about the child's signals in ways that help families explore these signals and understand and respond to their child's behavior.
- Work together with families to help children overcome behavioral challenges.

### COMMUNITY PARTNERSHIPS

- Engage community partners to help support the needs and goals of pregnant and expectant families and new parents.
- Engage community partners to help support the needs of families who are parenting during stressful and challenging times.

## EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

### PARENTS AND FAMILIES:

- Gained knowledge and experience around expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Learned new ways to ensure the health and safety of their developing child.
- Gained knowledge about their children's social, emotional and cognitive development in the context of community and culture.
- Learned new ways to understand and respond to their child's behavior.
- Used positive parenting practices—such as attachment and nurturing relationships—that complement the stages of their child's development.
- Reflected on parenting experiences, practices and new strategies.

### 3. Families as Lifelong Educators

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

#### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM LEADERSHIP</b>       | <ul style="list-style-type: none"> <li>■ Ensure that systems, supports and resources are in place to address professional development and continuous improvement, program environment and partnerships related to families as lifelong educators.</li> <li>■ Incorporate goals related to families as lifelong educators into agency work plans and strategic planning.</li> <li>■ Collaborate with school systems to support and empower families in their continued role as their child's lifelong educators.</li> <li>■ Promote cross-service area teamwork.</li> </ul>                                                                                                                                                                                                                                                                              |
| <b>CONTINUOUS IMPROVEMENT</b>   | <ul style="list-style-type: none"> <li>■ Use self assessments, related surveys and staff service integration meetings to better understand the effectiveness of family-staff relationships with respect to teaching and learning.</li> <li>■ Use information from the self assessment and related surveys to improve staff-family relationships and to strengthen family literacy practices.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PROFESSIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>■ Include teachers/teachers' assistants in parenting education sessions so parents and teachers can share information about child learning and development, and program curriculum.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PROGRAM ENVIRONMENT</b>      | <ul style="list-style-type: none"> <li>■ Welcome families to observe and participate in their child's classroom (or home-based) activities.</li> <li>■ Support and encourage parents to share tips on everyday learning practices with staff and other families.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>FAMILY PARTNERSHIPS</b>      | <ul style="list-style-type: none"> <li>■ Support relationships between parents and their children as part of the foundation for interactions around early learning.</li> <li>■ Provide opportunities and support parents in working toward their own literacy goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>TEACHING AND LEARNING</b>    | <ul style="list-style-type: none"> <li>■ Consistently connect with families to gather child information and parent observations to inform teaching.</li> <li>■ Share information about children's social, emotional, and cognitive development and the importance of the home language (with families of children who are dual language learners).</li> <li>■ Share information about approaches that promote child outcomes outlined in the Head Start Child Development and Early Learning Framework.</li> <li>■ Engage parents in conversations where child assessment data is shared and parents learn about children's progress.</li> <li>■ Use a database/management information system that is accessible to families and that assists teachers in sharing child assessment information in an understandable, family-friendly format.</li> </ul> |
| <b>COMMUNITY PARTNERSHIPS</b>   | <ul style="list-style-type: none"> <li>■ Support family experiences with community resources that support children's learning and development, such as libraries and museums.</li> <li>■ Share information with families about resources and services for children with disabilities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



### 3. Families as Lifelong Educators *(continued)*

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

#### EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

##### PARENTS AND FAMILIES:

- Shared their knowledge of their children with program and teaching staff to inform teaching and learning.
- Identified their talents and strengths as parents and educators of their children.
- Enjoyed and celebrated their child’s learning and developmental accomplishments.
- Learned more about the social-emotional development of their infants and toddlers.
- Learned about the value of the primary language for children’s development and long-term academic success (for parents of dual language learners).
- Partnered with teachers/assistant teachers and used different approaches in the program, home and/or community that supported the essential learning outlined in the Head Start Child Development and Early Learning Framework.
- Learned about options for acquiring services and supports for their child’s learning, developmental, or behavioral challenges.
- Gained confidence and competence in voicing, acting on, and achieving lifelong learning goals for their children.

### 4. Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

#### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM LEADERSHIP</b>       | <ul style="list-style-type: none"> <li>■ Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to families learning goals for themselves and their children.</li> <li>■ Incorporate goals related to family learning into agency work plans and strategic planning.</li> <li>■ Form agreements with education entities and organizations that support staff and families’ education and training goals.</li> </ul> |
| <b>CONTINUOUS IMPROVEMENT</b>   | <ul style="list-style-type: none"> <li>■ Use community assessments, self assessments, family partnership agreements and related surveys on education and training services in the program and community to understand opportunities and challenges.</li> <li>■ Use information from community assessments, self assessments and related surveys to improve family options for GED, training, certificate, and degree programs.</li> </ul>                                                                                       |
| <b>PROFESSIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>■ Create “learning communities” for staff.</li> <li>■ Develop staff skills to support families in meeting their learning goals.</li> <li>■ Develop knowledge about different kinds of education and training opportunities available to families.</li> <li>■ Prepare staff to engage parents in meaningful and creative ways in parent meetings and trainings.</li> </ul>                                                                                                                |

#### 4. Families as Learners *(continued)*

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM ENVIRONMENT</b>    | <ul style="list-style-type: none"> <li>■ Welcome and support families as learners.</li> <li>■ Make information available that supports parents' personal growth and career development.</li> <li>■ Ensure that parent meetings and trainings are announced routinely, that announcements are inviting, and that language is not a barrier to parent participation.</li> <li>■ Provide opportunities for families to connect with other families in the program or community that are working to achieve similar learning/educational goals.</li> </ul>                                                                                                                                                                                                              |
| <b>FAMILY PARTNERSHIPS</b>    | <ul style="list-style-type: none"> <li>■ Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc).</li> <li>■ Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.</li> <li>■ Invite past program parents and community volunteers to share their educational and career experiences with families.</li> <li>■ Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.</li> </ul> |
| <b>TEACHING AND LEARNING</b>  | <ul style="list-style-type: none"> <li>■ Support parents as learners in parenting education programs that help parents learn more about their child's learning, development and behavior.</li> <li>■ Support family literacy activities between parents and children.</li> <li>■ Encourage families to observe and participate in child learning and development during home visits and in classrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| <b>COMMUNITY PARTNERSHIPS</b> | <ul style="list-style-type: none"> <li>■ Link families to community resources for internships, volunteer activities and other experiences that expand their knowledge and skills and build on their career interests.</li> <li>■ Form partnerships with educational resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.</li> <li>■ Form partnerships with adult educators who creatively enhance education and training opportunities for families.</li> </ul>                                                                                                                                                                                                           |

#### EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

##### PARENTS AND FAMILIES:

- Identified their strengths as learners, and reflected on their parenting, career and life interests.
- Learned about experiences, training and educational opportunities that relate to their interests.
- Set learning goals that aligned with their interests and career aspirations.
- Enrolled in courses or training programs that led toward GED, certifications and/or other degrees.
- Participated in learning experiences that supported their parenting, career or life goals.
- Considered goals related to volunteer and employment options with Head Start and Early Head Start programs.



## 5. Family Engagement in Transitions

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM LEADERSHIP</b>       | <ul style="list-style-type: none"> <li>■ Ensure that systems, supports and resources are in place to address professional development, continuous improvement and partnerships related to child and family transitions.</li> <li>■ Establish ongoing communications and Memorandas of Understanding between Head Start and the local educational agencies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>CONTINUOUS IMPROVEMENT</b>   | <ul style="list-style-type: none"> <li>■ Use the self assessment process, related surveys and K-12 data sources (where possible) to review transition activities and to better understand opportunities and challenges.</li> <li>■ Use information from the self assessment, related surveys and other data sources to improve transition practices with families and community partners.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>PROFESSIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>■ Conduct joint transition trainings across EHS/HS and local educational agencies.</li> <li>■ Gain understanding about the realities public schools face and acknowledge both constraints and opportunities in building local partnerships (differences in policy, regulations, budgets, organizational design, etc).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PROGRAM ENVIRONMENT</b>      | <ul style="list-style-type: none"> <li>■ Welcome and engage families as partners in transition planning.</li> <li>■ Create a culture of supporting families during transitions as they are the key to creating continuity for children.</li> <li>■ Help families identify and understand quality criteria in early childhood settings as children make transitions from prenatal to postnatal services, new service options, new classrooms, or new home visitors.</li> </ul>                                                                                                                                                                                                                                                                                                                             |
| <b>FAMILY PARTNERSHIPS</b>      | <ul style="list-style-type: none"> <li>■ Use the family partnership process to help families develop transition plans for themselves and their children.</li> <li>■ Provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher).</li> <li>■ Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).</li> </ul>                                                                                                                    |
| <b>TEACHING AND LEARNING</b>    | <ul style="list-style-type: none"> <li>■ Ensure families have ongoing opportunities to discuss their observations and concerns about their child's strengths and challenges prior to transitions from EHS to HS and HS to K-12.</li> <li>■ Share information about activities and everyday interactions with children that promote school readiness as outlined by the Head Start Child Development and Early Learning Framework.</li> <li>■ Ensure families have ongoing opportunities to discuss child assessment data so that families are prepared to initiate and/or participate in similar discussions with teachers in K-12.</li> <li>■ Provide families with information about child development and the impact of transitions on children across early childhood and school settings.</li> </ul> |
| <b>COMMUNITY PARTNERSHIPS</b>   | <ul style="list-style-type: none"> <li>■ Coordinate services for children and families leaving Head Start through program-school partnerships.</li> <li>■ Provide advocacy training and opportunities for families to develop and use advocacy skills in the context of their child's lifelong learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 5. Family Engagement in Transitions *(continued)*

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

### EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

#### PARENTS AND FAMILIES:

- Gained understanding of the social and emotional impacts of transitions on children.
- Learned about their role in creating continuity for children as they transition into kindergarten.
- Learned about the culture, norms and opportunities of their child’s future early care and education settings.
- Anticipated and recognized their child’s adaptive needs as changes and transitions occurred in early childhood education and school settings.
- Learned about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework.
- Learned about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).
- Built upon their strengths as program/school advocates through participation in program supported transition activities.
- Accessed information about existing local parent-to-parent organizations, family peer networks, and parent-initiated school-community efforts in order to continue engagement in new settings.

## 6. Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAM LEADERSHIP</b>       | <ul style="list-style-type: none"> <li>■ Ensure that systems and staff development facilitate opportunities for parents to develop relationships with their peers through meetings, trainings, support groups, mentoring programs or community referrals.</li> <li>■ Incorporate goals related to family connections to peers and community into agency work plans and strategic planning.</li> </ul>                                                  |
| <b>CONTINUOUS IMPROVEMENT</b>   | <ul style="list-style-type: none"> <li>■ Use the community assessment, self assessments, related surveys and ongoing relationships with families to understand the opportunities and challenges related to parent connections, peers, and community.</li> <li>■ Use information from community assessment, self assessments and related surveys to improve practices related to parent connections, peers and community.</li> </ul>                    |
| <b>PROFESSIONAL DEVELOPMENT</b> | <ul style="list-style-type: none"> <li>■ Conduct staff training on facilitating peer activities that help parents and families:                             <ul style="list-style-type: none"> <li>■ enhance parent-child relationships;</li> <li>■ strengthen their role as educators;</li> <li>■ reflect and set learning goals;</li> <li>■ learn about transitions; and</li> <li>■ encourage parent leadership and advocacy.</li> </ul> </li> </ul> |



## 6. Family Connections to Peers and Community *(continued)*

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

### PROGRAM ENVIRONMENT

- Create safe and respectful environments where parents can lead and learn from each other and ask for the kinds of information that they find helpful as individuals and members of a group.
- Provide space and resources, if necessary, for monthly events chaired by parents, for parents.

### FAMILY PARTNERSHIPS

- Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children's special needs).
- Talk with parents about the formal and informal social networks (support, amusement, help, education, etc) they have and explore interests or needs in forming new (or renewed) social connections.
- Individualize opportunities for peer-to-peer connections for different groups of parents (e.g., fathers or grandparents).
- Support parents interests and goals with skill-building volunteer opportunities in the program and community.

### TEACHING AND LEARNING

- Encourage parent-to-parent support when participating in parent meetings about children's learning and development.

### COMMUNITY PARTNERSHIPS

- Collaborate with community organizations that share parents' concerns and interests.
- Link families with meaningful support networks, peer-to-peer groups, and volunteer opportunities in the community.

## EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

### PARENTS AND FAMILIES:

- Connected with other parents and families to exchange knowledge and resources.
- Engaged in problem-solving and decision-making with staff, parents and families.
- Experienced the personal value of relationships, connections and experiences in the program and community.
- Developed a sense of self-efficacy through parent-to-parent experiences that support mothers, fathers, and other parenting caregivers in their relationships with one another.
- Gained a sense of empowerment through the validation that comes with peer-to-peer shared experiences.
- Volunteered in the program or in other community-based organizations.

## 7. Families as Advocates and Leaders

Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experiences.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

#### PROGRAM LEADERSHIP

- Ensure that parents’ opinions are heard and included in the program planning processes (e.g., policy council and parent committees, etc.).
- Ensure that systems and supports are in place to address professional development, continuous improvement, program environment and partnerships related to engaging families as advocates and leaders.
- Incorporate goals related to family advocacy and leadership into agency work plans and strategic planning.

#### CONTINUOUS IMPROVEMENT

- Conduct regular assessments on parent leadership and advocacy experiences to understand opportunities and challenges.
- Use related assessment data to improve practices related to parent leadership and advocacy.

#### PROFESSIONAL DEVELOPMENT

- Provide training on the multicultural principles, leadership development, and advocacy for staff and families.

#### PROGRAM ENVIRONMENT

- Create an environment that welcomes and affirms parent leadership and advocacy in the program.
- Work with parents to arrive at agreed upon understandings of how to partner and how to collaborate with each other within the program.

#### FAMILY PARTNERSHIPS

- Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.
- Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.

#### COMMUNITY PARTNERSHIPS

- Provide parent mentoring opportunities that could include staff, alumni parents/families, elders, and professionals in the community to serve as a resource and support for parent leadership development.
- Partner with parents to engage advocacy groups that work on issues related to child, family and community needs.
- Form partnerships with parent-to-parent organizations or other K-12 parent groups to facilitate connections for HS/EHS families.

### EXAMPLES OF PROGRESS – PARENT AND FAMILY PERSPECTIVES

#### PARENTS AND FAMILIES:

- Learned about their opportunities to engage in leadership and /or advocacy activities (eg. policy council).
- Built upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy councils, etc.
- Accessed information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten.



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**THE PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK: SUMMARY AND USES**

Regardless of the particular strategies that programs and families choose, the necessary ingredients for program success must include a commitment toward goal-directed, positive, culturally responsive and respectful relationships with families and a system-wide, integrated, and comprehensive parent, family, and community engagement approach.

The PFCE framework can be used in program-wide strategic planning, program design and management, continuous improvement systems, professional development for staff and governing bodies, and program approaches to providing services. It can be used to inform community partners about Head Start parent and family engagement goals and the importance of those goals

for school readiness. It lays the groundwork for the development of future parent and family engagement training and technical assistance materials for Head Start and Early Head Start programs that will be made available through the National Center on Parent, Family, and Community Engagement. ■

## APPENDIX

### **RELATED ORGANIZATIONAL RESEARCH TO SUPPORT THE PFCE FRAMEWORK**

Over the last decade, an important body of research in several fields makes the case for a systemic approach to interventions for children and families. This approach seeks to change several important elements in the way a program or organization works. Findings from the research suggest that programs with strong leadership and a supportive work environment create the conditions for effective staff practices and relationships with children and families. Effective programs do not operate in isolation. They depend on the support and resources of their communities in order to achieve the desired outcomes for children and families. Like an orchestra, several instruments of change must work together to produce the desired result.

### **RELATED PARENT AND FAMILY ENGAGEMENT OUTCOMES RESEARCH**

The body of research that focuses on parent and family engagement as key contributors to family well-being and child success has grown significantly since the creation of Head Start in 1965. In order to highlight the significance of this research across the seven family engagement outcomes, the National Center on Parent, Family, and Community Engagement (NCPFCE) will be developing a series of materials that describe this multidisciplinary research base and its implications for implementing system wide practices that are considered evidence-based, evidence-informed, or best practices. In addition, the research support for building parent and family engagement and community partnerships that enhance children's early learning and developmental outcomes will be part of the NCPFCE program readiness guide for parent, family, and community engagement.



## **Job Description for Race to the Top – Early Learning Challenge**

### **County Council Project Director**

Under the direction of the Commission for Early Learning, the Project Director will develop and oversee the day to day work of the County Councils for Young Children. The Project Director will oversee the activities carried out by the Family Engagement Coordinators. Specific responsibilities are as follows:

- Oversee establishment and management of the Councils in each county
- Oversee Family Engagement Coordinators
- Ensure that mechanisms to support Interagency coordination and collaboration are in place
- Ensure stakeholder investment and participation in County Councils and the implementation of the State Plan
- Review and assess the progress of the grant goals, performance targets, and benchmarks
- Track Plan timeline to ensure that tasks are being completed as planned
- Make bi-monthly reports to the RTT ELC Leadership Team, New Jersey Council for Young Children, and County Technical Assistance Teams on the extent to which Grow NJ works for families (through aggregation of County Council feedback)
- Work with Childcare Resource and Referral Agencies to develop and disseminate public relations campaign to publicize Grow NJ
- Communicate with the Commission and attend meetings, as needed
- Track and monitor expenditures

#### Qualifications

##### *Education:*

Graduation from an accredited college or university with a Master's degree in Education, Early Childhood Education or a related field

##### *Experience:*

Three to five years experience in the role of a project coordinator in agencies that address the needs of families in early care and education, social service or health programs in communities or schools. Experience in implementing outreach and public relations campaigns; Demonstrated leadership and organizational transformation skills a must; must be adept at working with budgets, and experience with handling grants helpful.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing at a high professional level; must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.

## **Job Description for Race to the Top – Early Learning Challenge**

### **County Council Administrative Support position**

Under the direction of the County Council Project Director, the support staff member will provide day to day support to the County Councils for Young Children and to the Project Director. Specific responsibilities are as follows:

- Manage Director's calendar and schedule all meetings
- Manage calendar of County Council meetings
- Manage calendar of regular stakeholder meetings
- Design systems and track all County Council expenditures
- Collect and track all family engagement data provided by Family Engagement Coordinators
- Improve interagency coordination by working closely with staff in other agencies
- Support development of progress reports and all documents for meetings with the Commission
- Work with Childcare Resource and Referral Agencies to disseminate public relations campaign to publicize Grow NJ
- Provide general administrative office support
- Translate documents, as needed

### Qualifications

#### *Education:*

Graduation from an accredited college or university preferred

#### *Experience:*

Three to five years experience in project support or office administration. Experience in developing documents and tracking expenditures and data. Customer service experience preferred.

Must demonstrate the ability to communicate clearly and effectively both verbally and in writing in multiple languages; must be able to complete assignments independently, as well as to work productively in collaborative situations, and to relate positively to public and private agency personnel.



| Race to the Top Criteria for Workforce Knowledge & Competency Framework (2011)       | PINJ Core Knowledge and Competency Professional Standards (2009)                                                                                                                                                                             | Infant & Toddler Credential Learning Guide (2009)                                                                                                                                                                                                                                                                                      | Head Start Early Learning Framework (2010)                                                                                                                                                                                                                                                                                                                                                                                                                  | NJ Preschool Teaching and Learning Standards of Quality (2009)                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Evidence-based</li> </ul>                     | <ul style="list-style-type: none"> <li>The document supports research based standards and ECE frameworks</li> <li>It outlines progressive observable skills</li> <li>It was peer reviewed by experts across multiple ECE sectors.</li> </ul> | <ul style="list-style-type: none"> <li>The Infant/Toddler Learning Guide used an extensive bibliography that is grounded in research and best practices.</li> <li>It was peer reviewed by experts in the field.</li> </ul>                                                                                                             | <p>The framework reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007 and current research in child development and learning in 11 domains p.2</p>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>The document supports research based standards and framework</li> <li>It was also peer reviewed by experts in the field.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Linked to Early Learning Standards</li> </ul> | <ul style="list-style-type: none"> <li>Page 21- outlines the knowledge base</li> <li>Opportunities for hands-on, exploration, action, and interaction</li> </ul>                                                                             | <p>Key Indicators of Quality:</p> <ol style="list-style-type: none"> <li>1) Infant Mental Health: Social Emotional Well Being</li> <li>2) Child Development</li> <li>3) Curriculum</li> <li>4) Environment</li> <li>5) Family and Community</li> <li>6) Health and Safety</li> <li>7) Nutrition</li> <li>8) Professionalism</li> </ol> | <ol style="list-style-type: none"> <li>1. Physical development &amp; health</li> <li>2. Social &amp; Emotional Development</li> <li>3. Approaches to Learning</li> <li>4. Language Development</li> <li>5. Literacy Knowledge &amp; Skills</li> <li>6. Mathematics Knowledge &amp; Skills</li> <li>7. Science Knowledge</li> <li>8. Creative Arts</li> <li>9. Logic &amp; Reasoning</li> <li>10. Social Studies</li> <li>11. English Development</li> </ol> | <ul style="list-style-type: none"> <li><b>Content Area 0:</b> Social/ Emotional Development</li> <li><b>Content Area 1:</b> Visual &amp; Performing Arts</li> <li><b>Content Area 2:</b> Health, Safety, &amp; Physical Education</li> <li><b>Content Area 3:</b> Language Arts Literacy</li> <li><b>Content Area 4:</b> Mathematics</li> <li><b>Content Area 5:</b> Science</li> <li><b>Content Area 6:</b> Social Studies, Family &amp; Life Skills</li> <li><b>Content Area 7:</b> World Languages</li> </ul> |

|                                                                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                                  |                                                                                                                                                                                             |                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Comprehensive Assessment Systems</li> </ul>                                               | <ul style="list-style-type: none"> <li>Page 31- outlines knowledge base for authentic assessment using multiple tools</li> </ul>                                                                                                 |                                                                                                                                                                                                  | <p>On-going assessment aligned to framework domains using multiple assessment tools and procedures</p>                                                                                      | <ul style="list-style-type: none"> <li>The section on documentation &amp; assessment process p. 16-20.</li> <li>Embedded in teaching practices</li> </ul>                                                                                          |
| <ul style="list-style-type: none"> <li>Child development</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Page 17- Outlines the knowledge base</li> <li>Provide competency levels from basics to more advance</li> </ul>                                                                            | <ul style="list-style-type: none"> <li><b>Indicator 2:</b> Child Development p.9-12</li> <li><b>Indicator 3</b> Curriculum p. 13-18</li> </ul>                                                   | <ul style="list-style-type: none"> <li><b>Domain 1:</b> Physical Development and Health p.6-8</li> <li><b>Domains 2-11</b></li> </ul>                                                       | <ul style="list-style-type: none"> <li>Background sections</li> <li>Embedded in teaching practices</li> <li>Embedded in each domain</li> </ul>                                                                                                     |
| <ul style="list-style-type: none"> <li>Health</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Page 45- Outlines knowledge base for health, safety, nutrition, and Physical Activities</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li><b>Indicator 4:</b> Environment p. 19-23</li> <li><b>Indicator 6:</b> Health and Safety p.28-33</li> <li><b>Indicator 7:</b> Nutrition p.34-37</li> </ul> | <ul style="list-style-type: none"> <li><b>Domain 1:</b> Physical Development and Health p.6-8</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li><b>Content Area 1:</b> Visual &amp; Performing Arts p. 29-35</li> <li><b>Content Area 2:</b> Health, Safety, &amp; Physical Education p. 36-39</li> </ul>                                                   |
| <ul style="list-style-type: none"> <li>Culturally and linguistically appropriate strategies for working with families</li> </ul> | <ul style="list-style-type: none"> <li>Page 21- outlines creating environments that reflect the cultural diversity of families</li> <li>Page 27 Outlines the knowledge base for working with families and communities</li> </ul> | <ul style="list-style-type: none"> <li><b>Indicator 5:</b> Family and Community p. 24-27</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Embedded in teaching practices and Head Start policies and regulations p.4</li> <li>Also Domain 11: English language Development p. 21-22</li> </ul> | <ul style="list-style-type: none"> <li>Embedded in background section p.8 &amp; Home, school, and community p. 10</li> <li><b>Content Area 3:</b> Language Arts &amp; Literacy p. 40-46</li> <li><b>Content Area 7:</b> World Languages</li> </ul> |
| <ul style="list-style-type: none"> <li>Early Mathematics</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Page 23 mention math should be integrated with literacy (needs more)</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li><b>Indicator 3:</b> Curriculum p. 16</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li><b>Domain #6:</b> Mathematics Knowledge and skills p.16-17</li> </ul>                                                                                | <ul style="list-style-type: none"> <li><b>Content Area 4:</b> Mathematics p. 48-52</li> <li><b>Content Area 5:</b> Science p. 53-59</li> </ul>                                                                                                     |
| <ul style="list-style-type: none"> <li>Early Literacy development</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Page 23 Defines literacy broadly (reading/writing listening, talking, etc.)</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li><b>Indicator 3:</b> Curriculum p. 13</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li><b>Domain # 4:</b> Language Development p. 13</li> <li><b>Domain # 5:</b> Literacy</li> </ul>                                                        | <ul style="list-style-type: none"> <li><b>Content Area 3:</b> Language Arts and Literacy p. 40-46</li> </ul>                                                                                                                                       |



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|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                                                     |                                                                                                                                                                       |                                                                                                                                | Knowledge & Skills p. 14                                                                                                      |                                                                                                        |
| <ul style="list-style-type: none"> <li>Data to guide instruction and program improvement</li> </ul> | <ul style="list-style-type: none"> <li>Page 35- Professionalism and Leadership to create quality settings</li> <li>Refers to NAEYC Code of Ethical Conduct</li> </ul> |                                                                                                                                | <ul style="list-style-type: none"> <li>Embedded in the teaching practices &amp; Head Start policies and procedures</li> </ul> | <ul style="list-style-type: none"> <li>Embedded in teaching practices</li> </ul>                       |
| <ul style="list-style-type: none"> <li>Behavior management strategies</li> </ul>                    | <ul style="list-style-type: none"> <li>Page 22 outlines some strategies for behavior management (needs more)</li> </ul>                                               | <ul style="list-style-type: none"> <li><b>Indicator 4:</b> Environment p. 19</li> </ul>                                        |                                                                                                                               | <ul style="list-style-type: none"> <li>Section on learning environment p. 13-15</li> </ul>             |
| <ul style="list-style-type: none"> <li>Positive social and emotional development</li> </ul>         | <ul style="list-style-type: none"> <li>Page 18 and embedded through the document</li> </ul>                                                                           | <ul style="list-style-type: none"> <li><b>Indicator 1:</b> Infant Mental Health- Social/Emotional Well-being p. 5-8</li> </ul> |                                                                                                                               | <ul style="list-style-type: none"> <li>The section on social/emotional development p. 23-28</li> </ul> |
| <ul style="list-style-type: none"> <li>Reduction of challenging behaviors</li> </ul>                | <ul style="list-style-type: none"> <li>Not included</li> </ul>                                                                                                        |                                                                                                                                |                                                                                                                               |                                                                                                        |
|                                                                                                     | <ul style="list-style-type: none"> <li>Page 41-Program Organization and Management</li> </ul>                                                                         | <ul style="list-style-type: none"> <li><b>Indicator 8:</b> Professionalism p. 38-42</li> </ul>                                 |                                                                                                                               |                                                                                                        |

Outline for Director's Course

**Partners in Program Quality**

**An Opportunity for Center Directors Only**

*This course will give center directors tools and techniques to work hand in hand with their instructional staff and their school districts to continuously build preschool program quality.*

***Session I***

Center Directors as Educational Leaders



A Preschool Program Built on Standards



Data: The Driving Force for Decision-Making



Observing Young Children in Classroom Settings

***Session II***

The Early Childhood Environment Rating Scale (ECERS-R):  
In Depth Training and Item Analysis

***Session III***

Coaching for Quality



Making Math Meaningful with the  
Preschool Classroom Mathematics Inventory (PCMI)

***Session IV***

Connecting the Supports for Early Literacy Assessment (SELA)  
to Preschooler's Language and Literacy Learning



Facilitating Higher Level Thinking through  
Enhanced Teacher Child Interactions



Making it Happen: Data, Decisions, and Change



## TEACHER PRACTICES RELATED TO COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

### Kindergarten Introduction

The following teacher practices correlate with the Common Core English Language Arts Literacy State Standards for Kindergarten and are intended to give teachers guidance as they carefully, and systematically plan for language arts literacy instruction in kindergarten. Learning to confidently communicate, speak, listen, read and write are multifaceted processes that require a wide variety of instructional approaches during a continuum of growth in language from birth through eight years old. Early literacy activities in kindergarten teach children a great deal about reading and writing but not in ways that look like elementary school instruction.

In kindergarten, teachers need to capitalize on the active and social nature of kindergarteners and their instructional needs to include rich demonstrations, interactions, and models of literacy during projects and play activities that make sense to five and six year-old children. Teaching literacy to kindergarteners is built upon a centers-based classroom (library, drama, blocks, math, science, art, writing, and computers) where teachers scaffold experiences with language, listening, speaking, writing, and letters and sounds through a combination of teacher-lead and child-initiated activities. Not all kindergarten children come to school with similar knowledge about language and print, so teachers need to carefully observe where each child is developmentally and adapt instruction for individual differences. (Learning to Read and Write, Susan B. Neuman, Carol Copple and Sue Bredekamp, National Association of Children, 2000).

### **Grade K Overview**

#### **Reading: Literature**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Complexity

#### **Reading: Informational Text**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

- Range and Level of Complexity

### **Reading: Foundational Skills**

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

### **Writing**

- Text Type and Purposes
- Production and Distribution of Writing
- Research to Build Knowledge
- Range of Writing

### **Speaking and Listening**

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### **Language**

- Conventions of Writing and Speaking
- Knowledge of Language
- Vocabulary Acquisition and Use

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| <p><b><u>Kindergarten</u></b><br/><b><u>Reading: Literature</u></b></p> |
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### **Key Ideas and Details**

#### **Kindergarten Learning Outcomes:**

##### **Children will:**

- RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- RL.K.2:** With prompting and support, retell familiar stories, including key details.
- RL.K.3:** With prompting and support, identify characters, settings and key events in a story.



***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

***RL.K.1:*** Invite children’s participation during book reading. Ask open-ended questions, offer clarifying comments, reminders, restatements, and modeling to support understanding and key details of text (e.g., “At the end of the story, My Friend Rabbit, (Eric Rohmann), rabbit said ‘I’ve got an idea.’ What do you think his idea might have been?”).

***RL.K.2:*** Read and reread stories to children individually, in small and large groups. Ask children about the setting, characters, the order of the story, and the problem and the resolution. Use oral discussion, props, dramatic play, written words, pictures, art and music to retell familiar stories (e.g., “Christie, what happens next...It’s on the next page. We’ve got to give Paul his cue. How can we show this part to our audience?”).

***RL.K.3:*** Read and reread stories to children while increasing the complexity of discussion of characters, setting, actions, problem and resolution as children become more familiar with story and text (e.g., “We reread Caps for Sale (Esphyr Slobodkina) today. Where did the story take place? Who are the characters in the story? Which character had a problem? How did the peddler solve his problem? Can you think of other ways the peddler could have solved his problem?”).

**Craft and Structure**

**Kindergarten Learning Outcomes:**

**Children will:**

***RL.K.4:*** Ask and answer questions about unknown words in a text.

***RL.K.5:*** Recognize common types of texts (e.g., storybooks, poems).

***RL.K.6:*** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

***RL.K.4:*** Insert a short phrase, point to an illustration, or use voice and gestures to clarify the meaning of new vocabulary in text (e.g., pointing to the page where Sal wondered away from her mother, “In Blueberries for Sal, (Robert McCloskey), little Sal wanders off. She is *distracted* by picking blueberries and loses sight of her mother. Today in

dramatic play, we have chips for blueberries and pails for props. Who would like to pretend to be Little Sal, Sal's Mother, Mother Bear or the Baby Bear?").

**RL.K.5:** Read aloud a variety of books of different genres. Scaffold children's ability to identify and discuss by pointing out differences, comparing and contrasting (e.g., "Is the book Where the Sidewalk Ends, (*Shel Silverstein*), a fairytale book or a poetry book? How are poetry books different than fairytales books? Can you name another poetry book that we have read?").

**RL.K.6:** Provide opportunities throughout the day during book readings that call attention to and explain the role of author and illustrator (e.g., "Jack Ezra Keats is the author and illustrator of the book we read today, The Snowy Day. What does it mean to be an author? What does it mean to be an illustrator? What kind of paints Mr. Keats used for his pictures? What colors do you see in Mr. Keats illustration of the snow? Today in the art center, we have watercolors, watercolor paper and brushes so that we can explore making watercolor paintings too.").

## **Integration of Knowledge and Ideas**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**RL.K.7:** With prompting and support, describe the relationship between the illustrations and the story in which they appear e.g., what moment in a story an illustration depicts).

**RL.K.8:** (Not applicable to literature)

**RL.K.9:** With prompting and support, compare and contrast the adventures of characters in familiar stories.

### ***Kindergarten Teaching Practices:***

#### ***Effective kindergarten teachers will:***

**RL.K.7:** Read aloud a variety of books and while displaying the illustrations, ask children to describe the pictures the illustrator made (e.g., "What words would you use to describe Gerald McDermott's pictures in Anansi the Spider?" "They are exciting (*strong, bold, bright, powerful, symmetrical*)". "Do the artist's pictures help explain the story?").

**RL.K.8:** (Not applicable to literature)

**RL.K.9:** Ask questions, role-play, use story props, flannel cut-outs with flannel board, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to children (e.g., "How are the three pigs and the three billy goats gruff the same? How are they different?").



## Range and Level of Text Complexity

### Kindergarten Learning Outcomes:

#### Children will:

**RL.K.10:** Actively engage in group reading activities with purpose and understanding.

### *Kindergarten Teaching Practices:*

#### *Effective kindergarten teachers will:*

**RL.K.10:** Use formal and informal, one-on-one, small and large groups of children to choose books and texts for activities that support and challenge children’s instructional reading level. (e.g., “Nancy and Joe are partner reading Flying (*Donald Crews*) at the reading table with Ms. Paul, while Pat and Jason will be with me at beanbag chairs reading the Bob Books (*Bill Maslen*).”).

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| <p><b><u>Kindergarten</u></b><br/><b><u>Reading: Informational Text</u></b></p> |
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### Key Ideas and Details

#### Kindergarten Learning Outcomes:

#### Children will:

**RI.K.1:** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### *Kindergarten Teaching Practices:*

#### *Effective kindergarten teachers will:*

**RI.K.1:** Invite children’s participation during book reading. Ask open-ended questions, offer clarifying comments, reminders, restatements, and modeling to support understanding and key details of text (e.g., during the reading of the book Spiders, (*Gail Gibbons*), “Is the spider an insect? How is the spider different than an insect?”).

**RI.K.2:** Read books and texts to children individually, in small and large groups. Ask children to reread, identifying the main topic and key details in their own words or pretend to read the book (e.g., after reading and rereading The Tiny Seed, (*Eric Carle*), Lindsey retold the story. “The wind was blowing the tiny seed. The seed was not as big as the other seeds....”).

**RI.K.3:** Read books and texts to children individually, in small or large groups. Engage children in discussions with props, dramatic play, writing, art and music activities to describe the connection between two individuals, events, ideas or pieces of information in a text (e.g. “Yesterday, we made dinosaur parts (spikes, sails, horns, etc.) at the art center to illustrate the differences between the dinosaurs from our favorite book Dinosaurs, Dinosaurs (*Byron Barton*). Now, when I read the book and get to the page that describes your favorite dinosaur, hold your dinosaur part in the air.”).

## **Craft and Structure**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5:** Identify the front cover, back cover, and title page of a book.

**RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Kindergarten Teaching Practices:**

#### **Effective kindergarten teachers will:**

**RI.K.4:** Insert a short phrase that defines a word, point to an illustration, use gestures or voice to clarify the meaning of new vocabulary in text (e.g., pointing to the picture, “Yes Chris, in The Monarch Butterfly’s Life, (*John Himmelman*), the hard outer skin of the larvae is called the chrysalis. The chrysalis protects the caterpillar as it turns into a butterfly. This is happening now in our butterfly garden at the science center.”).

**RI.K.5:** Provide discussion about pictures and words on the front cover, back cover, and title page of a variety of books of different genres (e.g., “Everyone is holding their favorite book. Let’s take turns. When it is your turn, hold up your favorite book, show the front cover, tell the group what the title is and what you see in the front cover picture or illustration.”).

**RI.K.6:** Provide opportunities throughout the day that call attention to and explain the role of author and illustrator of books and texts (e.g., “Did Tana Hoban, the author of



Exactly the Opposite, use photographs or paintings to illustrate her book? Did she take the photographs? Where can I find out? Yes, she is both the author and illustrator of the book and it says so on the book jacket. Today we are going to take our camera to the playground and take ‘exactly opposite’ pictures of our own and make a class book. Do you have ideas for opposite pictures?”).

## **Integration of Knowledge and Ideas**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### ***Kindergarten Teaching Practices:***

#### ***Effective kindergarten teachers will:***

**RI.K.7:** Ask children how the illustrations in the book support the text (e.g., “Describe the illustration or picture on the front cover of Johnny Appleseed (*Aliki*). Who is in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? After reading this book, we have apple seeds at the science center with planting directions (pictures and words) on the chart board.”).

**RI.K.8:** Ask children how the author supports points or main ideas made in text (e.g., “In The Boy Who Loved to Draw (*Barbara Brenner*) the preacher predicted that Benjamin West would grow up to do great things some day. How was Benjamin’s life great?”).

**RI.K.9:** Discuss with children how two texts on the same topic are alike or different (e.g., “Letting Swift River Go (*Jane Yolen*) and A River Ran Wild (*Lynn Cherry*) are two books that we have read and reread. They are both stories about what topic? Let’s look at each story and chart the words used to describe the river. How are the descriptions alike? How are they different?”).

## **Range of Reading and Level of Text Complexity**

### **Kindergarten Learning Outcomes:**

**Children will:**

**RI.K.10:** Actively engage in group reading activities with purpose and understanding.

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

**RI.K.10:** Using formal and informal, one-on-one, small and large groups of children, choose books and texts for activities that support and challenge children’s instructional reading level. (e.g., “Can you tell me what the words say on the front cover of this book? Yes, it’s Dr. Seuss’s ABC Book. Let’s open to the first page after the front cover. This page is called the title page. Can you read the words on the title page? Yes, now let’s turn the page and continue reading ...”).

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| <p><b><u>Kindergarten</u></b><br/><b><u>Reading: Foundational Skills</u></b></p> |
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**Print Concepts**

**Kindergarten Learning Outcomes:**

**Children will:**

**RF.K.1:** Demonstrate understanding of the organization and basic features of print.

**RF.K.1a:** Follow words from left to right, top to bottom, and page by page.

**RF.K.1b:** Recognize that spoken words are represented in written language by specific sequences of letters.

**RF.K.1c:** Understand that words are separated by spaces in print.

**RF.K.1d:** Recognize and name all upper- and lowercase letters of the alphabet.

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

**RF.K.1.a.b:** Read and reread books identifying front cover, back cover and title page of book. Track words with a finger or pointer left to right, top to bottom and page by page (e.g., “Who would like to be the teacher and hold the pointer and point to the space underneath each of the words as we read from the big book Brown Bear, Brown Bear (*Eric Carle*)?”).



**RF.K.1.c:** Provide experiences identifying word segments and the spaces between each word (e.g., after reading Olivia Saves the Circus (*Ian Falconer*), “Can you can point to Olivia’s name? See how her name is made up of many letters? Look, do you see a space after her name? Let’s count the words in the title together.”).

**RF.K.1.d:** Provide letter recognition activities such as alphabet books, alphabet songs coupled with letter pictures, letter sorting activities, letter guessing games using children’s names, letter puzzles, writing letters on the computer and interactive writing experiences (e.g., “What letter do you see on this page in the City Alphabet (*S.T.Johnson*)? Yes, I see a ‘Y’ too. Use your finger and outline the letter on this page. That’s right, little line forward, little line back and line down, ‘Y’.”).

## Phonological Awareness

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### Kindergarten Learning Outcomes:

#### Children will:

**RF.K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2a:** Recognize and produce rhyming words.

**RF.K.2b:** Count, pronounce, blend, and segment syllables in spoken words.

**RF.K.2c:** Blend and segment onsets and rimes of single-syllable spoken words.

**RF.K.2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

\*(This does not include CVCs ending with /l/, /r/, or /x/.)

**RF.K.2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Kindergarten Teaching Practices:

#### Effective kindergarten teachers will:

**RF.K.2:** Read and reread a variety of nursery rhymes, poetry books, stories, and other meaningful text to provide experiences in hearing, manipulating and identifying sounds within spoken language.

**RF.K.2.a:** Read and reread a variety of nursery rhymes and poetry books and identify rhyming words (e.g., reproduce rhyming words on cardstock from familiar nursery rhymes; children identify the pairs of words that rhyme and illustrate words for a class book Words That Rhyme).

**RF.K.2.b:** Point to, discuss, identify and count syllables in words (count claps, snaps, or chin drops). Put words together and pull words apart (*bed* and *spread*, *bath* and *tub*, *butter* and *fly*, etc.).

**RF.K.2.c:** Identify onset (the initial sound - “b”) and rimes of single-syllable words (the ending vowel and consonants - “ag”) in nursery rhymes, poetry, big books, and literature (e.g., play word games to explore blending or segmenting words; pair children together and give each child a card with either an onset or a rime; take turns blending or segmenting word aloud etc.).

**RF.K.2.d:** Identify, blend and pronounce CVC words (consonant, vowel, consonant, such as *pan*, *fat*, *sit*, *red*, etc.) from units of study and projects, nursery rhymes, poetry, big books, literature, etc. (e.g., find and chart words, play words games, bingo, lotto, memory, spin games, etc.).

**RF.K.2.e:** Identify and create rhyming words and word families (e.g., “In the fable Chicken Licken (*Jonathan Allen*), can you name animal rhymes (*Henny Penny*, *Cock Lock*, *Duck Luck*, *Drake Lake*)?” Write the names on cardstock; let the children illustrate for an Animal Rhymes class book; include additional animal rhymes created by class, etc.).

## Phonics and Word Recognition

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### Kindergarten Learning Outcomes:

#### Children will:

**RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.K.3a:** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**RF.K.3c:** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

**RF.K.3d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Kindergarten Teaching Practices:

#### Effective kindergarten teachers will:

**RF.K.3:** Provide meaningful and authentic opportunities to explore and identify sound-symbol relationships, word parts and context to identify new words.



**RF.K.3.a:** Provide daily opportunities with letter-sound correspondence to identify the printed letter and its sound by exploring multiple examples of objects that begin with the letter (e.g., children sort objects with the same beginning sounds into letter tubs, etc.).

**RF.K.3.b:** Read and reread a variety of books, stories, and other meaningful text to provide experiences in letter/sound relationships and high frequency words (e.g. “Can you read the big book The Foot Book (*Dr. Seuss*) with me? Let’s read it together pointing to the words.” “Left foot, Left Foot, Right Foot, Right...” After reading the book, “Going back to the first page, is there a word on this page with a long vowel sound? It is on our vowel chart on the wall. Can you find it?” “Yes, the /i/ in the word ‘right’ is a long vowel sound. It says its own name.”).

**RF.K.3.c:** Identify high frequency words from favorite books and texts. Add the printed words to class word wall. (e.g., while reading Ten Apples Up On Top (*Theo LeSieg*), illustrate the story text with felt apple props and felt number word props on the flannel board. When children can identify number words by sight, copy word and number and add to word wall.)

**RF.K.3.d:** Provide two words from the same word family and identify how the words are alike and how they are different. (e.g., In Dr. Seuss’s Green Eggs and Ham, how are the words “Sam” and “ham” alike? How are they different?”).

## Fluency

### Kindergarten Learning Outcomes:

#### Children will:

**RF.K.4:** Read emergent-reader texts with purpose and understanding

#### Kindergarten Teaching Practices:

#### Effective kindergarten teachers will:

**RF.K.4:** Scaffold reading experiences with books, stories, and text that are predictable, sequential, rhythmic, and repetitive with uncluttered illustrations, cumulative patterns, familiar topics, and well-developed story structure (e.g., while rereading Cat in the Hat (*by Dr. Suess*) point to the illustration and pause on the beginning word sound to encourage children to chime in, “Make that cat go **away!** Tell that Cat in the hat you do not want to **p-p** \_\_\_\_.”).

## Kindergarten Writing

### **Text Types and Purposes**

#### **Kindergarten Learning Outcomes:**

##### **Children will:**

**W.K.1:** Use a combination of drawing, scribble writing, and letter-like forms, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is...).

**W.K.2:** Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.

**W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.

#### ***Kindergarten Teaching Practices:***

##### ***Effective kindergarten teachers will:***

**W.K.1:** Provide assistance and encourage independent decisions for deciding what to write using children’s book and stories (e.g., “This week we read three of our favorite story books, Chrysanthemum, (*Kevin Henkes*), Amazing Grace (*Mary Hoffman*), and Ruby’s Wish (*Shirin Yim Bridges*). Each story has a main character who is a young girl your age.” Print book titles on chart board, “Which book is your favorite?” Children write and illustrate, “My favorite book is... ” using a combination of drawings, scribble-writing, letter-like forms, dictating and writing.).

**W.K.2:** Guide and assist writing to compose informative and explanatory texts (e.g., after reading and rereading The Rainbow Fish, (*Marcus Pfister*), guide children to identify simple shapes in the fish (oval, circle and triangles) to illustrate on individual whiteboards with printed words of fish body parts (body, eyes, fins, etc.). Add the familiar printed words from the unit of study to the word wall for future writing opportunities at the writing center.).

**W.K.3:** Provide daily opportunities, based on children’s interests, to write and draw on topics that are self-chosen and use a combination of drawings, scribble-writing, letter-like forms, dictating and writing. (e.g., teacher encourages and supports daily writing and



drawing with readily available and interesting writing and drawing materials in all activity centers, and through ongoing play plans, journal writing, etc.).

## **Production and Distribution of Writing**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**W.K.4:** (Begins in grade 3)

**W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### ***Kindergarten Teaching Practices:***

#### ***Effective kindergarten teachers will:***

**W.K.4:** (Begins in grade 3)

**W.K.5:** Add details to strengthen writing as needed through revision. (e.g., during a shared writing experience, the teacher reads back to the class an invitation the children composed with the teacher to invite parents to a class party, “Dear Parents, Please come party next Friday afternoon.” “Children, what words do we need to add to this sentence for it to make sense?”).

**W.K.6:** Support using the computer or digital tools for communicating information and publishing writing (e.g., a small group of children publish the book Birthday Party on the computer using simple word processing and invented spellings with teacher assistance as needed).

## **Research to Build Knowledge**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**W.K.7:** (Begins in grade 1)

**W.K.8:** Gather information from experiences or provided text sources to answer a specific question.

**W.K.9:** (Begins in grade 4)

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

**W.K.7:** (Begins in grade 1)

**W.K.8:** Provide experiences gathering information from research to answer questions and solve problems (e.g., after finding a yellow and black butterfly on the playground; children investigated butterflies species on the internet with support from the teacher; the information gathered was recorded with printed pictures and invented spellings on a clipboard and the findings were reported to the class).

**W.K.9:** (Begins in grade 4)

**Range of Writing**

***Kindergarten Learning Outcomes:***

**K.W.10:** (Begins in grade 3)

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| <p style="text-align: center;"><b>Kindergarten<br/>Speaking and Listening</b></p> |
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**Comprehension and Collaboration**

**Kindergarten Learning Outcomes:**

**Children will:**

**SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under consideration).

**SL.K.1b:** Continue a conversation through multiple exchanges.

**SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3:** Ask questions in order to seek help, get information, or clarify something that is not understood.

***Kindergarten Teaching Practices:***



***Effective kindergarten teachers will:***

***SL.K.1:*** Engage in individual and group conversations regarding class topics and texts. Encourage multiple back-and-forth exchanges (e.g., provide opportunities for children to explain their reasoning or elaborate on a concept. “I see you picked the book Freight Train from the library today. Why did you choose that book? Did Ms. Chris tell you who wrote it? Do you remember the other books we read by Donald Crews? My favorite part in this story is right here, where the train is in motion. The train is moving so fast. How do you think the artist made that picture? After you read the book, will you share your favorite part of the story with me?”).

***SL.K.2:*** Encourage and provide opportunities to ask questions to confirm understanding of information presented orally or through media (e.g., after listening to a “show and tell” presentation during large group, peers are encouraged to ask questions regarding the information presented).

***SL.K.3:*** Provide experiences that encourage asking questions to get information, seek help, or clarify something that is not understood (e.g., encourage children to ask a friend when they need help, “Tom knows how to tie his shoe. When you need your shoe tied, can you ask him to help you? Maybe he can show you how to tie your shoe.”).

**Presentation of Knowledge and Ideas**

**Kindergarten Learning Outcomes:**

**Children will:**

***SL.K.4:*** Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

***SL.K.5:*** Add drawings or visuals displays to descriptions as desired to provide additional detail.

***SL.K.6:*** Speak audibly and express thoughts feelings and ideas clearly.

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

***SL.K.4:*** Provide experiences that describe familiar people, places, things and events. (e.g., “Name three words to describe your friend.” “Why did you choose the word nice to describe Tamara?”).

***SL.K.5:*** Provide opportunities to add drawings or visual displays to descriptions to add additional detail (e.g., “In your play journal, draw and write about the construction you made during center time. Then you will have a record of it.”).

**SL.K.6:** Model and scaffold experiences one-on-one, in small and large group to speak audibly and express thoughts, feelings and ideas clearly (e.g., “If you have a problem with your friend, you need to tell them what the problem is and try think of a solution together.” “I am using the bike. It’s my turn. I will use it for a little while and then I will bring it over to you.”).

## Kindergarten Language Standards

### Conventions of Standard English

#### Kindergarten Learning Outcomes:

##### Children will:

**L.K.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K.1.a:** Print many upper- and lowercase letters.

**L.K.1.b:** Use frequently occurring nouns and verbs.

**L.K.1.c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**L.K.1.d:** Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).

**L.K.1.e:** Use the most frequently occurring prepositions (e.g., to, from, in out, on off, for of, by, with).

**L.K.1.f:** Produce and expand complete sentences in shared language activities.

**L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2.a:** Capitalize the first word in a sentence and the pronoun *I*.

**L.K.2.b:** Recognize and name end punctuation.

**L.K.2.c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.2.d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### *Kindergarten Teaching Practices:*

##### *Effective kindergarten teachers will:*

**L.K.1:** Use classroom discussions and responses to children as opportunities to include rich vocabulary, abstract words, concepts, and a variety of grammatical forms. Provide



multiple follow-up opportunities to draw and write about shared classroom discussions and experiences.

**L.K.1.a:** Provide opportunities that encourage printing letters (e.g., after reading and rereading various alphabet books, such as The Z is Zapped (*Chris Van Allsburg*), children will each contribute to a class alphabet book; printing upper- and lowercase letters and drawing pictures to match the sound of the each letter; read and reread for enjoyment and use as a reference to identify beginning sounds).

**L.K.1.b:** Repeat back and elaborate on commonly used verbs and nouns in conversations with children. Encourage children to use these words during writing experiences (e.g., “Karen is happy. She is very pleased. In fact, she looks ecstatic!”).

**L.K.1.c:** Model and scaffold activities using the correct plural forms (e.g., repeat back to children their original statements with correct plural forms. “He wish on the stars” “Yes, he wishes on the star.”).

**L.K.1.d:** Model and scaffold questions (who, what, when, where, and how) that encourage children to use language to express ideas. Include questions about abstract ideas (e.g., “In Olivia...Is Missing a Toy (*Ian Falconer*), Olivia really has a predicament. What do you think she will do to get out of her predicament?”).

**L.K.1.e:** Model and scaffold activities where children have an opportunity to use a variety of prepositions (e.g., “Is the book on the table, beneath the table or beside the table?”).

**L.K.1.f:** Model and scaffold the use of complex sentence structure by restating and reframing children’s responses (e.g., “Yes, if we go outside now, we will have to wait until after lunch to have the birthday party because we will run out of time.”).

**L.K.2:** Support children’s growing understanding of punctuation, capitalization and spelling through modeling and scaffolding activities and “teachable moments” during child-initiated and independent writing experiences (e.g., “Teacher, how do you make Xander’s name for my book?” “Chris, where could we find Xander’s printed name in our classroom? Yes, in his cubby. Let’s take a look together and see what letters and sounds are in Xander’s name.”).

**L.K.2.a:** Provide and scaffold activities that identify a capital letter at the beginning of a sentence (e.g. “In the big book, The Button Box (*Margarette Reid*) point to the first letter of the first sentence, ‘My Grandma has a big box.’ Do you know why the first letter in this sentence is an uppercase letter? Yes, the beginning of a sentence starts with a capital letter.”).

**L.K.2.b:** Support children’s use of capitalization, punctuation, and spelling during writing activities (e.g., “I see that you are using an exclamation mark after the word ‘POW!’ in your picture and writing. It is the ‘I really mean it!’ mark.”).

**L.K.2.c:** During teacher-lead and child-initiated writing activities, such as journal writing time, support children’s use of letter-sound correspondence (“Yes, you got it, *bbbb-iii-ggggg*, big!”).

**L.K.2.d:** During interactive writing experiences demonstrate printing letters (e.g., “We need to put Bob’s name on this invitation envelope. *B-bbb-bob*... what sound do you hear at the beginning of Bob? Which letter makes that sound? Can you point to the letter in the alphabet train? Yes, an uppercase *B* and we print it like this, line down, curve forward, curve forward – uppercase *B*.”).

## **Knowledge of Language**

### **L.K.3: (Begins in grade 2)**

## **Vocabulary Acquisition and Use**

### **Kindergarten Learning Outcomes:**

#### **Children will:**

**L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on kindergarten reading and content*.

**L.K.4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**L.K.4b:** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

**L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.

**L.K.5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**L.K.5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**L.K.5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**L.K.5d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### ***Kindergarten Teaching Practices:***



***Effective kindergarten teachers will:***

***L.K.4:*** Provide experiences that explore understanding of unknown and multiple-meaning words (e.g. before reading a new book or text, choose four to eight new vocabulary words or phrases to clarify during the book reading by pointing to the illustration, inserting an explanatory phrase, using props, gestures and voice modulation to emphasize word or word meanings).

***L.K.4.a:*** During readings or discussions, point out examples of multiple meanings of words (e.g., “In this story, the author uses the word *flag* meaning to get to rabbit’s attention. What other meaning does the word *flag* have?”).

***L.K.4.b:*** Model and scaffold language experiences using inflections and affixes (e.g., repeat back to children their original statements using correct inflection or affixes. “He didn’t talk.” “He was too surprised.” Teachers response, “He was *speechless!*”).

***L.K.5:*** Provide experiences that explore understanding of word and word categories (e.g. pointing to the illustrations in *A House is a House for Me* (*Mary Ann Hoberman*), “A husk is a house for a corn ear. A pod is a place for a pea. A nutshell’s a hut for a hickory nut. But what is a shelter for me?” After reading, discuss new vocabulary and word categories. “What shelters the pea? What shelters the hickory nut?”).

***L.K.5.b:*** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites or antonyms (e.g., after reading and rereading books and poetry on opposites such as *Olivia’s Opposites* (*Ian Falconer*), copy familiar opposite word pairs on cardstock; have each child choose a pair to illustrate for a class book).

***L.K.5.c:*** Identify real-life connections between words and their use. Note places at school that are colorful.

***L.K.5.d:*** Through stories and discussion, distinguish between shades of meaning among verbs (e.g., “I am going to call out action words that are similar or almost the same (e.g., turn, go around, bend, change direction). Act out the word I say by using your body. Show me how the words are different with your body actions.”).

***L.K.6:*** Provide experiences to encourage the use of new words and phrases from conversations, reading and responding to texts (e.g., after reading and rereading *Where the Wild Things Are* (*by Maurice Sendak*) “There is quite a *rumpus* going on in the dramatic play center!”).

# TEACHER PRACTICES RELATED TO COMMON CORE STATE STANDARDS FOR MATHEMATICS

## Kindergarten Introduction

This document was developed for implementation in any program serving kindergarten children. Actual implementation of learning opportunities should ideally reflect a balance among teacher-guided, small-group, and independent activities. Also, mathematics content can be integrated across several domains. To ensure that all students achieve the standards, the kindergarten environment, instructional materials, and teaching strategies should be adapted to meet the needs of individual children. The needs and abilities of kindergarten learners are diverse, and teachers must use varied approaches to support each child's learning and development.

### **Grade K Overview**

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#### **Counting and Cardinality**

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

#### **Operations and Algebraic Thinking**

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### **Number and Operations in Base Ten**

- Work with numbers 11-19 to gain foundations for place value.

#### **Measurement and Data**

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

#### **Geometry**

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.



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| <p style="text-align: center;"><b><u>Kindergarten</u></b><br/><b>Counting &amp; Cardinality</b></p> |
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**Kindergarten Learning Outcomes:**

**Children will:**

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

1. Encourage children to count to 100 through daily routines (e.g., games which involve counting played in small groups; “Let’s see if 100 steps will take us all the way to the playground.”). Model counting using decade words with and without picture cues (e.g., 10 dots on each card) and give opportunities for children to practice using decade words.
2. Ask children to finish the sequence when you start with a random number such as 5. For instance, use a stop sign or sign language for interrupted counting. Children stop counting when sign is held up and count on when sign is put down.
3. Plan activities where children are writing numbers for a purpose (e.g., while playing in the house area, the child/waiter writes 10 sandwiches on the order form for the number of children wanting sandwiches for lunch that day; children write on a clipboard the number of blocks it took to build their structure in the block area; during morning meeting, children record # of children, girls, or boys at school; have a weekly estimation activity and let students record their guesses).

**Count to tell the number of objects.**

**Kindergarten Learning Outcomes:**

**Children will:**

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

4. Encourage children to count the number of items in total (e.g., during outside time, children count the number of birds they see; during center time, a child counts the number of coins contained in the cash register drawer). Create situations where children are asked to assign a number to each item in a group of items and provide you with the total amount of items (e.g., count the number of children in class for the day; children grab a handful of counters/items from bag and count to determine how many counters were grabbed; a child determines how many leaves were collected for the science center).
5. Provide children with opportunities to look at a group of items to determine the quantity (e.g., children determine how many tomatoes they see in their class garden; while playing a game in a small group, children determine how many dots are on a side of a die; children are encouraged to look ahead in a game to determine how many spots they need to move to win).

**Compare numbers.**

**Kindergarten Learning Outcomes:**

**Children will:**

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup>



7. Compare two numbers between 1 and 10 presented as written numerals.

<sup>1</sup> Include groups with up to ten objects.

***Kindergarten Teaching Practices:***

***Effective Kindergarten Teachers will:***

6. Ask children to determine which group is larger, smaller or the same as another group (e.g., children are asked to sort the rocks collected on the playground by color, size and texture and then determine which group contains the most or least rocks).

7. Display written numerals from 1 to 10 and ask children if they can distinguish the quantity of a written numeral compared to another written numeral (e.g., “You have five buttons on your shirt and I have seven. Can you point to those numbers and tell me which is more?”; Using a deck of playing cards #s 2 – 10 give a pair of children 10 or more cards face down. Children turn one card over at a time. They identify the number and compare. The child with the larger number takes both cards).

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**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

**Kindergarten Learning Outcomes:**

**Children will:**

1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

<sup>1</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

1. Provide children with opportunities to add and subtract items in their environment (e.g., in the house area, two friends playing restaurant add the cost of the lunch bill; have children listen to the number of chimes they hear outside and have them produce either more or less chimes with instruments, and have them explain how many they have added or subtracted to get the amount decided upon).
2. Foster adding and subtracting throughout the day by solving word problems that relate to life experiences (e.g., Ask the children to determine how many seats will be needed on the bus if their classroom as well as the class next door would all partake in the field trip. Tallies would be recorded to represent the number of people).
3. Encourage children to determine what two numbers would total a selected number totaling 10 or less. (e.g., Show children a set containing 1 – 10 objects. Count set together. Have children close their eyes while you remove some objects and hide them behind your back. Have children open their eyes and identify how many objects are left and how many are missing. Bring objects back to confirm answers.)
4. Provide children with time to think of numbers that would add up to 10 by having them use objects or drawings to perform the calculation (e.g., a child made a pizza pie out of clay and cut eight slices and then cut two of those slices in order to get 10 slices for his friends).
5. Ask questions throughout the day that foster sample addition and subtraction (e.g., “You have two crayons in your box and Alice has three so how many crayons do you have in total? Do you have enough so each of your dolls has a crayon?”; “There are 4 children at the computers. There are only 3 computers. How many children should leave this center? Yes 1, 4 take away 1 is 3.”)



**Kindergarten**  
**Number & Operations in Base Ten**

**Work with numbers 11-19 to gain foundations for place value.**

**Kindergarten Learning Outcomes:**

**Children will:**

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

1. Provide opportunities for children to discuss the meaning of a composition or decomposition problem (e.g., “What does  $19 = 10 + 9$  mean, one group of 10 and 9 ones, can you draw something to represent this problem...?”; Demonstrate 10 and 4 ones make 14, one group of 10 and 4 ones. Let one child hold up 10 fingers and another child hold up 4; Use calendar math to represent 10’s and 1’s daily.)

**Kindergarten**  
**Measurement and Data**

**Describe and compare measurable attributes.**

**Kindergarten Learning Outcomes:**

**Children will:**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

1. Provide opportunities for children to measure objects (e.g., Children are asked in a small group to measure out three cups of flour, one teaspoon of salt, etc. for the bread recipe. Once the bread is baked the children are asked to figure out how wide they should slice the bread so there is a piece for everyone; a child uses a ruler to determine the height of the plant grown in the classroom).
2. Encourage children to measure and compare two objects (e.g., “Which container can hold more water for watering the plants in the classroom?”; Have children measure and compare buildings in block center or unifix cubes; Have children weigh different items on balance and compare. “Which side needs more or less to make them the same? Why?”).

**Classify objects and count the number of objects in each category.**

**Kindergarten Learning Outcomes:**

**Children will:**

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>

<sup>1</sup> Limit category counts to be less than or equal to 10

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

3. Ask children to classify within the daily routine (e.g., A child is responsible for creating a chart each day with the different lunch options listed. The child asks his/her classmates what they prefer for lunch so it can be charted. The various lunch options are then sorted by the largest amount of preferences to the least; Question of the day. What is your favorite jellybean? Students write name under favorite jellybean. Columns are counted, recorded and compared.)

|                                                                                   |
|-----------------------------------------------------------------------------------|
| <p style="text-align: center;"><b><u>Kindergarten</u></b><br/><b>Geometry</b></p> |
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**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones cylinders, and spheres).**

**Kindergarten Learning Outcomes:**

**Children will:**

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

***Kindergarten Teaching Practices:***

***Effective Kindergarten teachers will:***

1. Encourage children to use positional words by asking them to describe where objects are located in the environment (e.g., have children map out the classroom with a drawing and ask them to describe where certain items are in relation to other items in the drawing; identify shapes in the drawing; create an obstacle course and have children crawl under, step over, walk on, walk around, crawl inside and so on...).
2. Ask children to name shapes in the environment (e.g., windows are rectangles; the column in front of the school is a cylinder; Take a class walk looking for shapes in the environment. Take photos and let children explain the position and shape in photo or take a clip board and draw shapes that are found).
3. Encourage children to explore shapes in the environment and identify two-dimensional and three-dimensional shapes (e.g., ask children which block shapes would roll down the ramp that was created in the block area).

**Analyze, compare, create, and compose shapes.**

**Kindergarten Learning Outcomes:**

**Children will:**

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).

***Kindergarten Teaching Practices:***

***Effective kindergarten teachers will:***

4. Have children explore two-dimensional and three-dimensional shapes through the use of pictures and various manipulatives and question the dimensionality of the shape (e.g., “Is this can of beans two or three dimensional? How do you know? What’s the name of the three dimensional shape?”).
5. Model the construction of shapes with various tools to encourage children to do the same (e.g., a group of children are given playdough and asked to create as many shapes as they can).
6. Provide children with materials they can manipulate to make various shapes (e.g., children are given tangrams and asked to create various shapes and identify them; children nibble crackers at snack time into various shapes).

If you wish to provide constructive suggestions for improving this document, please email [renee.whelan@doe.state.nj.us](mailto:renee.whelan@doe.state.nj.us).



**New Jersey Common Core Preschool Standards  
Correlated with Work Sampling System (WSS) Preschool Developmental Checklist Performance Indicators and  
Developmental Behavior Examples**

| <b>New Jersey Preschool Teaching and Learning Standards</b> | <b>Work Sampling System</b>               | <b>Work Sampling Online</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Standards</b>                                            | <b>Performance Indicators</b>             | <b>Developmental Guidelines</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Social/Emotional Development</b>                         | <b>I. Personal and Social Development</b> | <b>Online Drop-down Menu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 0.1: Children demonstrate self-confidence.                  | I.A.1. Demonstrates self-confidence.      | <p>Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident four year olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by:</p> <ul style="list-style-type: none"> <li>• showing excitement when the teacher announces that they will be going on a field trip;</li> <li>• singing songs at circle time;</li> <li>• teaching a word in sign language to a classmate;</li> <li>• entering the dramatic play area and choosing a role that fits the play of others;</li> <li>• sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;</li> <li>• adapting to playground games and becoming part of the action.</li> </ul> |
| 0.2: Children demonstrate self-direction.                   | I.A.2. Shows some self-direction.         | <p>Four year olds often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four year olds can make simple choices among activities, but</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                     |                                                    | <p>occasionally need support in trying new classroom activities. Examples of initiative and independence include:</p> <ul style="list-style-type: none"> <li>• finding materials with which to work, such as scissors, tape, and markers, for acting on an idea or desire (for example, making a pretend camera for "taking pictures");</li> <li>• finding and putting on one's own jacket, mittens, and hat before going outdoors;</li> <li>• deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;</li> <li>• trying a new activity (for example, soap painting or a cooking project), and pursuing it for a meaningful period of time;</li> <li>• playing with different children rather than the same friend or friends every day;</li> <li>• choosing one activity out of several and becoming involved with it;</li> <li>• responding positively to suggestions to try something new.</li> </ul> |
| <p>0.3: Children identify and express feelings.</p> | <p>I.D.4. Shows empathy and caring for others.</p> | <p>At four years of age, many children show that they are aware of the feelings of their classmates. Other four year olds need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. Examples of caring behavior include:</p> <ul style="list-style-type: none"> <li>• volunteering to sit next to a new child and helping the child with the procedures for snack;</li> <li>• expressing sadness to a friend whose pet has died;</li> <li>• going over to a friend who has fallen and giving comfort;</li> <li>• expressing appropriate feelings</li> </ul>                                                                                                                                                                                                                                             |



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|                                                                             |                                                                                                             | <p>(joy, sadness, fear) for characters in a story;</p> <ul style="list-style-type: none"> <li>• getting help for classmates who cannot get their boots on or cannot find their paintings to take home;</li> <li>• showing acceptance and support of a classmate with a physical disability.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 0.4: Children exhibit positive interactions with other children and adults. | <p>I.D.1. Interacts easily with one or more children.<br/>I.D.2. Interacts easily with familiar adults.</p> | <p>At age four, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many four year olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. Examples of interaction skills include:</p> <ul style="list-style-type: none"> <li>• playing with whomever is in the dramatic play area rather than only playing there when alone or with a special friend;</li> <li>• making decisions with another child about who will put out the cups and napkins and how many they will need;</li> <li>• working cooperatively with another child who is painting on the same side of the easel;</li> <li>• removing the toys from the sand table with a friend in order to start a new project;</li> <li>• talking (or using alternative communication) with another child to plan ways to build a block structure;</li> <li>• using rhythm instruments with several children</li> </ul> |
| 0.5: Children exhibit pro-social behaviors.                                 | <p>I.D.3. Participates in the group life of the class.<br/>I.D.4. Shows empathy and caring for others.</p>  | <p>Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                           |                                                                    | <p>establishing expectations. Four year olds are just beginning to play simple board and card games with rules. They show a growing ability to participate in the group life of the class by:</p> <ul style="list-style-type: none"> <li>• readily joining circle times, participating in clean-up time, and going to snack when it is ready;</li> <li>• noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area;</li> <li>• recognizing that a classmate is absent and asking the teacher about it;</li> <li>• suggesting silly and funny ideas for open-ended songs such as "Aiken Drum" or suggesting the animals for choruses of "Old MacDonald Had a Farm";</li> <li>• playing simple Lotto games or board games, such as Candy Land;</li> <li>• following the rules for leaving the classroom to go to the bathroom or another room in the building;</li> <li>• bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook.</li> </ul> |
| <p><b>Visual and Performing Arts</b></p>                                                                  | <p><b>The Arts</b></p>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1.1 Children express themselves through and develop an appreciation of creative movement and dance</p> | <p>IV.A.2 Participates in creative movement, dance, and drama.</p> | <p>Four year olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of familiar things, act out stories, and re-enact events from their own lives in dramatic play. Examples include:</p> <ul style="list-style-type: none"> <li>• using scarves, ribbons, or other materials to create special movements and dances;</li> <li>• dramatizing a story read aloud during circle time;</li> <li>• using movement to interpret or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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|                                                                                                        |                                                             | <p>imitate feelings, animals, and such things as plants growing or a rain storm;</p> <ul style="list-style-type: none"> <li>• dancing to a variety of different kinds of music, such as jazz, rock, ethnic, classical;</li> <li>• galloping, twirling, and "flying," or performing almost any other imaginative movement in response to music;</li> <li>• acting out the role of the mother in dramatic play;</li> <li>• creating innovative movements to accompany audio tapes or group singing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.2 Children express themselves through and develop an appreciation of music.                          | IV.A.1 Participates in group music experiences.             | <p>Four year olds quickly become involved in singing, finger plays, chants, musical instruments, and moving to music. They are usually quite unselfconscious when participating in music activities and can gain a sense of mastery if there are no expected outcomes or performances. Examples of involvement include:</p> <ul style="list-style-type: none"> <li>• participating in finger plays and musical games;</li> <li>• listening to music tapes during choice time;</li> <li>• starting and stopping the playing of their instruments when the piano or tape starts or stops;</li> <li>• knowing the words of oft-repeated songs, humming or singing them during other parts of the day;</li> <li>• using rhythm sticks or other instruments in time to a beat;</li> <li>• making up songs to accompany their play activities;</li> <li>• clapping hands in time to a song or a record, or copying the clapping beat of the teacher.</li> </ul> |
| 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling. | IV.A.2 Participates in creative movement, dance, and drama. | <p>Four year olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                         |                                                                                       | <p>familiar things, act out stories, and re-enact events from their own lives in dramatic play. Examples include:</p> <ul style="list-style-type: none"> <li>• using scarves, ribbons, or other materials to create special movements and dances;</li> <li>• dramatizing a story read aloud during circle time;</li> <li>• using movement to interpret or imitate feelings, animals, and such things as plants growing or a rain storm;</li> <li>• dancing to a variety of different kinds of music, such as jazz, rock, ethnic, classical;</li> <li>• galloping, twirling, and "flying," or performing almost any other imaginative movement in response to music;</li> <li>• acting out the role of the mother in dramatic play;</li> </ul> <p>creating innovative movements to accompany audio tapes or group singing.</p>                                                                                      |
| <p>1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</p> | <p>IV.A.3 Uses a variety of art materials for tactile experience and exploration.</p> | <p>Four year olds are very active, and can sustain attention to art activities for only limited periods of time. They engage in the artistic process with great enthusiasm, but show little desire to produce a product. This enables them to explore various media with freedom. They demonstrate exploration by:</p> <ul style="list-style-type: none"> <li>• trying a variety of materials and ways of using the materials (for example, using a big brush to paint broad strokes, single lines going this way and that, or combining colors);</li> <li>• experimenting with play dough by rolling and patting it, cutting it with cookie cutters, sticking things into it, or sometimes making it into an object;</li> <li>• drawing or otherwise creating backdrops for puppet shows or signs for block structures;</li> <li>• using new implements, such as Q-tips or straws, to paint a picture;</li> </ul> |



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|                                                                                                   |                                                      | <ul style="list-style-type: none"> <li>• constructing a symmetrical design with pattern blocks;</li> <li>• using chalk on the blackboard or on paper;</li> <li>• using stamps or other objects to print with paint or ink.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Health, Safety, and Physical Education</b>                                                     | <b>Physical Development and Health</b>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2.1 Children develop self-help and personal hygiene skills.                                       | VII.C.1 Performs some self-care tasks independently. | <p>Four year olds love performing self-care tasks and daily routines on their own. Sometimes they need guidance to avoid becoming silly or to remember what they are doing. They forget rules easily because they are busy with other thoughts, but they can usually meet expectations after verbal reminders. They show growing self-care skills by:</p> <ul style="list-style-type: none"> <li>• using the toilet independently;</li> <li>• washing and drying hands with only occasional reminders;</li> <li>• managing dressing tasks independently (such as putting on coats, pants, and boots);</li> <li>• pouring juice or milk from a small pitcher without spilling;</li> <li>• mastering zippers, buttons and some buckles (tying shoes is not yet expected);</li> <li>• using tissues to wipe their noses and throwing the tissues in the wastebasket.</li> </ul> |
| 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices. | VII.C.2 Follows basic health and safety rules.       | <p>Four year olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by:</p> <ul style="list-style-type: none"> <li>• trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what "nutritious" means;</li> <li>• acting out fire safety procedures (stop, drop, and roll);</li> </ul>                                                                                                                                                                                                                                          |

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|                                                                                                         |                                                | <ul style="list-style-type: none"> <li>• carrying scissors and pencils with points down to avoid accidents;</li> <li>• washing their hands after using the toilet or before snack and lunch;</li> <li>• standing far enough away from swings in use to avoid injury;</li> <li>• discussing the roles of dentists, doctors, and nurses in keeping people healthy;</li> <li>• covering their mouths when coughing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2.3 Children begin to develop an awareness of potential hazards in their environment.                   | VII.C.2 Follows basic health and safety rules. | <p>Four year olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by:</p> <ul style="list-style-type: none"> <li>• trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what "nutritious" means;</li> <li>• acting out fire safety procedures (stop, drop, and roll);</li> <li>• carrying scissors and pencils with points down to avoid accidents;</li> <li>• washing their hands after using the toilet or before snack and lunch;</li> <li>• standing far enough away from swings in use to avoid injury;</li> <li>• discussing the roles of dentists, doctors, and nurses in keeping people healthy;</li> <li>• covering their mouths when coughing.</li> </ul> |
| 2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills. | VII.A.1 Moves with some balance and control.   | <p>Four year olds are actively refining their gross motor control. They enjoy practicing skills and challenge themselves to jump farther or run faster than their friends. They can run more smoothly than at younger ages, hop on each foot several times, and climb up and down stairs using a more adult-like form. Four year olds show</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|  |                                                            | <p>their emerging skills by:</p> <ul style="list-style-type: none"> <li>• maintaining balance on a 2 x 4 balance beam that is close to the ground;</li> <li>• moving around the classroom on narrow paths between furniture without bumping into things;</li> <li>• developing mastery over running skills (such as quick stops, full circle turns, short 180 degree turns, speeding up and slowing down);</li> <li>• going up and down stairs alternating feet without holding onto the rail or the wall;</li> <li>• hopping several times on each foot;</li> <li>• galloping with a smooth gait and relative ease.</li> </ul>                                                                                                                                                                                                                                      |
|  | VII.A.2 Coordinates movements to perform simple tasks.     | <p>Four year olds are able to combine movements to accomplish increasingly challenging physical tasks. They can now kick balls, aim and throw bean bags, climb and swing on jungle gyms, and ride tricycles with increasing control. They love to practice these new skills in games, especially with adult companions. Ways they show increasing coordination include:</p> <ul style="list-style-type: none"> <li>• throwing a ball in the right direction, aiming at a target with reasonable accuracy;</li> <li>• catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling;</li> <li>• kicking a large ball with a two-step start;</li> <li>• riding a tricycle on a path around the playground;</li> <li>• using the slide, seesaw, or swings;</li> <li>• hitting a stationary target with an overhand throw.</li> </ul> |
|  | VII.B.1 Uses strength and control to perform simple tasks. | <p>Four year olds continue to develop fine motor skills through their participation in classroom activities. By using many different classroom materials (such as art materials and tools, manipulatives, and the workbench), they improve their hand and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|  |                                                                            | <p>finger strength and control. Examples of their efforts include:</p> <ul style="list-style-type: none"> <li>• using clothespins to hang paintings or pretend laundry;</li> <li>• putting Bristle Blocks or Pop-It beads together and pulling them apart;</li> <li>• pushing a cookie cutter into dough;</li> <li>• pulling the caps off markers and putting them back on firmly;</li> <li>• using the paper punch to make holes;</li> <li>• twisting the cap off a jar of paste;</li> <li>• cutting off tape with scissors or using the tape dispenser's serrated edge;</li> <li>• pulling apart Lego blocks with relative ease.</li> </ul>                                                                                                                                                                                                                                                                     |
|  | <p>VII.B.2 Uses eye-hand coordination to perform tasks.</p>                | <p>Four year olds demonstrate their eye-hand coordination skills as they start to construct with unit blocks, Tinker Toys, and Legos; put together puzzles; and experiment at the sand and water tables. Their artwork tends to become more complicated as they use newly mastered skills to create products. Examples of eye-hand coordination include:</p> <ul style="list-style-type: none"> <li>• zipping coats;</li> <li>• cutting on a line or around a large picture with scissors;</li> <li>• stringing beads or pasta with holes onto a length of yarn;</li> <li>• dressing dolls using snaps and buttons;</li> <li>• constructing or copying buildings and roads with the table blocks;</li> <li>• explaining to a classmate how to place individual puzzle pieces by matching shapes or colors or looking at picture clues;</li> <li>• using a hammer to try to pound nails into soft wood.</li> </ul> |
|  | <p>VII.B.3 Shows beginning control of writing, drawing, and art tools.</p> | <p>Four year olds are interested in the process of drawing and writing. However, the finished product is not as important to them as the process of creation. At this age,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                                                                                                |                                           | <p>children begin to use a more conventional grasp, and even practice making some letters for their names or for signs. Four year olds show their growing control over writing and drawing tools by:</p> <ul style="list-style-type: none"> <li>• drawing with markers and then deciding that the picture is a dog, a monster, or "me";</li> <li>• using chalk on the blackboard, pretending to write letters or numbers;</li> <li>• holding a pencil in a pincer grasp;</li> <li>• using glue sticks to paste a variety of items on their collages;</li> <li>• trying a variety of ways to make brush strokes at the easel.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Language Arts Literacy</b>                                                                  | <b>Language and Literacy</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>3.1 Children listen and respond to environmental sounds, directions, and conversations.</p> | <p>II.A.1 Gains meaning by listening.</p> | <p>Four year olds gain knowledge about their world by watching and listening. They acquire the skill to listen not only when they are spoken to one-on-one by adults and peers, but also to listen when they are spoken to as part of a group. This "group listening skill" is important for learning and acquiring information in school settings. Listening with understanding is enhanced as stories are read to large and small groups and as children participate in singing and chanting activities. Children show their developing listening skills by:</p> <ul style="list-style-type: none"> <li>• carrying on a conversation with another person that extends a thought or idea expressed to the group earlier;</li> <li>• responding to stories read to the whole class, rather than responding only when read to as part of a small group;</li> <li>• understanding a change in the morning activity schedule described by the teacher;</li> <li>• watching and listening to a video and discussing the story later in the day;</li> <li>• listening to audio-taped stories and</li> </ul> |

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|                                                                                                                                                                      |                                                                         | showing understanding through body language, pointing to appropriate pictures, or retelling what they heard.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3.2 Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences. | II.B.1 Speaks clearly enough to be understood without contextual clues. | <p>By four years of age, children usually speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. Four year olds generally use correct syntax, but sometimes over generalize rules (for example, "We goed to the store."). Although they may still make some articulation errors, the length of their utterances and the grammatical complexity of their language is increasing. Evidence of this includes:</p> <ul style="list-style-type: none"> <li>• speaking clearly enough so that a classroom visitor knows what they are saying;</li> <li>• accurately delivering a message from home to the teacher;</li> <li>• using common social conventions, such as "please" or "thank you," although often needing reminders;</li> <li>• communicating in a way that other children understand what is being said without constantly having to ask, "What did you say?";</li> <li>• telling the class about the trip to visit their grandmother;</li> <li>• using sign language to indicate who they want to sit next to on the trip to the apple orchard.</li> </ul> |
|                                                                                                                                                                      | II.B.2 Uses expanded vocabulary and language for a variety of purposes. | Four year olds are expanding their vocabulary daily through exposure to books, trips, and other classroom activities. At the same time, they are beginning to converse about objects and events that are not physically present, are somewhat abstract, or that they remember from the past. They are learning the social rules for conversation, but continue to have difficulty staying on topic in a group discussion. By this age, children are proficient enough with speech and language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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|                                                   |                                                  | <p>skills so that they can be creative and humorous in their explorations of how words work and sound. Examples include:</p> <ul style="list-style-type: none"> <li>• waiting for their turn to speak before announcing the arrival of their new puppy;</li> <li>• using words to communicate their feelings;</li> <li>• telling a classroom visitor about the different trucks in the truck area, using the appropriate terminology;</li> <li>• adding a relevant idea to another child's comment;</li> <li>• telling jokes and giggling, even though they do not understand the significance of the word relationships in jokes and puns (for example, Knock-Knock jokes);</li> <li>• asking questions related to the current topic of discussion;</li> <li>• thinking up rhyming words for a song or finger play.</li> </ul>                                                                                             |
| 3.3 Children demonstrate emergent reading skills. | II.C.1 Shows appreciation for books and reading. | <p>Depending on how often they have been read to at home and in other situations, children come to preschool with varying abilities to enjoy and understand the written word. By four, children can begin to learn about authors and illustrators, and enjoy making their own books. Children are encouraged to want to read when they are read to, taught how to handle books, and asked to respond to stories. Children show interest in books and in reading by:</p> <ul style="list-style-type: none"> <li>• recognizing specific books by their covers;</li> <li>• looking at books in an orderly fashion, turning one page at a time, going from front to back;</li> <li>• pretending to read by pointing to words with one finger as they recite the text;</li> <li>• listening or attending to a story without becoming distracted;</li> <li>• asking questions about the details of a story just heard;</li> </ul> |

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|  |                                                               | <ul style="list-style-type: none"><li>• improvising dialogue for the re-enactment of a story in the dramatic play area;</li><li>• asking to have a favorite book read during choice time;</li><li>• creating voices for characters in books;</li><li>• "reading" an unfamiliar book by looking at the pictures and guessing what the story might be about.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | II.C.2 Shows beginning understanding of concepts about print. | <p>Four year olds are beginning to learn how print works. They understand that speech can be written down and then read, and that the print on a page conveys the story. They have some awareness that reading is done from top to bottom and left to right, and are beginning to acquire the concept of "a word." Four year olds understand that print takes different forms (for example, grocery lists, signs, stories) and that it can be read for enjoyment as well as for informational purposes. Children demonstrate a growing understanding of print by:</p> <ul style="list-style-type: none"><li>• protesting when a different version of a familiar story is read because they know that the words in a storybook do not change;</li><li>• asking the teacher for help in making a sign for the dramatic play area that says "Doctor's Office" or "Clinic";</li><li>• pointing to words using a left to right progression when "reading" picture books;</li><li>• writing a series of scribbles separated by spaces under a drawing of a truck;</li><li>• checking the classroom job chart to find out whose job it is to feed the gerbil;</li><li>• recognizing some letters, especially those in their own names;</li><li>• labeling signs in their environment such as the "Exit" sign over the door;</li></ul> |



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|  |                                                               | <ul style="list-style-type: none"> <li>pointing to letters in a book that also appear in their names.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <p>II.C.3 Begins to develop knowledge about letters.</p>      | <p>As four year olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they "own" letters ("that's my 'S'") or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in varied contexts, and match a few sounds with letters. They show increasing knowledge about letters by:</p> <ul style="list-style-type: none"> <li>differentiating and correctly identifying some letters by their shapes;</li> <li>recognizing letters in a specific context only (for example, labeling the "K" in K-Mart, but not the "K" in Kathy);</li> <li>guessing a word by recognizing its initial letter ("reads" all words beginning with "s" as "stop");</li> <li>announcing, "My name and Tonya's name start with the letter 'T'";</li> <li>identifying upper case letters as they sing the alphabet song;</li> <li>naming the letters in their first names as they attempt to write their names.</li> </ul> |
|  | <p>II.C.4 Comprehends and responds to stories read aloud.</p> | <p>As four year olds become involved with familiar stories, their comprehension grows. They begin retelling stories in a variety of ways (looking at the pictures and making up the text, acting out part of the story in dramatic play, or telling the story using a flannel board) and asking why things happened as they did. With teacher guidance, they can begin to guess or make predictions about what will happen next and to connect the story to their own experiences. Four year olds show their comprehension of stories by:</p> <ul style="list-style-type: none"> <li>acting out a familiar story with their</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                          |                                                                                   | <p>classmates;</p> <ul style="list-style-type: none"> <li>• asking questions and making comments about a story;</li> <li>• retelling the main events of a story just read or told by the teacher;</li> <li>• telling about when the family car was towed after hearing a story about a tow truck;</li> <li>• guessing what will happen next by looking at the picture on the following page;</li> <li>• commenting on the actions described in a story (guessing why the monkeys threw down the caps from the tree in Caps for Sale);</li> <li>• "reading," using visual cues to remember the words of their favorite stories;</li> <li>• making up original or creative endings for stories.</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <p>3.4 Children demonstrate emergent writing skills.</p> | <p>II.D.1 Represents ideas and stories through pictures, dictation, and play.</p> | <p>Four year olds continue to investigate how symbols can stand for or represent other things. Before they can learn to write, children must first realize that letters and words are symbols which represent spoken words and stories. They know that labels on toy shelves tell where to put the toys, that the print in books tells the teacher what to read, and that their own drawings can represent their feelings, ideas, and experiences. They continue to gain experience with representation by:</p> <ul style="list-style-type: none"> <li>• retelling the story Caps for Sale using cutouts of colored hat shapes;</li> <li>• pretending to be a doctor in the dramatic play area and "writing" on a patient's chart;</li> <li>• dictating a story about a picture and asking the teacher to write it down;</li> <li>• building a block structure to represent the fire station in a story and asking the teacher for help writing "Fire Station";</li> <li>• drawing a monster shape to go</li> </ul> |



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|  |                                                                                | <p>along with There's a Monster in my Closet;</p> <ul style="list-style-type: none"> <li>• drawing lots of colored circles with chalk and telling a friend that all the circles are bubbles like the ones they made at the water table;</li> <li>• dramatizing familiar stories, such as Three Little Pigs or Brown Bear, Brown Bear;</li> <li>• using flannel board cutouts to retell a story.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <p>II.D.2 Uses letter-like shapes, symbols, and letters to convey meaning.</p> | <p>As children observe the teacher making lists and putting names on art work, they often want to write for themselves. Position of letters on the paper, actual formation of the letters, and correct order are not yet part of most four year olds' repertoires. Many children become interested in writing their names and perhaps a few other significant words, while others will continue to ask for words to be written for them. Children's efforts to write at this age include:</p> <ul style="list-style-type: none"> <li>• making rows of squiggles and shapes on a paper and calling it writing;</li> <li>• labeling a drawing with several randomly placed letter-like shapes;</li> <li>• writing their own names from memory on their art work;</li> <li>• spontaneously writing uppercase letters they know;</li> <li>• copying letters from signs and labels posted around the room, enjoying the power of doing "real writing";</li> <li>• making shopping lists consisting of pictures, scribbles, and letter-like shapes in the dramatic play area before going to the grocery store;</li> <li>• beginning to write several letters correctly;</li> <li>• asking the teacher to write a word or specific letters so they can copy these examples.</li> </ul> |
|  | <p>II.D.3 Understands purposes for writing.</p>                                | <p>Although four year olds do not write conventionally, their understanding of the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                       |                                                                      | <p>power of writing is growing. Through repeated exposure to different types of writing and environmental print, they learn that writing can fulfill many different functions (for example, telling stories, conveying messages in a letter, describing the directions for a game) and that writing can be read for enjoyment as well as for information. Examples include:</p> <ul style="list-style-type: none"> <li>• pretending to use a telephone book in the dramatic play area to find the phone number of a friend, then writing some numerals on a note pad;</li> <li>• using letter stamps to represent words and then "reading" the message or story to another person;</li> <li>• asking the teacher for help creating signs for the dramatic play area, such as "Hospital" or "Stay out";</li> <li>• making grocery lists by writing lines across a note pad and taking the lists to the shopping center in the dramatic play area;</li> <li>• drawing lines and squiggles across a page and asking the teacher to "Mail this letter to my friend Aisha";</li> <li>• writing orders in a restaurant created in the dramatic play area.</li> </ul> |
| <p><b>Mathematics</b></p>                                                             | <p><b>Mathematical Thinking</b></p>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>4.1 Children demonstrate an understanding of numbers and numerical operations.</p> | <p>III.B.1 Shows beginning understanding of number and quantity.</p> | <p>Four year olds can count five to ten objects meaningfully using one-to-one correspondence, and some can count verbally up to 20 or 30. Most four year olds understand that the last number named in the collection represents the last object as well as the total number of objects. They are just learning that the next number in the counting sequence is one more than the number just named and continue to explore the meaning of "more" and "less." Examples include:</p> <ul style="list-style-type: none"> <li>• pointing to each object they count and assigning the appropriate number to it;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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|                                                                                           |                                                                           | <ul style="list-style-type: none"> <li>• recognizing that there are four blocks without counting them;</li> <li>• commenting that there are more cars than tow trucks in the block area;</li> <li>• telling a friend who is first in line, "I am second";</li> <li>• adding a friend's two yellow beads to their own two yellow beads and saying, "I have four beads";</li> <li>• filling in the next number when the teacher says "4, 5, 6, ...";</li> <li>• counting footsteps, jumps, or repetitions of exercises;</li> <li>• counting out six yellow trucks from the box of trucks;</li> <li>• counting by rote as high as they can go.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>4.2 Children develop knowledge of spatial concepts (e.g., shapes and measurement).</p> | <p>III.D.1 Begins to recognize and describe the attributes of shapes.</p> | <p>Four year olds begin to notice similarities and differences in the attributes of different shapes if attention is drawn to shapes in the classroom and environment. With encouragement, four year olds can recognize different variations of shapes (for example, equilateral triangles and isosceles triangles are all triangles), identify particular shapes in different orientations as being the same shape, and label shapes and discuss their characteristics. Demonstrating familiarity with geometric shapes includes:</p> <ul style="list-style-type: none"> <li>• pointing out a triangle and counting its sides;</li> <li>• labeling shapes by their feel rather than visually (for example, identifying shape blocks in a "feely box");</li> <li>• locating individual shapes in pictures composed of overlapping shapes;</li> <li>• announcing that a shape on a poster looks like "a triangle with its head cut off";</li> <li>• matching and sorting shapes;</li> <li>• recognizing an isosceles triangle as a triangle even when it is shown</li> </ul> |

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|  |                                                                                         | <ul style="list-style-type: none"> <li>• without a horizontal base;</li> <li>• finding all the triangles that are exactly the same size;</li> <li>• copying a shape or series of shapes after seeing them for a few seconds;</li> <li>• identifying and labeling shapes found in the environment;</li> <li>• making pictures with cut-out shapes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <p>III.D.2 Shows understanding of and uses several positional words.</p>                | <p>Four year olds continue to develop spatial sense, which is the awareness of themselves in relation to the people and objects around them. They acquire the vocabulary of position and begin to learn about direction, distance, and location. By age four, children should understand a number of positional and directional words, such as "above," "below," "under," "beside," and "behind." They demonstrate this understanding by:</p> <ul style="list-style-type: none"> <li>• knowing where to stand if asked to stand behind a classmate in the line;</li> <li>• putting the bedroom dollhouse furniture in the same arrangement as the furniture in their apartments;</li> <li>• using distance words like "near" and "far";</li> <li>• verbalizing their positions as they work and play;</li> <li>• going over to sit beside (or in front of) a classmate when asked to do so;</li> <li>• placing felt cutouts of trees, a sandbox, swing, and slide to make a map of the playground;</li> <li>• putting the ball under the chair when asked to do so;</li> <li>• holding the flag above their heads;</li> <li>• using positional words when building block structures, or in musical games.</li> </ul> |
|  | <p>III.E.1 Orders, compares, and describes objects according to a single attribute.</p> | <p>Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|  |                                                      | <p>seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four year olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which things are bigger, longer, shorter, or heavier. Demonstration of seriation and comparison skills includes:</p> <ul style="list-style-type: none"> <li>• placing three crayons on the table, from the shortest to the longest, or the fattest to the thinnest;</li> <li>• taking leaves brought in from a class walk and arranging them from biggest to smallest;</li> <li>• noticing which children in the class are taller and which are shorter;</li> <li>• "measuring" with a friend to find out who has the longer string of beads;</li> <li>• figuring out with a classmate who has the bigger cookie;</li> <li>• arranging four children in a line from shortest to tallest;</li> <li>• using measurement words during the school day.</li> </ul> |
|  | <p>III.E.2 Participates in measuring activities.</p> | <p>As four year olds learn about their world, they begin to explore length, height, and weight, although understanding weight is still difficult for them. They have limited awareness of time, although many four year olds recognize how events are sequenced (first we eat snack, then we have free time, then we go to the gym). Four year olds are curious and interested in the measuring tools that adults use and are eager to explore with them. Examples of measuring skills include:</p> <ul style="list-style-type: none"> <li>• measuring the table with unit blocks, and noting that it is four blocks long;</li> <li>• noting that they can fill the large bowl in the sand table with three small cups of sand;</li> <li>• trying to balance the scale by putting various objects on each</li> </ul>                                                                                                                                                                                                                        |

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|                                                                                          |                                                                                  | <ul style="list-style-type: none"> <li>side;</li> <li>• holding their hands about a foot apart to show how long their play dough snakes are;</li> <li>• using measuring cups and spoons during a classroom cooking activity;</li> <li>• using measuring tools at the workbench or water table;</li> <li>• measuring the length of a block road or the height of a block tower;</li> <li>• knowing that the bus driver will come to pick them up after they play outside;</li> <li>• labeling times of the day as morning or night time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4.3 Children understand patterns, relationships, and classification.                     | III.E.1 Orders, compares, and describes objects according to a single attribute. | <p>Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four year olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which things are bigger, longer, shorter, or heavier. Demonstration of seriation and comparison skills includes:</p> <ul style="list-style-type: none"> <li>• placing three crayons on the table, from the shortest to the longest, or the fattest to the thinnest;</li> <li>• taking leaves brought in from a class walk and arranging them from biggest to smallest;</li> <li>• noticing which children in the class are taller and which are shorter;</li> <li>• "measuring" with a friend to find out who has the longer string of beads;</li> <li>• figuring out with a classmate who has the bigger cookie;</li> <li>• arranging four children in a line from shortest to tallest;</li> <li>• using measurement words during the school day.</li> </ul> |
| 4.4 Children use mathematical knowledge to represent, communicate, and solve problems in | III.A.1 Begins to use simple strategies to solve mathematical problems.          | Four year olds encounter real life mathematical problems throughout the day:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| <p>their environment.</p>                   |                                                                                                      | <p>How many cartons of milk do we need for snack? How can I fit these boxes together? How many days until we go to the zoo? With guidance, and in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways, and offer basic explanations for their solutions. Examples include:</p> <ul style="list-style-type: none"> <li>• asking a friend if there are "more people in your house or in mine?";</li> <li>• trying to find a way to keep building a house with blocks, even though the long rectangular blocks have all been used;</li> <li>• asking a friend for a particular pattern block to complete a design;</li> <li>• figuring out how many small cups it takes to fill the pitcher at the water table;</li> <li>• wondering aloud how they can make their balls of play dough into a snake as long as the teacher's;</li> <li>• deciding who is older if one child is 4 and another is 4 1/2;</li> <li>• guessing that there are enough cups for everyone;</li> <li>• making a pattern of colored lines- red, yellow, red, yellow-at the art table.</li> </ul> |
| <p><b>Science</b></p>                       | <p><b>Scientific Thinking</b></p>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>5.1 Children develop inquiry skills.</p> | <p>IV.A.1 Asks questions and uses senses to observe and explore materials and natural phenomena.</p> | <p>Exploration is the heart of the four year old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations. Examples include:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                |                                                                  | <ul style="list-style-type: none"> <li>• exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows;</li> <li>• observing ice cubes or snow at room temperature to see what happens;</li> <li>• listening to sounds from outside and identifying the sources (for example, "That's a truck, that's an airplane, that's a dog barking.");</li> <li>• taking apart a flashlight to see what is inside;</li> <li>• wondering where frost comes from that appears on windows after cold nights;</li> <li>• expressing awe and asking, "Why?" when the cream they shook in a jar turns into butter;</li> <li>• testing magnetism by touching many different objects with a magnet;</li> <li>• mixing colors (paints, markers, food coloring in water) to see what happens;</li> <li>• making sounds by blowing into cardboard tubes of different lengths;</li> <li>• trying to make the water table wheel move by pouring water on it;</li> <li>• observing various things or processes and guessing the answers to "why" and "what" questions.</li> </ul> |
| <p>5.2 Children observe and investigate matter and energy.</p> | <p>IV.A.2 Uses simple tools and equipment for investigation.</p> | <p>Four year olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. Children show interest in using tools for scientific investigation by:</p> <ul style="list-style-type: none"> <li>• trying to sift a variety of materials through a sieve to see what will go through and what will not;</li> <li>• using a hand lens to look at ridges on an earthworm;</li> <li>• using an eye dropper to drop color in glasses of water;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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|                                                     |                                                                                               | <ul style="list-style-type: none"> <li>• getting a better look at a bird at the birdfeeder with binoculars;</li> <li>• observing objects through a hand lens and then through a simple microscope;</li> <li>• using a wire whisk to whip up bubbles in a bowl.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5.3 Children observe and investigate living things. | IV.A.1 Asks questions and uses senses to observe and explore materials and natural phenomena. | <p>Exploration is the heart of the four year old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations. Examples include:</p> <ul style="list-style-type: none"> <li>• exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows;</li> <li>• observing ice cubes or snow at room temperature to see what happens;</li> <li>• listening to sounds from outside and identifying the sources (for example, "That's a truck, that's an airplane, that's a dog barking.");</li> <li>• taking apart a flashlight to see what is inside;</li> <li>• wondering where frost comes from that appears on windows after cold nights;</li> <li>• expressing awe and asking, "Why?" when the cream they shook in a jar turns into butter;</li> <li>• testing magnetism by touching many different objects with a magnet;</li> <li>• mixing colors (paints, markers, food coloring in water) to see what happens;</li> </ul> |

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|                                                 |                                                                                               | <ul style="list-style-type: none"> <li>• making sounds by blowing into cardboard tubes of different lengths;</li> <li>• trying to make the water table wheel move by pouring water on it;</li> </ul> <p>observing various things or processes and guessing the answers to "why" and "what" questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5.4 Children observe and investigate the Earth. | IV.A.1 Asks questions and uses senses to observe and explore materials and natural phenomena. | <p>Exploration is the heart of the four year old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations. Examples include:</p> <ul style="list-style-type: none"> <li>• exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows;</li> <li>• observing ice cubes or snow at room temperature to see what happens;</li> <li>• listening to sounds from outside and identifying the sources (for example, "That's a truck, that's an airplane, that's a dog barking.");</li> <li>• taking apart a flashlight to see what is inside;</li> <li>• wondering where frost comes from that appears on windows after cold nights;</li> <li>• expressing awe and asking, "Why?" when the cream they shook in a jar turns into butter;</li> <li>• testing magnetism by touching many different objects with a magnet;</li> <li>• mixing colors (paints, markers, food coloring in water) to see what</li> </ul> |



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|                                                                                                |                                                                                              | <p>happens;</p> <ul style="list-style-type: none"> <li>• making sounds by blowing into cardboard tubes of different lengths;</li> <li>• trying to make the water table wheel move by pouring water on it;</li> </ul> <p>observing various things or processes and guessing the answers to "why" and "what" questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>5.5 Children gain experience in using technology.</p>                                       | <p>IV.A.2 Uses simple tools and equipment for investigation.</p>                             | <p>Four year olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. Children show interest in using tools for scientific investigation by:</p> <ul style="list-style-type: none"> <li>• trying to sift a variety of materials through a sieve to see what will go through and what will not;</li> <li>• using a hand lens to look at ridges on an earthworm;</li> <li>• using an eye dropper to drop color in glasses of water;</li> <li>• getting a better look at a bird at the birdfeeder with binoculars;</li> <li>• observing objects through a hand lens and then through a simple microscope;</li> </ul> <p>using a wire whisk to whip up bubbles in a bowl.</p> |
| <p><b>Social Studies, Family, and Life Skills</b></p>                                          | <p><b>Social Studies</b></p>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>6.1 Children identify unique characteristics of themselves, their families, and others.</p> | <p>V.A.1 Identifies similarities and differences in personal and family characteristics.</p> | <p>Four year olds notice similarities and differences among themselves and others. Initially they focus on physical characteristics and family habits. With teacher guidance, they begin to show awareness that people are members of different cultural groups that have different habits, traditions, and customs. Examples include:</p> <ul style="list-style-type: none"> <li>• coloring or painting an outline of themselves (body tracing) with colors of clothing and hair and eyes that match their own;</li> <li>• looking at each person's skin and exploring the different colors and</li> </ul>                                                                                                                                                                                 |

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|                                                                      |                                                    | <ul style="list-style-type: none"> <li>shades of each;</li> <li>• noticing that some people speak differently than others and helping the teacher make a chart showing names of objects in two or three different languages;</li> <li>• noting, "Tasha's family is different because she has two brothers and I have two sisters";</li> <li>• talking about grandparents and discussing how they look different from children;</li> <li>• enjoying different poems, songs, and stories about a variety of people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6.2 Children become contributing members of the classroom community. | I.D.3 Participates in the group life of the class. | <p>Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four year olds are just beginning to play simple board and card games with rules. They show a growing ability to participate in the group life of the class by:</p> <ul style="list-style-type: none"> <li>• readily joining circle times, participating in clean-up time, and going to snack when it is ready;</li> <li>• noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area;</li> <li>• recognizing that a classmate is absent and asking the teacher about it;</li> <li>• suggesting silly and funny ideas for open-ended songs such as "Aiken Drum" or suggesting the animals for choruses of "Old MacDonald Had a Farm";</li> <li>• playing simple Lotto games or board games, such as Candy Land;</li> </ul> |



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|                                                                   |                                                            | <ul style="list-style-type: none"> <li>• following the rules for leaving the classroom to go to the bathroom or another room in the building;</li> <li>• bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6.3 Children demonstrate knowledge of neighborhood and community. | V.D.1 Describes the location of things in the environment. | <p>Understanding the concept of location provides the foundation for geographic thinking. Four year olds show they understand location by placing objects in specific positions in the surrounding environment or noticing how objects are spatially related to one another ("The yellow house is very far away."). They can become quite enthusiastic about matching objects to their usual geographic locations (a toaster in the kitchen, a bed in the bedroom, a tree in the park). Examples include:</p> <ul style="list-style-type: none"> <li>• placing pictures of common household items in the proper rooms of a prepared house floor plan and explaining why they go there;</li> <li>• using the teacher's clue that "The markers are below the pencils" to locate the markers on the shelf;</li> <li>• talking about the stores they visit and what is in them;</li> <li>• using a flannel board to show the order of stores on their main street;</li> <li>• following a simple treasure hunt map within the classroom.</li> </ul> |
|                                                                   | V.D.2 Shows awareness of the environment.                  | <p>Interest in the environment is very concrete for four year old children. Initially they notice major changes in their environment. With teacher support, they can begin to understand how people affect the environment by relating it to the classroom and to their own yards and neighborhoods. They show a growing understanding by:</p> <ul style="list-style-type: none"> <li>• noticing new displays or materials in the classroom;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                 |                                                                           | <ul style="list-style-type: none"> <li>• sharing information about the progress of the road repairs they saw on their way to school;</li> <li>• discussing reasons for not picking flowers on the walk they recently took;</li> <li>• explaining to a classmate why a passageway must be kept uncluttered for visually and physically impaired classmates;</li> <li>• discussing how the classroom would look if everyone dropped tissues on the floor or didn't wash the table after finger painting;</li> <li>• talking about why it would be hard to play with the blocks if they were all over the classroom, rather than in one place.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>6.4 Children demonstrate awareness of the cultures within their classroom and community.</p> | <p>V.B.1 Begins to understand family needs, roles, and relationships.</p> | <p>Four year olds are very interested in learning about family roles and relationships. Through dramatic play and conversation, they actively explore the jobs family members perform to meet the family's needs (working, preparing dinner, driving the car, taking care of children). When they realize that a classmate's family structure differs from theirs, they want to explore those differences. Examples include:</p> <ul style="list-style-type: none"> <li>• role-playing a variety of family members in the dramatic play area using words and/or actions;</li> <li>• talking with the teacher or each other about when their mommies or grandpas go to work and what they do there;</li> <li>• bringing in props from family members' work, such as hard hats, briefcases, or guitars, and using them during dramatic play;</li> <li>• contributing to a class chart that lists each child, their family members, and the jobs each person does to help the rest of the family (shopping, cooking, cleaning,</li> </ul> |



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|  |                                                                                 | <p>reading bedtime stories, washing clothes, taking out the trash, etc.);</p> <ul style="list-style-type: none"> <li>• asking questions about other families (for example, how they celebrate holidays, where they go to church, or who goes to work).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p>V.B.2 Describes some people's jobs and what is required to perform them.</p> | <p>In addition to understanding family roles, four year olds are also interested in knowing more about the community members they encounter in their lives. With encouragement, they will expand their interest beyond firefighters and police officers to include storekeepers, postal workers, nurses, doctors, garbage collectors, road builders, and others. They can identify a variety of common jobs, give simple explanations about what workers do, and identify some tools used to perform specific jobs. Examples include:</p> <ul style="list-style-type: none"> <li>• experimenting with a cash register, postal scale, stethoscope, or other occupational tools in dramatic play;</li> <li>• acting out in dramatic play how the shoe salesperson helps you buy shoes;</li> <li>• using the flannel board to recall a trip to an orchard, and showing how apples are picked and packed;</li> <li>• looking at books to identify the various machines used for road construction;</li> <li>• asking for props to role play a community worker (a firefighter's hat or a police officer's whistle and white gloves).</li> </ul> |
|  | <p>V.C.1 Demonstrates awareness of rules.</p>                                   | <p>Four year olds can be very strict about adhering to classroom rules. They like having clear rules and prefer that rules be followed. They can begin to understand, with guidance, why rules are important for cooperative living. They show an understanding of rules by:</p> <ul style="list-style-type: none"> <li>• helping to make the rules for free choice (for example, only four people at the sand table) and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                                                                                                                                           |    | <p>beginning to understand why such rules are helpful;</p> <ul style="list-style-type: none"> <li>• following rules on the playground, such as no bumping into people when you are on the tricycle or your "license" will be taken away;</li> <li>• accepting that they have to wait before painting because the easels are full;</li> <li>• explaining to a classmate why the hamster cannot be taken out of its cage;</li> <li>• stating the "no hitting" rule;</li> <li>• using a personal symbol or name tag to save a place at an interest area.</li> </ul> |
| <b>World Languages</b>                                                                                                                                                                    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7.1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own. | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Technology</b>                                                                                                                                                                         |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8.1 Navigate simple on screen menus.                                                                                                                                                      | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8.2 Use electronic devices independently.                                                                                                                                                 | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8.3 Begin to use electronic devices to communicate.                                                                                                                                       | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8.4 Use common technology vocabulary.                                                                                                                                                     | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8.5 Begin to use electronic devices to gain information.                                                                                                                                  | NA |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



**New Jersey Common Core English Language Arts Standards  
Correlated with Work Sampling System (WSS) Kindergarten Developmental Checklist Performance Indicators**

| New Jersey Common Core Reading: Literature                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                    |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Related WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, retell familiar stories, including key details.</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p> | <p>II A 1. Gains meaning by listening (e.g., asking a question to clarify their understanding of a video about bears; understanding the message or story expressed in a book, audiotape or CD-ROM).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., answering questions and adding their own comments about a story as it is being read; retelling a story in sequential order [beginning, middle, and end]; predicting what will happen to characters in a story based on the characters' actions thus far).</p>                                                                                                                                                                                | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>I D 2. Interacts easily with familiar adults.</p> <p>II A 1. Gains meaning by listening.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> |
| <p><b>Craft and Structure</b></p> <p>4. Ask and answer questions about unknown words in a text.</p>                                                                                                                                                                                                                     | <p>I C 1. Shows eagerness and curiosity as a learner (e.g., showing interest in and asking questions about stories and events related by other children).</p> <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., asking "how" and "why" questions in sentence form rather than by using only a word or two).</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., wondering what the word "environment" means and discussing possible definitions in the context of hearing an informational book read aloud).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction (e.g., answering questions and adding their own comments about a story as it is being read).</p> | <p>I D 2. Interacts easily with familiar adults.</p> <p>II C 1. Shows interest in and knowledge about books.</p>                                                                                                                                                                                                                                                   |

| Reading: Literature                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                 | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                       | Related WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>5.</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>                    | <p>II C 2. Shows some understanding of concepts about print (e.g., recognizing different types of text [storybooks, poems, newspapers, grocery lists, signs, letters, labels]; asking whether they are the “author” of the story they dictated to the teacher).</p>                                                                                               | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II C 3. Comprehends and responds to fiction and non-fiction.</p>                                                                                                                                                                                                                |
| <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> | <p>II C 3. Comprehends and responds to fiction and non-fiction (e.g., looking at pictures in a book and predicting what will happen next).</p> <p>II D 1. Represents stories through pictures, dictation, and play (e.g., drawing the caterpillar from <i>The Very Hungry Caterpillar</i> and adding more details after talking about it with their teacher).</p> | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II C 3. Comprehends and responds to fiction and non-fiction.</p>                                                                                                                                                                                                                |
| <p><b>8.</b> (Not applicable to literature)</p>                                                                                                                                                                                          | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                         | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>                                                                                                      | <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., predicting what will happen to characters in a story based on the characters’ actions thus far).</p> <p>II D 1. Represents stories through pictures, dictation, and play (e.g., dramatizing a story to the teacher about the class trip to the farm).</p>                              | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>I D 2. Interacts easily with familiar adults.</p> <p>II A 1. Gains meaning by listening.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II C 3. Comprehends and responds to fiction and non-fiction.</p> <p>V A 1. Identifies similarities and differences in people’s characteristics, habits, and living patterns</p> |



| Reading: Literature                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Kindergarten Common Core State Standards                                                                                                                  | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                 | Related WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10.</b> Actively engage in group reading activities with purpose and understanding.</p> | <p>I D 3. Participates in the group life of the class (e.g., taking part in group activities, such as circle, music, or story time).</p> <p>II C 1. Shows interest in and knowledge about books and reading (e.g., listening attentively to a story and saying why they liked it).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., answering questions and adding their own comments about a story as it is being read).</p> | <p>I A 1. Demonstrates self-confidence.</p> <p>I B 1. Follows classroom rules and routines.</p> <p>I D 1. Interacts easily with one or more children.</p> <p>I D 2. Interacts easily with familiar adults.</p> <p>II A 1. Gains meaning by listening.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> |

| Reading: Informational Text                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                  | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Related WSS Performance Indicators                                                                                                                                                                                                                                                                                           |
| <p><b>Key Ideas and Details</b></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>II A 1. Gains meaning by listening (e.g., asking a question to clarify their understanding of a video about bears; understanding the message or story expressed in a book, audiotape or CD-ROM).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., answering questions and adding their own comments about a story as it is being read; retelling a story in sequential order [beginning, middle, and end]; predicting what will happen to characters in a story based on the characters' actions thus far).</p>                                                                                                                                                                                                                                                                                           | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>I D 2. Interacts easily with familiar adults.</p>                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>II A 1. Gains meaning by listening.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II D 1. Represents stories through pictures, dictation, and play.</p> |
| <p><b>Craft and Structure</b></p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p>                                                                                                                                                                 | <p>II A 1. Gains meaning by listening (e.g., asking a question to clarify their understanding of a video about bears).</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., noticing a word they don't understand when listening to a story and guessing what they word means from how it is used).</p> <p>II C 2. Shows some understanding of concepts about print (e.g., finding the front of the book, turning to the first page of text before they begin reading, pointing to where the teacher should begin reading then turning the pages one by one).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., answering questions and adding their own comments about a story as it is being read; retelling a story in sequential order [beginning, middle, and end])</p> | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>I D 2. Interacts easily with familiar adults.</p>                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>II A 1. Gains meaning by listening.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II D 1. Represents stories through pictures, dictation, and play.</p> |
| <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>                                                                                                                                                                                                                                         | <p>II C 1. Shows interest in and knowledge about books and reading. (see <i>rationale</i> detailed in Guidelines for example)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>V B 2. Describes some people's jobs and what is required to perform them.</p>                                                                                                                                                                                                                                             |



| Reading: Informational Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Related WSS Performance Indicators                                                                                                                                                                             |
| <p><b>Integration and Knowledge of Ideas</b></p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., asking “how” and “why” questions in sentence form rather than by using only a word or two).</p>                                                                                                                                                                                                                                                                                                                                     | <p>I C 1. Shows eagerness and curiosity as a learner.</p> <p>I D 2. Interacts easily with familiar adults.</p>                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., asking questions relevant to an event reported by another child).</p> <p>II C 1. Shows interest in and knowledge about books (e.g., noticing that the book they are looking at has the same kind of drawings as a Richard Scarry book they have at home).</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., looking at pictures in a book and predicting what will happen next)</p> | <p>II A 1. Gains meaning by listening.</p> <p>II C 1. Shows interest in and knowledge about books.</p> <p>II D 1. Represents stories through pictures, dictation, and play.</p>                                |
| <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>I D 3. Participates in the group life of the class (e.g., taking part in group activities such as circle, music, or story time).</p>                                                                                                                                                                                                                                                                                                                                                            | <p>I A 1. Demonstrates self-confidence.</p> <p>I B 1. Follows simple classroom rules and routines.</p> <p>I D 1. Interacts with one or more children.</p> <p>I D 2. Interacts easily with familiar adults.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., participating in conversations around the snack table or on the playground, speaking loudly enough to be heard by the group).</p>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., asking questions relevant to an event reported by another child).</p>                                                                                                                                                                                                                                                                                                                                            | <p>II A 1. Gains meaning by listening.</p> <p>II D 1. Represents stories through pictures, dictation, and play.</p>                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II C 1. Shows interest in and knowledge about books (e.g., listening attentively to a story and saying why they liked that story).</p>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II C 4. Comprehends and responds to fiction and non-fiction text (e.g., answering questions and adding their own comments about a story as it is being read).</p>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |

| Reading: Foundational Skills                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                   | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Related WSS Performance Indicators                                                                                                           |
| <p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>II A 3. Demonstrates beginning phonemic awareness (e.g., knowing that words are made up of sounds and being able to identify the smallest units of sound [phonemes] in a word [for example, “cat” has three phonemes: /c/ /a/ /t/]).</p> <p>II C 1. Shows interest in and knowledge about books and reading (e.g., pretending to read a book using pictures or memory as cues).</p> <p>II C 2. Shows some understanding of concepts about print (e.g., sweeping a finger from left to right across print on a page as they “read” a favorite story from memory).</p> <p>II C 3. Knows letters, sounds, and how they form words (e.g., pointing out the letter “k” in the sign for kitchen; beginning to “read” a favorite book using pictures as clues and gradually recognizing words that are repeated in the text).</p> <p>II D 3. Understands purposes for writing (e.g., realizing a caption created for a picture or painting can tell a story about the image).</p> | <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> |



| Reading: Foundational Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                             |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Related WSS Performance Indicators                                                                                                          |
| <p><b>Phonological Awareness</b></p> <p><b>2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /ll/, /lr/, or /lx/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p> <p><b>Phonics and Word Recognition</b></p> <p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>II A 3. Demonstrates beginning phonemic awareness (e.g., knowing that words are made up of sounds and being able to identify the smallest units of sound [phonemes] in a word [for example, “cat” has three phonemes: /c/ /a/ /t/]; naming the word left when you take away the /b/ from “bat;” identifying two words that rhyme, given a series of three words).</p> <p>II C 3. Knows letters, sounds, and how they form words (e.g., pointing out the letter “k” in the sign for kitchen; beginning to “read” a favorite book using pictures as clues and gradually recognizing words that are repeated in the text).</p> | <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Use expanded vocabulary and language for a variety of purposes.</p> |
| <p><b>Fluency</b></p> <p><b>4.</b> Read emergent-reader texts with purpose and understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>II C 1. Shows interest in and knowledge about books and reading (e.g., pretending to read a book using pictures or memory as cues).</p> <p>II C 2. Shows some understanding of concepts about print (e.g., finding the front of the book, turning to the first page of text before they begin reading, pointing to where the teacher should begin reading, and then turning the pages one by one).</p>                                                                                                                                                                                                                      | <p>I A 2. Shows initiative and self-direction.</p> <p>II B 1. Speaks clearly and conveys ideas effectively.</p>                             |

| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                             |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                       | Related WSS Performance Indicators                                                                                                                                                                          |
| <p><b>Text Types and Purposes</b></p> <p><b>1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>II D 1. Represents stories through pictures, dictation, and play (e.g., dictating a story to the teacher about the class trip to the farm).</p> <p>II D 2. Uses letter-like shapes, symbols, letters, and words to convey meaning (e.g., using invented spelling to form words with initial and final consonants).</p> <p>II D 3. Understands purposes for writing (e.g., copying words to convey messages [for example, “Stop” or “Go”]).</p> | <p>I D 1. Interacts easily with one or more children.</p> <p>I D 2. Interacts easily with familiar adults.</p>                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>VII B 3. Uses writing and drawing tools with some control (e.g., writing their first names legibly without help).</p>                                                                                                                                                                                                                                                                                                                          | <p>II B 1. Speaks clearly and conveys ideas effectively.</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>II C 3. Knows letters, sounds, and how they form words.</p> |
| <p><b>Production and Distribution of Writing</b></p> <p><b>4.</b> (Begins in grade 3)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                | NA                                                                                                                                                                                                          |



| Writing                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                         |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                     | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                             | Related WSS Performance Indicators                                                                                      |
| <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | I D 1. Interacts easily with one or more children (e.g., following suggestions given by a friend about how to proceed in their play [for example, deciding to build a fire station with the large hollow blocks in response to a friend’s suggestion]). | <p>I C 3. Approaches tasks with flexibility and inventiveness.</p> <p>I D 2. Interacts easily with familiar adults.</p> |
|                                                                                                                                                                                                                                                                                                              | II A 1. Gains meaning by listening (e.g., recognizing the intent behind the words of peers [for example, accepting an apology given for causing an accident]).                                                                                          |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                              | II D 1. Represents stories through pictures, dictation, and play (e.g., dictating a story to the teacher about the class trip to the farm).                                                                                                             |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                              | II D 2. Uses letter-like shapes, symbols, letters, and words to convey meaning (e.g., using invented spelling to form words with initial and final consonants).                                                                                         |                                                                                                                         |
|                                                                                                                                                                                                                                                                                                              | II D 3. Understands purposes for writing (e.g., asking about the various signs used in the classroom [the “Exit” sign or the word “fish” on the fish tank]).                                                                                            |                                                                                                                         |
| V B 3. Begins to be aware of technology and how it affects life (e.g., beginning to use computers for word processing).                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                         |
| VII B 3. Uses writing and drawing tools with some control (e.g., writing their first names legibly without help).                                                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                         |

| Writing                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                   |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                           | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                | Related WSS Performance Indicators                                                                                                                                                |
| <p><b>Research to Build and Present Knowledge</b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | I D 3. Participates in the group life of the class (e.g., taking part in group activities such as circle, music, or story time).                                                                                                                                           | <p>I B 2. Uses classroom materials purposely and respectfully.</p> <p>I D 1. Interacts easily with one or more children.</p> <p>I D 2. Interacts easily with familiar adults.</p> |
|                                                                                                                                                                                                                                                                                                                                                                    | II C 1. Shows interest in and knowledge about books and reading (e.g., using books to find out about road-building machinery or to locate the name of a particular dinosaur).                                                                                              | II B 2. Shows expanded vocabulary and language for a variety of purposes.                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                    | <p>II D 1. Represents stories through pictures, dictation, and play (e.g., dictating a story to the teacher about the class trip to the farm).</p> <p>II D 3. Understands purposes for writing (e.g., copying words to convey messages [for example, “Stop” or “Go”]).</p> | VII B 3. Uses drawing and writing tools with some control.                                                                                                                        |
| 9. (Begins in grade 4)                                                                                                                                                                                                                                                                                                                                             | NA                                                                                                                                                                                                                                                                         | NA                                                                                                                                                                                |
| <p><b>Range of Writing</b></p> <p>10. (Begins in grade 3)</p>                                                                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                                         | NA                                                                                                                                                                                |



| Speaking & Listening                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                    |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                         | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Related WSS Performance Indicators                                                                                                                                 |
| <p><b>Comprehension and Collaboration</b></p> <p><b>1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> | <p>I B 1. Follows classroom rules and routines (e.g., moving their name tags to the “In” column to show their attendance at school).</p> <p>I D 1. Interacts easily with one or more children (e.g., following suggestions given by a friend about how to proceed in their play [for example, deciding to build a fire station with the large hollow blocks in response to a friend’s suggestion]).</p> <p>I D 2. Interacts easily with familiar adults (e.g., relating events and anecdotes to the teacher with ease and comfort).</p> <p>I D 3. Participates in the group life of the class (e.g., being part of the audience as well as an active participant in group events).</p> | <p>I A 1. Demonstrates self-confidence.</p> <p>I A 2. Shows initiative and self-direction.</p> <p>I B 3. Manages transitions and adapts to changes in routine.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., initiating conversations with peers about what they did over the weekend).</p> <p>II B 2. Shows expanded vocabulary and language for a variety of purposes (e.g., waiting for their turn before talking about their favorite movie).</p> <p>VA 1. Identifies similarities and differences in people’s characteristics, habits, and living patterns (e.g., exploring the language bilingual children speak at home and learning some words).</p>                                                                                                                                                                         | <p>I C 1. Shows eagerness and curiosity as a learner.</p>                                                                                                          |
| <p><b>2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>                                                                                                                                                                                                              | <p>II A 1. Gains meaning by listening (e.g., asking a question to clarify their understanding of a video about bears; showing understanding during a group discussion by leaning forward, frowning, or smiling).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                    |
| <p><b>3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>                                                                                                                                                                                                                                                                                                                   | <p>II A 1. Gains meaning by listening (e.g., asking a question to clarify their understanding of a video about bears; showing understanding during a group discussion by leaning forward, frowning, or smiling).</p> <p>I C 2. Sustains attention to a task, persisting even after encountering a problem (e.g., making several attempts at solving a problem [for example, trying different ways to attach tape when building a 3-D collage]).</p>                                                                                                                                                                                                                                    |                                                                                                                                                                    |

| Speaking & Listening                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                  |
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| Kindergarten Common Core State Standards                                                                                                                                          | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                 | Related WSS Performance Indicators                                                                                                                                                               |
| <p><b>Presentation of Knowledge and Ideas</b><br/> <b>4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., explaining why they think snowflakes melt more quickly than ice cubes).</p> <p>II B 2. Shows expanded vocabulary and language for a variety of purposes (e.g., asking questions relevant to an event reported by another child).</p>                                                                                                                                         | <p>IV D 1. Explores and identifies properties of rocks, soil, water, and air (e.g., looking at sand and dirt through a magnifying glass and describing how they are the same and different).</p> |
|                                                                                                                                                                                   | <p>IV C 1. Observes and describes characteristics, basic needs, and life cycles of living things (e.g., drawing a picture of a corn plant and labeling the roots, stem, and leaves; noting the different ways that insects move [for example, by crawling, hopping, and flying]).</p>                                                                                                                                                       |                                                                                                                                                                                                  |
|                                                                                                                                                                                   | <p>V A 1. Identifies similarities and differences in people’s characteristics, habits, and living patterns (e.g., exploring physical similarities and differences [such as, everyone has hair, but hair comes in different colors, textures, and lengths]).</p> <p>V D 1. Shows beginning awareness of the relationship between people and where they live (e.g., noticing different types of houses on a walk around the neighborhood)</p> |                                                                                                                                                                                                  |
| <p><b>5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>                                                                   | <p>II D 1. Represents stories through pictures, dictation, and play (e.g., drawing the caterpillar from <i>The Very Hungry Caterpillar</i> and adding more details after talking about it with their teacher).</p> <p>VI A 3. Uses a variety of art materials to explore and express ideas and emotions (e.g., making a book with their own pictures to illustrate a story they dictated)</p>                                               | <p>VII B 3. Uses writing and drawing tools with some control (e.g., drawing pictures, designs, and letters with pencils, pens, crayons, or markers).</p>                                         |
| <p><b>6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>                                                                                                 | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., explaining why they think snowflakes melt more quickly than ice cubes).</p> <p>II B 2. Shows expanded vocabulary and language for a variety of purposes (e.g., asking questions relevant to an event reported by another child).</p>                                                                                                                                         | <p>I A 1. Demonstrates self-confidence.</p> <p>I D 4. Shows empathy and caring for others.</p>                                                                                                   |



| Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                |
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| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Related WSS Performance Indicators                             |
| <p><b>Conventions of Standard English</b></p> <p><b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> | <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., asking “how” and “why” questions in sentence form rather than by using only a word or two).</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>I D 1. Interacts easily with one or more children.</p>      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., trying out a new word learned at morning circle later in the day while playing in the block area)</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>I D 2. Interacts easily with familiar adults.</p>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>II D 2. Uses letter-like shapes, symbols, letters, and words to convey meaning (e.g., using invented spelling to form words with initial and final consonants).</p> <p>II D 3. Understands purposes for writing (e.g., copying words to convey messages [for example, “Stop” or “Go”]).</p>                                                                                                                                                                                                                                                                                           | <p>I D 3. Participates in the group life of the class.</p>     |
| <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>                                                                                                                                                                                                                                                    | <p>III D 2. Shows understanding of and uses direction, location, and position words (e.g., using direction, location, and position words spontaneously as they participate in play activities).</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>II A 3. Demonstrates beginning phonemic awareness.</p>      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>VII B 3. Uses writing and drawing tools with some control (e.g., writing their first names legibly without help).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>II C 3. Knows letters, sounds, and how they form words.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>II A 3. Demonstrates beginning phonemic awareness (e.g., knowing that words are made up of sounds and being able to identify the smallest units of sound [phonemes] in a word [for example, “cat” has three phonemes: /c/ /a/ /t/]).</p> <p>II C 3. Knows letters, sounds, and how they form words (e.g., occasionally sounding out simple words as they write in journals or make captions for pictures).</p> <p>II D 2. Uses letter-like shapes, symbols, letters, and words to convey meaning (e.g., using invented spelling to form words with initial and final consonants).</p> | <p>II D 3. Understands purposes for writing.</p>               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>VII B 3. Uses writing and drawing tools with some control (e.g., writing their first names legibly without help).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NA                                                             |

| 3. (Begins in grade 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                  |
| Kindergarten Common Core State Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Related WSS Performance Indicators                                                                                                               |
| <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>                                                                                                                                          | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., trying out a new word learned at morning circle later in the day while playing in the block area).</p>                                                                                                                                                                                                                                                                                                         | <p>II B 1. Speaks clearly and conveys ideas effectively.</p>                                                                                     |
| <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., trying out a new word learned at morning circle later in the day while playing in the block area).</p> <p>III C 1. Sorts objects into subgroups, classifying and comparing according to a rule (e.g., sorting through a box of buttons making up their own rules of organization [for example, “These are all rough and these are all smooth.” Or “These have two holes and these have four holes.”]).</p>     | <p>II A 2. Uses words and representations to describe mathematical ideas.</p>                                                                    |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>II A 1. Gains meaning by listening (e.g., listening to a visitor tell about what she does in the community and later using the words and content in dramatic play).</p> <p>II B 1. Speaks clearly and conveys ideas effectively (e.g., retelling the morning events in more than short phrases).</p> <p>II B 2. Uses expanded vocabulary and language for a variety of purposes (e.g., trying out a new word learned at morning circle later in the day while playing in the block area).</p> | <p>II C 1. Shows interest in and knowledge about books and reading.</p> <p>II C 4. Comprehends and responds to fiction and non-fiction text.</p> |





New Jersey Common Core Mathematics Standards  
 Correlated with Work Sampling System (WSS) Kindergarten Developmental Checklist Performance Indicators

| New Jersey Common Core Domain: Counting and Cardinality (K.CC)                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                              |                                                                                 |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                              | Directly Aligned WSS Performance Indicators                                                                                                                                  | Related WSS Performance Indicators                                              |
| <p><b>Know number names and the count sequence.</b></p> <p>1. Count to 100 by ones and by tens.</p> <p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> | <p>III B 1. Shows understanding of number and quantity (e.g., explaining that there are 17 people at the circle today, after counting them aloud with their classmates).</p> | I B 2. Uses classroom materials purposefully and respectfully.                  |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                              | I D 2. Interacts easily with familiar adults.                                   |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                              | I D 3. Participates in the group life of the class.                             |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                              | II B 1. Speaks clearly and conveys ideas effectively.                           |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                              | II D 2. Uses letter-like shapes, symbols, letters, and words to convey meaning. |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                              | VII B 3. Uses writing and drawing tools with some control.                      |



| New Jersey Common Core Domain: Counting and Cardinality (K.CC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |                                                                                         |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                    | Related WSS Performance Indicators                                                      |
| <p><b>Count to tell the number of objects.</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> | <p>III B 1. Shows understanding of number and quantity (e.g., associating the correct numerals with sets of up to ten objects).</p> <p>III B 2. Begins to understand relationships between quantities (e.g., knowing that five is closer to one than it is to 20).</p>                         | I B 2. Uses classroom materials purposefully and respectfully                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                | I C 3. Approaches tasks with flexibility and inventiveness.                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                | I D 2. Interacts easily with familiar adults.                                           |
| <p><b>Compare numbers.</b></p> <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g., by using matching and counting strategies).<sup>1</sup></p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>III B 2. Begins to understand relationships between quantities (e.g., recognizing that five large objects are the same as five small objects in terms of number; counting two groups of blocks and noting whether one group has more, less, or the same number of blocks as the other).</p> | III A 1. Begins to use and explain strategies to solve mathematical problems.           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                | III E 1. Orders, compares, and describes objects by size, length, capacity, and weight. |
| <p><sup>1</sup> Include groups with up to ten objects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                |                                                                                         |

| New Jersey Common Core Domain: Operations & Algebraic Thinking (K.OA)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                     |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Related WSS Performance Indicators                                                  |
| <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Fluently add and subtract within 5.</p> <p><sup>1</sup> Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</p> | <p>III A 1. Begins to use and explain strategies to solve mathematical word problems (e.g., saying, “I gave Sammy one of my cookies because I had three and he had one. Now we have the same, two and two!”).</p> <p>III A 2. Uses words and representations to describe mathematical ideas (e.g., asking for a bigger container at the sand table because they want to make a larger building or move more sand).</p> <p>III B 2. Begins to understand relationships between numbers and quantities (e.g., investigating strategies for creating different quantities [for example, by working with red and blue cubes to learn that seven can be made up of two red cubes and five blue cubes or four red cubes and three blues cubes, etc.)</p> | I B 2. Uses classroom materials purposefully and respectfully.                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I C 2. Sustains attention to a task, persisting even after encountering difficulty. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I C 3. Approaches tasks with flexibility and inventiveness.                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | II A 2. Follows directions that involve a series of actions.                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | II B 2. Uses expanded vocabulary and language for a variety of purposes.            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VI A 3. Uses a variety of art materials to explore and express ideas and emotions.  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VII B 2. Uses eye-hand coordination to perform tasks.                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VII B 3. Uses writing and drawing tools with some control.                          |



| New Jersey Common Core Domain: Number & Operations in Base Ten (K.NBT)                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                            |                                                                                    |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                       | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                | Related WSS Performance Indicators                                                 |
| <p><b>Work with numbers 11-19 to gain foundations for place value.</b></p> <p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> | <p>III B 2. Begins to understand relationships between numbers and quantities (e.g., investigating strategies for creating different quantities [for example, by working with red and blue cubes to learn that seven can be made up of two red cubes and five blue cubes or four red cubes and three blue cubes, etc.]</p> | I B 2. Uses classroom materials purposefully and respectfully.                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | I C 3. Approaches tasks with flexibility and inventiveness.                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | III A 2. Uses words and representations to describe mathematical ideas.            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | VI A 3. Uses a variety of art materials to explore and express ideas and emotions. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | VII B 2. Uses eye-hand coordination to perform tasks.                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | VII B 3. Uses writing and drawing tools with some control.                         |

| New Jersey Common Core Domain: Measurement & Data (K.MD)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                   |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                        | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Related WSS Performance Indicators                                                                                                                                                                                                |
| <p><b>Describe and compare measurable attributes.</b></p> <p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> | <p>III B 2. Begins to understand relationships between quantities (e.g., agreeing to share cookies with a friend and commenting, “I have half of a sugar cookie and half of a peanut butter cookie.”).</p> <p>III C 1. Sorts objects into subgroups, classifying and comparing according to a role (e.g., noticing that these pattern blocks have six sides and are yellow, and those blocks have three sides and are red).</p> <p>III E 1. Orders, compares, and describes by size, length, capacity, and weight (e.g., commenting that the outside door is heavier than the classroom door).</p> <p>III E 2. Explores common instruments for measuring during work or play (e.g., using classroom measurement tools [scales, rulers, cups] for activities such as cooking, building, and describing items at the science center).</p> <p>III E 3. Estimates and measures using non-standard and standard units (e.g., using a common measuring stick to compare how long or tall things are).</p> | <p>I B 2. Uses classroom materials purposefully and respectfully.</p>                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>IV A 1. Seeks information through observation exploration, and descriptive investigations (e.g., becoming more accurate and precise when reporting observations (for example, counting the number of ridges on a shell).</p> <p>IV B 1. Identifies, describes, and compares properties of objects (e.g., creating ramps made of blocks and running various sizes of cars down the ramps to see if some cars go faster than others).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p> <p>IV A 2. Uses simple tools and equipment to extend the senses and gather data.</p> <p>VII B 2. Uses eye-hand coordination to perform tasks.</p> |



| New Jersey Common Core Domain: Measurement & Data (K.MD)                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                            |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                     | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                | Related WSS Performance Indicators                                                         |
| <p><b>Classify objects and count the number of objects in each category.</b><br/>                     3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup></p> <p><sup>1</sup> Limit category counts to be less than or equal to 10.</p> | <p>III B 1. Shows understanding of number and quantity (e.g., associating the correct numeral with sets of up to ten objects).</p> <p>III C 1. Sorts objects into subgroups, classifying and comparing according to a rule (e.g., sorting all the pegs or counting bears into groups by a single attribute such as size [long and short, or big and little] or color).</p> | I B 2. Uses classroom materials purposefully and respectfully.                             |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            | IV A 1. Seeks information through observation exploration, and descriptive investigations. |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            | IV B 1. Identifies, describes and compares properties of objects.                          |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            | VII B 2. Uses eye-hand coordination to perform tasks.                                      |

| New Jersey Common Core Domain: Geometry (K.G)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                   |
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| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                     | Related WSS Performance Indicators                                                                |
| <p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p> <p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>2. Correctly name shapes regardless of their orientations or overall size.</p> <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> | <p>III D 1. Recognizes and describes some attributes of shapes (e.g., recognizing that equilateral triangles, triangles with sides of different lengths, triangles with oblique angles, and triangles with right angles are all triangles).</p> | <p>II B 1. Speaks clearly and conveys ideas effectively.</p>                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>III D 2. Shows understanding of and uses direction, location, and position words (e.g., understanding that two triangles, even if they are oriented differently in space, are still triangles).</p>                                          | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p>                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>IV B 1. Identifies, describes, and compares properties of objects (e.g., describing the differences between ice and water).</p>                                                                                                              | <p>III A 2. Uses words and representations to describe mathematical ideas.</p>                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 | <p>IV A 1. Seeks information through observation exploration, and descriptive investigations.</p> |



| New Jersey Common Core Domain: Geometry (K.G)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten Common Core State Cluster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directly Aligned WSS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Related WSS Performance Indicators                                                                                                                                                                                                                                                                       |
| <p><b>Analyze, compare, create, and compose shapes.</b></p> <p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>6. Compose simple shapes to form larger shapes. For example, “<i>Can you join these two triangles with full sides touching to make a rectangle?</i>”</p> | <p>III C 1. Sorts objects into subgroups, classifying and comparing according to a rule (e.g., noticing that these pattern blocks have six sides and are yellow, and those blocks have three sides and are red).</p> <p>III D 1. Recognizes and describes some attributes of shapes (e.g., describing characteristics of shapes (for example, a triangle has three straight sides).</p> <p>III E 1. Orders, compares, and describes objects by size, length, capacity, and weight (e.g., identifying the first, second, and third shape in a necklace regardless of the orientation of the necklace [that is, left to right, right to left, top to bottom, bottom to top]).</p> | <p>I B 2. Uses classroom materials purposefully and respectfully.</p>                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>VI A 3. Uses a variety of art materials to explore and express ideas and emotions (e.g., creating an object or animal with clay).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>II B 2. Uses expanded vocabulary and language for a variety of purposes.</p>                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>III A 2. Uses words and representations to describe mathematical ideas.</p> <p>IV A 2. Uses simple tools and equipment to extend the senses and gather data.</p> <p>IV B 1. Identifies, describes and compares properties of objects.</p> <p>VII B 2. Uses eye-hand coordination to perform tasks</p> |





- ECO
- #1
- I Personal and Social Development
- A Self concept
- 1 Demonstrates self-confidence.

|    | Time 1                                                                                                                                                                                                                                                                                                                                                       | Time 2                                                                                                                                                                                                                                                                                                                                                                                | Time 3                                                                                                                                                                                                                                                                                                                                                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children are very attached to familiar people and experiences and become anxious in school. They rarely participate in classroom activities and often cry when their caregiver attempts to leave. They are easily overwhelmed and rarely interact with other children.                                                                                       | Children are beginning to feel more comfortable trying new experiences but still prefer the familiar. They are often easily overwhelmed with the unfamiliar and are not able to verbalize their feelings. They may cry or fall apart in some way.                                                                                                                                     | Children usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers.                                      |
| IP | Children are beginning to feel more comfortable trying new experiences but still prefer the familiar. They are often easily overwhelmed with the unfamiliar and are not able to verbalize their feelings. They may cry or fall apart in some way.                                                                                                            | Children usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers.                                      | Many young children are enthusiastic about almost everything. They can become unsettled when things don't go the way they expect, but they will be delighted when they do. They are even beginning to be able to wait for things for a short time and to participate in some classroom activities. They are beginning to develop a sense of humor and enjoy being silly with friends. |
| P  | Children at this age usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers. | Many young children are enthusiastic about almost everything. They can become unsettled when things don't go the way they expect, but they will be delighted when they do. They are even beginning to be able to wait for things for a short time and to participate in some classroom activities. They are beginning to develop a sense of humor and enjoy being silly with friends. | Many children at this age come to school with a positive sense of self, certain they will be liked. Others need time to observe how to play in a group setting. Confident children at this age will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom.                                        |

**ECO #1** : **I Personal and Social Development**  
 : **A Self concept**  
 : **1 Demonstrates self-confidence.**

P4 Indicator I A1  
 Demonstrates self-confidence.

|           | Time 1                                                                                                                                                                                                                                                                                                                                                       | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are very attached to familiar people and experiences and become anxious in school. They rarely participate in classroom activities and often cry when their caregiver attempts to leave. They are easily overwhelmed and rarely interact with other children.                                                                                       | <ul style="list-style-type: none"> <li>• Crying fearfully when a new teacher or caregiver arrives even though it's the child's third day in the center</li> <li>• Saying, "no!" when a new person asks if it's fun playing in the water</li> <li>• Refusing to go on the class trip to a local farm unless their mother goes too</li> <li>• Holding on tightly to a familiar adult at first, then gradually letting go in order to inspect the toy truck that is nearby</li> <li>• Clinging to their father's pants leg when introduced to a relative they don't remember</li> </ul> |
| <b>IP</b> | Children are beginning to feel more comfortable trying new experiences but still prefer the familiar. They are often easily overwhelmed with the unfamiliar and are not able to verbalize their feelings. They may cry or fall apart in some way.                                                                                                            | <ul style="list-style-type: none"> <li>• Looking at the floor when a new person talks to them</li> <li>• Allowing a recently hired teacher to help them put on their jacket</li> <li>• Approaching a new person after their caregiver has talked with him or her for awhile</li> <li>• Not protesting as much when their parent leaves, but still showing some signs of distress and not beginning to play right away</li> <li>• Insisting on the same routine every day when saying good-bye to their special adult</li> </ul>                                                      |
| <b>P</b>  | Children at this age usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers. | <ul style="list-style-type: none"> <li>• Joining other children playing in the house corner, often in parallel play</li> <li>• Responding to the teacher's greeting and exchanging a few words</li> <li>• Coming to the snack table and participating in conversations</li> <li>• Choosing individual activities, such as doing puzzles, painting, or helping to feed the class guinea pig</li> <li>• Gradually increasing the range and diversity of activities in which they choose to participate</li> </ul>                                                                      |



**ECO #1**    **I Personal and Social Development**  
                   **A Self concept**  
                   **1 Demonstrates self-confidence.**

P4 Indicator I A1  
 Demonstrates self-confidence.

|           | Time 2                                                                                                                                                                                                                                                                                                                                                                                | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are beginning to feel more comfortable trying new experiences but still prefer the familiar. They are often easily overwhelmed with the unfamiliar and are not able to verbalize their feelings. They may cry or fall apart in some way.                                                                                                                                     | <ul style="list-style-type: none"> <li>• Looking at the floor when a new person talks to them</li> <li>• Allowing a recently hired teacher to help them put on their jacket</li> <li>• Approaching a new person after their caregiver has talked with him or her for awhile</li> <li>• Not protesting as much when their parent leaves, but still showing some signs of distress and not beginning to play right away</li> <li>• Insisting on the same routine every day when saying good-bye to their special adult</li> </ul>                                                                                                                  |
| <b>IP</b> | Children usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers.                                      | <ul style="list-style-type: none"> <li>• Joining other children playing in the house corner, often in parallel play</li> <li>• Responding to the teacher’s greeting and exchanging a few words</li> <li>• Coming to the snack table and participating in conversations</li> <li>• Choosing individual activities, such as doing puzzles, painting, or helping to feed the class guinea pig</li> <li>• Gradually increasing the range and diversity of activities in which they choose to participate</li> </ul>                                                                                                                                  |
| <b>P</b>  | Many young children are enthusiastic about almost everything. They can become unsettled when things don’t go the way they expect, but they will be delighted when they do. They are even beginning to be able to wait for things for a short time and to participate in some classroom activities. They are beginning to develop a sense of humor and enjoy being silly with friends. | <ul style="list-style-type: none"> <li>• Carrying a cereal bowl themselves, but when it spills, sobbing until someone helps them</li> <li>• Asking a caregiver to look at their new “invention” or to praise them when they accomplish a new skill</li> <li>• Talking to a visitor and saying their name as long as a caregiver is standing nearby</li> <li>• Walking around the room and looking at toys on a visit to a new preschool classroom but not responding to the teacher’s questions</li> <li>• Turning the dramatic play area into a grocery store and “shopping” just as they have done with their parents or caregivers</li> </ul> |

**ECO #1**    **I Personal and Social Development**  
                   **A Self concept**  
                   **1 Demonstrates self-confidence.**

P4 Indicator I A1  
 Demonstrates self-confidence.

|           | Time 3                                                                                                                                                                                                                                                                                                                                                                                | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers.                                      | <ul style="list-style-type: none"> <li>• Joining other children playing in the house corner, often in parallel play</li> <li>• Responding to the teacher’s greeting and exchanging a few words</li> <li>• Coming to the snack table and participating in conversations</li> <li>• Choosing individual activities, such as doing puzzles, painting, or helping to feed the class guinea pig</li> <li>• Gradually increasing the range and diversity of activities in which they choose to participate</li> </ul>                                                                                                                                  |
| <b>IP</b> | Many young children are enthusiastic about almost everything. They can become unsettled when things don’t go the way they expect, but they will be delighted when they do. They are even beginning to be able to wait for things for a short time and to participate in some classroom activities. They are beginning to develop a sense of humor and enjoy being silly with friends. | <ul style="list-style-type: none"> <li>• Carrying a cereal bowl themselves, but when it spills, sobbing until someone helps them</li> <li>• Asking a caregiver to look at their new “invention” or to praise them when they accomplish a new skill</li> <li>• Talking to a visitor and saying their name as long as a caregiver is standing nearby</li> <li>• Walking around the room and looking at toys on a visit to a new preschool classroom but not responding to the teacher’s questions</li> <li>• Turning the dramatic play area into a grocery store and “shopping” just as they have done with their parents or caregivers</li> </ul> |
| <b>P</b>  | Many children at this age come to school with a positive sense of self, certain they will be liked. Others need time to observe how to play in a group setting. Confident children at this age will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom.                                        | <ul style="list-style-type: none"> <li>• Showing excitement when the teacher announces that they will be going on a field trip</li> <li>• Trying a new activity (for example, soap painting or a cooking project), and pursuing it for a meaningful period of time</li> <li>• Teaching a word in sign language to a friend</li> <li>• Entering the dramatic play area and choosing a role that fits the play of others</li> <li>• Adapting to playground games and becoming a part of the action</li> </ul>                                                                                                                                      |



P4 Indicator 1 A2  
Shows some self-direction.

- ECO #1**    **I Personal and Social Development**  
                   **A Self concept**  
                   **2 Shows some self-direction.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                 | Time 2                                                                                                                                                                                                                                                                                                                                              | Time 3                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | These children depend on ritual and routine and rarely try something new. They are willing to let adults guide them through transitions and classroom activities with one-to-one support. With adult guidance these children can choose between two familiar choices.                                                                                                  | Children sometimes can choose or become involved in an activity when given a choice between just two options. Only rarely will they try something new but they can sometimes be guided by an adult to look at it and sometimes will be willing to try it briefly.                                                                                   | Helping children make choices and perform tasks they are able to do fosters their independence. Some children appear more independent than they really are because they frequently refuse to do things when they are asked. Children can only make very simple choices (for example, between sand play and playing in the housekeeping area).      |
| <b>IP</b> | Children sometimes can choose or become involved in an activity when given a choice between just two options. Only rarely will they try something new, but they can sometimes be guided by an adult to look at it and sometimes will be willing to try it briefly.                                                                                                     | Helping children make choices and perform tasks they are able to do fosters their independence. Some children appear more independent than they really are because they frequently refuse to do things when they are asked. Children can only make very simple choices (for example, between sand play and playing in the housekeeping area).       | Children can complete multiple steps of an independent project with adult support. They are making more independent choices and sometimes they may choose unfamiliar tasks, if encouraged by a teacher. Often, in unfamiliar situations, children will need more adult encouragement and guidance to make choices and interact in a new situation. |
| <b>P</b>  | Helping children make choices and perform tasks they are able to do fosters their independence. Some children at this age appear more independent than they really are because they frequently refuse to do things when they are asked. At this age, children can only make very simple choices (for example, between sand play and playing in the housekeeping area). | Children this age can complete multiple steps of an independent project with adult support. They are making more independent choices and sometimes they may choose unfamiliar tasks, if encouraged by a teacher. In unfamiliar situations, children need more adult encouragement and guidance to make a choice and to interact in a new situation. | At this age, children often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. They can make simple choices among activities, but occasionally need support in trying new classroom activities.           |

ECO  
#1

- I Personal and Social Development
- A Self concept
- 2 Shows some self-direction.

P4 Indicator I A2  
Shows some self-direction.

|    | Time 1                                                                                                                                                                                                                                                                                                                                                                 | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | These children depend on ritual and routine and rarely try something new. They are willing to let adults guide them through transitions and classroom activities with one-to-one support. With adult guidance these children can choose between two familiar choices.                                                                                                  | <ul style="list-style-type: none"> <li>• Choosing between two dry shirts offered by the teacher when theirs has gotten wet</li> <li>• Going to play with a favorite doll every morning after arrival</li> <li>• With plenty of advance warning and hand-over-hand assistance, putting a puzzle in the rack and then going to the rug for meeting</li> <li>• Asking for a favorite song at meeting and crying when there is not enough time</li> <li>• Enjoying the block area and building the same farm every day</li> </ul>                     |
| IP | Children sometimes can choose or become involved in an activity when given a choice between just two options. Only rarely will they try something new, but they can sometimes be guided by an adult to look at it and sometimes will be willing to try it briefly.                                                                                                     | <ul style="list-style-type: none"> <li>• Pretending to go to work in the morning the way their mommies and daddies do</li> <li>• Helping another child get her zipper started</li> <li>• Washing their hands, proudly, “by self” before meals and after toileting, with adult reminders</li> <li>• With teacher encouragement, trying a new puzzle that has smaller pieces than before</li> <li>• Enjoying the block area, building a farm every day and now willing to add the toy-farm animals and trees at the teacher’s suggestion</li> </ul> |
| P  | Helping children make choices and perform tasks they are able to do fosters their independence. Some children at this age appear more independent than they really are because they frequently refuse to do things when they are asked. At this age, children can only make very simple choices (for example, between sand play and playing in the housekeeping area). | <ul style="list-style-type: none"> <li>• Washing hands before eating without an individual reminder</li> <li>• Choosing specific materials for pasting from the collage collection</li> <li>• Selecting one book from among several choices</li> <li>• Hanging up their sweaters or coats after seeing others do it</li> <li>• Observing and experimenting at the sand or water table</li> </ul>                                                                                                                                                  |



**ECO #1**    **I Personal and Social Development**  
                   **A Self concept**  
                   **2 Shows some self-direction.**

P4 Indicator I A2  
 Shows some self-direction.

|           | Time 2                                                                                                                                                                                                                                                                                                                                              | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children sometimes can choose or become involved in an activity when given a choice between just two options. Only rarely will they try something new but they can sometimes be guided by an adult to look at it and sometimes will be willing to try it briefly.                                                                                   | <ul style="list-style-type: none"> <li>• Pretending to go to work in the morning the way their mommies and daddies do</li> <li>• Helping another child get his zipper started</li> <li>• Washing their hands, proudly, “by self” before meals and after toileting, with adult reminders</li> <li>• With teacher encouragement, trying a new puzzle that has smaller pieces than before</li> <li>• Enjoying the block area, building a farm every day and now willing to add the toy farm animals and trees at the teacher’s suggestion</li> </ul>                                                                                               |
| <b>IP</b> | Helping children make choices and perform tasks they are able to do fosters their independence. Some children appear more independent than they really are because they frequently refuse to do things when they are asked. Children can only make very simple choices (for example, between sand play and playing in the housekeeping area).       | <ul style="list-style-type: none"> <li>• Washing hands before eating without an individual reminder</li> <li>• Choosing specific materials for pasting from the collage collection</li> <li>• Selecting one book from among several choices</li> <li>• Hanging up their sweaters or coats after seeing others do it</li> <li>• Observing and experimenting at the sand or water table</li> </ul>                                                                                                                                                                                                                                                |
| <b>P</b>  | Children this age can complete multiple steps of an independent project with adult support. They are making more independent choices and sometimes they may choose unfamiliar tasks, if encouraged by a teacher. In unfamiliar situations, children need more adult encouragement and guidance to make a choice and to interact in a new situation. | <ul style="list-style-type: none"> <li>• Exploring the new materials the teacher added to the manipulative shelves</li> <li>• After hanging up their coats, easily choosing one area to work in such as the block area or going over to the art table</li> <li>• Remembering the hand-washing routine and washing hands without reminders after toileting and before meals and snack</li> <li>• Trying a variety of puzzles, asking for help with the difficult ones</li> <li>• Building a farm in the block area, adding animals, trees, fences, people, and a variety of block shapes and then playing with the farm when finished</li> </ul> |

**ECO #1**    **I Personal and Social Development**  
                   **A Self concept**  
                   **2 Shows some self-direction.**

P4 Indicator I A2  
 Shows some self-direction.

|           | Time 3                                                                                                                                                                                                                                                                                                                                             | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Helping children make choices and perform tasks they are able to do fosters their independence. Some children appear more independent than they really are because they frequently refuse to do things when they are asked. Children can only make very simple choices (for example, between sand play and playing in the housekeeping area).      | <ul style="list-style-type: none"> <li>• Washing hands before eating without an individual reminder</li> <li>• Choosing specific materials for pasting from the collage collection</li> <li>• Selecting one book from among several choices</li> <li>• Hanging up their sweaters or coats after seeing others do it</li> <li>• Observing and experimenting at the sand or water table</li> </ul>                                                                                                                                                                                                                                                  |
| <b>IP</b> | Children can complete multiple steps of an independent project with adult support. They are making more independent choices and sometimes they may choose unfamiliar tasks, if encouraged by a teacher. Often, in unfamiliar situations, children will need more adult encouragement and guidance to make choices and interact in a new situation. | <ul style="list-style-type: none"> <li>• Exploring new materials the teacher added to the manipulative shelves</li> <li>• After hanging up their coats, easily choosing one area to work in such as the block area or going over to the art table</li> <li>• Remembering the hand-washing routine and washing hands without reminders after toileting and before meals and snack</li> <li>• Trying a variety of puzzles, asking for help with difficult ones</li> <li>• Building a farm in the block area, adding animals, trees, fences, people, and a variety of block shapes and then beginning to play with the farm when finished</li> </ul> |
| <b>P</b>  | At this age, children often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. They can make simple choices among activities, but occasionally need support in trying new classroom activities.           | <ul style="list-style-type: none"> <li>• Finding materials with which to work, such as scissors, tape and markers, for acting on an idea or desire (for example, making a pretend camera for “taking pictures”)</li> <li>• Finding and putting on one’s own jacket, mittens, and hat before going outdoors</li> <li>• Deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks</li> <li>• Playing with different children rather than the same friend every day</li> <li>• Choosing one activity out of several and becoming involved in it</li> </ul>                      |



- ECO #1
- I Personal and Social Development
- B Self control
- 1 Follows simple classroom rules and routines.

|    | Time 1                                                                                                                                                                                                                                                                                       | Time 2                                                                                                                                                                                                                                                                                       | Time 3                                                                                                                                                                                                                                                                                                                   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children allow an adult to move them through the routines and transitions of the day. They sometimes need picture cues and physical help to navigate daily routines and transitions.                                                                                                         | Children do not yet demonstrate an understanding of classroom rules and routines, but they will follow them and participate in the routines of the classroom with adult support.                                                                                                             | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care.                             |
| IP | Children do not yet demonstrate an understanding of classroom rules and routines, but they will follow them and participate in the routines of the classroom with adult support.                                                                                                             | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care. | Children understand classroom rules and routines and sometimes follow them independently. Often however, they need adult reminders to follow rules and routines.                                                                                                                                                         |
| P  | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care. | Children this age understand classroom rules and routines and sometimes follow them independently. Often however, they need adult reminders to follow the rules and routines.                                                                                                                | Children at this age find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines throughout the day. |

P4 Indicator I B1  
Follows simple classroom rules and routines.

**ECO #1**    **I Personal and Social Development**  
           **B Self control**  
           **1 Follows simple classroom rules and routines.**

|           | Time 1                                                                                                                                                                                                                                                                                       | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children allow an adult to move them through the routines and transitions of the day. They sometimes need picture cues and physical help to navigate daily routines and transitions.                                                                                                         | <ul style="list-style-type: none"> <li>• Washing hands with picture clues showing each step and also needing physical help from an adult</li> <li>• Stopping throwing sand when told by an adult who gently holds the child’s arm to stop the sand throwing</li> <li>• Walking with an adult to the wastebasket to throw away their cup and napkin from snack</li> <li>• Hurrying to Circle Time with an adult holding their hand to hear the story</li> <li>• Enjoying and participating in Circle Time finger plays while sitting on an adult’s lap</li> </ul> |
| <b>IP</b> | Children do not yet demonstrate an understanding of classroom rules and routines, but they will follow them and participate in the routines of the classroom with adult support.                                                                                                             | <ul style="list-style-type: none"> <li>• No longer knocking over other people’s buildings</li> <li>• Learning to listen when someone else is talking—waiting for their turn to talk</li> <li>• Taking their cup and napkin to the wastebasket with a gentle reminder</li> <li>• Sometimes sitting at Circle Time independently and following Circle Time rules, with reminders from the teacher</li> <li>• Learning to stop talking and look at the teacher when they hear the teacher’s bell ringing</li> </ul>                                                 |
| <b>P</b>  | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care. | <ul style="list-style-type: none"> <li>• Following simple classroom rules, such as “Do not hit other people,” or telling the teacher when they have to use the bathroom</li> <li>• Picking up their cups and napkins and putting them in the wastebasket after snack</li> <li>• Keeping the sand inside the sand table after only a few reminders</li> <li>• Showing a friend where to put unit blocks on the shelf during cleanup</li> <li>• Standing in line at the slide while waiting for a turn to go up the steps</li> </ul>                               |



P4 Indicator I B1  
Follows simple classroom rules and routines.

- ECO #1**
- I Personal and Social Development**
- B Self control**
- 1 Follows simple classroom rules and routines.**

|           | Time 2                                                                                                                                                                                                                                                                                       | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children do not yet demonstrate an understanding of classroom rules and routines, but they will follow them and participate in the routines of the classroom with adult support.                                                                                                             | <ul style="list-style-type: none"> <li>• No longer knocking over other people’s buildings</li> <li>• Learning to listen when someone else is talking—waiting for their turn to talk</li> <li>• Taking their cup and napkin to the wastebasket with a gentle reminder</li> <li>• Sometimes sitting at Circle Time independently and following the Circle Time rules, with reminders from the teacher</li> <li>• Learning to stop talking and look at the teacher when they hear the teacher’s bell ringing</li> </ul>               |
| <b>IP</b> | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care. | <ul style="list-style-type: none"> <li>• Following simple classroom rules, such as “Do not hit other people,” or telling the teacher when they have to use the bathroom</li> <li>• Picking up their cups and napkins and putting them in the wastebasket after snack</li> <li>• Keeping the sand inside the sand table after only a few reminders</li> <li>• Showing a friend where to put unit blocks on the shelf during cleanup</li> <li>• Standing in line at the slide while waiting for a turn to go up the steps</li> </ul> |
| <b>P</b>  | Children this age understand classroom rules and routines and sometimes follow them independently. Often however, they need adult <u>reminders</u> to follow the rules and routines.                                                                                                         | <ul style="list-style-type: none"> <li>• Reminding a classmate about the “walking rule” inside the classroom</li> <li>• Remembering to put the caps back on markers as soon as they finish using them</li> <li>• Usually following the rules and routines of Circle Time</li> <li>• Returning the puzzles to the puzzle rack with only an occasional reminder</li> <li>• Playing in the sand and water table appropriately, when an adult is nearby</li> </ul>                                                                     |

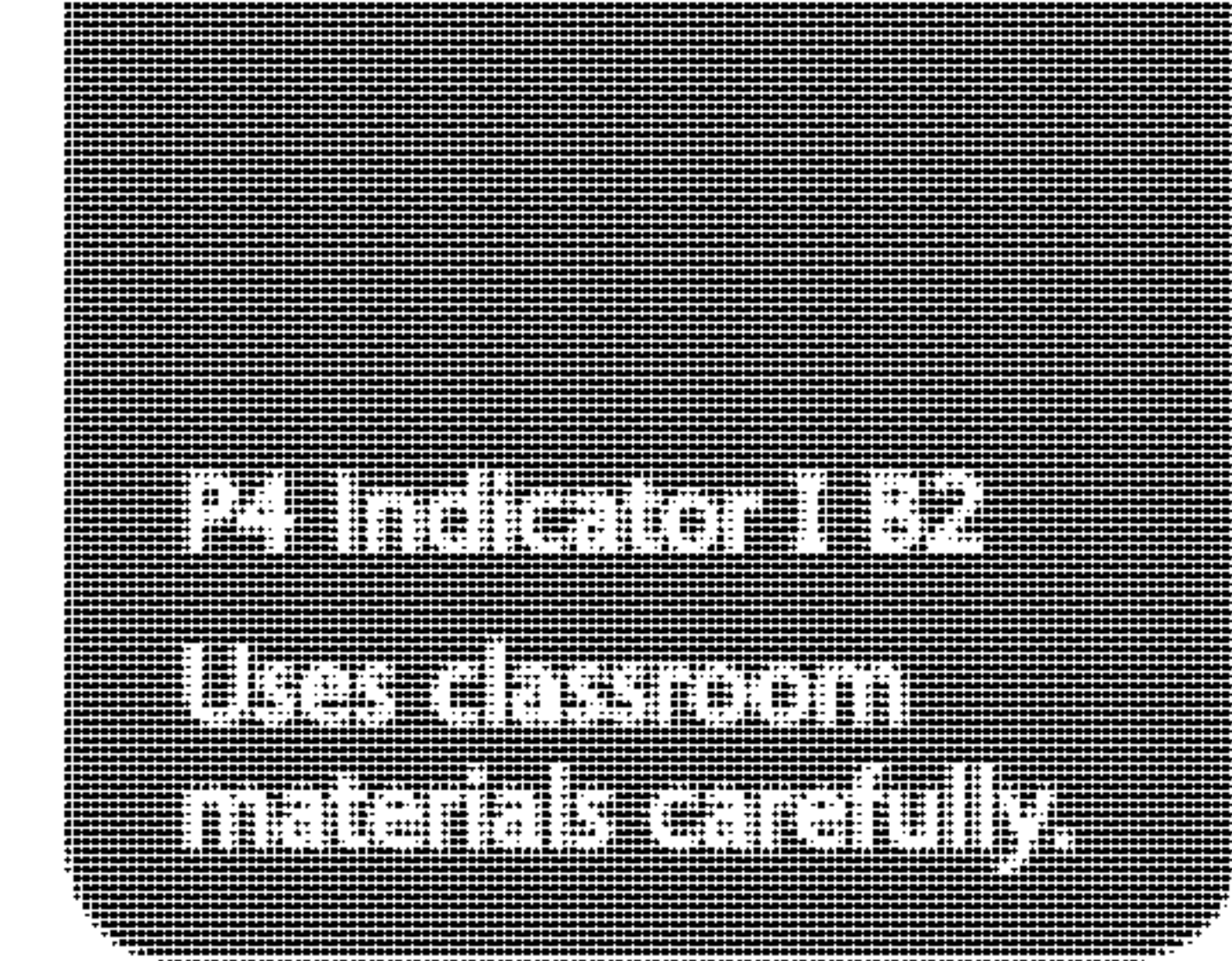
P4 Indicator I B1  
Follows simple classroom rules and routines.

- ECO #1
- I Personal and Social Development
- B Self control
- 1 Follows simple classroom rules and routines.

|    | Time 3                                                                                                                                                                                                                                                                                                                   | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much adult hands-on support in learning the expectations of the classroom and appropriate behavior in preschool or child care.                             | <ul style="list-style-type: none"> <li>• Following simple classroom rules, such as “Do not hit other people,” or telling the teacher when they have to use the bathroom</li> <li>• Picking up their cups and napkins and putting them in the wastebasket after snack</li> <li>• Keeping the sand inside the sand table after only a few reminders</li> <li>• Showing a friend where to put unit blocks on the shelf during cleanup</li> <li>• Standing in line at the slide while waiting for a turn to go up the steps</li> </ul> |
| IP | Children understand classroom rules and routines and sometimes follow them independently. Often however, they need adult <u>reminders</u> to follow rules and routines.                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Reminding a classmate about the “walking rule” inside the classroom</li> <li>• Remembering to put the caps back on markers as soon as they finish using them</li> <li>• Usually following the rules and routines of Circle Time</li> <li>• Returning the puzzles to the puzzle rack with only an occasional reminder</li> <li>• Playing in the sand and water table appropriately, when an adult is nearby</li> </ul>                                                                     |
| P  | Children at this age find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines throughout the day. | <ul style="list-style-type: none"> <li>• Removing a finished painting from the easel and knowing where to hang it up to dry</li> <li>• Waiting patiently until someone leaves the water table when the rule is “only four people at a time”</li> <li>• Independently going to the circle area after cleanup</li> <li>• Turning off the tape recorder after listening to a story</li> <li>• Washing hands before snack</li> </ul>                                                                                                   |



- ECO #1**
- ⋮ **I Personal and Social Development**
  - ⋮ **B Self control**
  - ⋮ **2 Uses classroom materials carefully.**



|           | Time 1                                                                                                                                                                              | Time 2                                                                                                                                                                                                                                                              | Time 3                                                                                                                                                                                                                                                              |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children will explore classroom materials and put them away with one-to-one adult guidance. The adult will need to provide physical help and picture cues.                          | Children will explore classroom materials carefully and put them away, usually with one-to-one adult verbal guidance. Rarely will the adult need to provide physical hands-on help.                                                                                 | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                                                                                                    |
| <b>IP</b> | Children will explore classroom materials carefully and put them away, usually with one-to-one adult verbal guidance. Rarely will the adult need to provide physical hands-on help. | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                                                                                                    | Children will explore both familiar and new classroom materials carefully, and sometimes put them away independently. They now need fewer reminders during cleanup but sometimes need an adult to help them with a final check to make sure everything is put away. |
| <b>P</b>  | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                    | Children will explore both familiar and new classroom materials carefully, and sometimes put them away independently. They now need fewer reminders during cleanup but sometimes need an adult to help them with a final check to make sure everything is put away. | In school, children are encouraged to take care of the materials they are using and keep the classroom in order. At this age, children are just beginning to take on this responsibility independently                                                              |

- ECO #1**
- I Personal and Social Development**
  - B Self control**
  - 2 Uses classroom materials carefully.**

P4 Indicator I B2  
Uses classroom materials carefully.

|           | Time 1                                                                                                                                                                              | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children will explore classroom materials and put them away with one-to-one adult guidance. The adult will need to provide physical help and picture cues.                          | <ul style="list-style-type: none"> <li>• Exploring blocks with adult assistance</li> <li>• Turning the pages of a board book</li> <li>• Painting at the easel with one color and a large brush</li> <li>• Putting the tops on markers with adult guidance and physical help</li> <li>• Feeding the classroom fish when the adult assists the child in taking only a pinch of food</li> </ul>                                                                                                                                                                 |
| <b>IP</b> | Children will explore classroom materials carefully and put them away, usually with one-to-one adult verbal guidance. Rarely will the adult need to provide physical hands-on help. | <ul style="list-style-type: none"> <li>• Walking carefully with the scissors, with a reminder from the teacher to hold the points downward</li> <li>• Turning the pages of a book with care, with adult support</li> <li>• Painting at the easel with more than one color and putting each brush back into the matching paint cup, with reminders</li> <li>• Putting the blocks on the shelf with an adult helping and using the shelf labels as a guide</li> <li>• Completing the classroom job of feeding the fish with a reminder and guidance</li> </ul> |
| <b>P</b>  | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                    | <ul style="list-style-type: none"> <li>• Taking care of books (for example, turning the pages carefully and putting books back on the shelf when finished)</li> <li>• Using magic markers on paper, rather than on other surfaces</li> <li>• Putting caps back on markers when reminded to do so</li> <li>• Putting toys away when finished, such as taking completed puzzles back to the rack</li> <li>• Treating classroom pets gently and with care</li> </ul>                                                                                            |



**ECO #1** : **I Personal and Social Development**  
 : **B Self control**  
 : **2 Uses classroom materials carefully.**

P4 Indicator I B2  
 Uses classroom materials carefully.

|           | Time 2                                                                                                                                                                                                                                                              | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children will explore classroom materials carefully and put them away, usually with one-to-one adult verbal guidance. Rarely will the adult need to provide physical hands-on help.                                                                                 | <ul style="list-style-type: none"> <li>• Walking carefully with the scissors, with a reminder from the teacher to hold the points downward</li> <li>• Turning the pages of a book with care, with adult support</li> <li>• Painting at the easel with more than one color and putting each brush back into the matching paint cup, with reminders</li> <li>• Putting the blocks on the shelf with an adult helping and using the shelf labels as a guide</li> <li>• Completing the classroom job of feeding the fish with a reminder and guidance</li> </ul>         |
| <b>IP</b> | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                                                                                                    | <ul style="list-style-type: none"> <li>• Taking care of books (for example, turning the pages carefully and putting books back on the shelf when finished)</li> <li>• Using magic markers on paper, rather than on other surfaces</li> <li>• Putting caps back on markers when reminded to do so</li> <li>• Putting toys away when finished, such as taking their puzzles back to the rack</li> <li>• Treating the classroom pets gently and with care</li> </ul>                                                                                                    |
| <b>P</b>  | Children will explore both familiar and new classroom materials carefully, and sometimes put them away independently. They now need fewer reminders during cleanup but sometimes need an adult to help them with a final check to make sure everything is put away. | <ul style="list-style-type: none"> <li>• Remembering to put away Bristle Blocks before moving on to another activity</li> <li>• With teacher instruction, holding the dustpan while another child sweeps sand into it</li> <li>• Hanging their coat on the hook in their cubby and putting their lunch box in the refrigerator</li> <li>• Responding to the teacher’s instruction about how to handle objects on the Discovery Table with care</li> <li>• Watering the classroom plants every day of the week that it is their job to care for the plants</li> </ul> |

**ECO #1** : **I Personal and Social Development**  
 : **B Self control**  
 : **2 Uses classroom materials carefully.**

P4 Indicator I B2  
 Uses classroom materials carefully.

|           | Time 3                                                                                                                                                                                                                                                              | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so.                                                                                                    | <ul style="list-style-type: none"> <li>• Taking care of books (for example, turning the pages carefully and putting the books back on the shelf when finished)</li> <li>• Using magic markers on paper, rather than on other surfaces</li> <li>• Putting caps back on markers, when reminded to do so</li> <li>• Putting toys away when finished, such as taking their puzzles back to the rack</li> <li>• Treating classroom pets gently and with care</li> </ul>                                                                                                   |
| <b>IP</b> | Children will explore both familiar and new classroom materials carefully, and sometimes put them away independently. They now need fewer reminders during cleanup but sometimes need an adult to help them with a final check to make sure everything is put away. | <ul style="list-style-type: none"> <li>• Remembering to put away Bristle Blocks before moving on to another activity</li> <li>• With teacher instruction, holding the dustpan while another child sweeps sand into it</li> <li>• Hanging their coat on the hook in their cubby and putting their lunch box in the refrigerator</li> <li>• Responding to the teacher’s instruction about how to handle objects on the Discovery Table with care</li> <li>• Watering the classroom plants every day of the week that it is their job to care for the plants</li> </ul> |
| <b>P</b>  | In school, children are encouraged to take care of the materials they are using and keep the classroom in order. At this age, children are just beginning to take on this responsibility independently                                                              | <ul style="list-style-type: none"> <li>• Helping to clean up by sweeping around the sand table</li> <li>• Putting blocks away in designated places when the teacher announces it is cleanup time</li> <li>• Looking at books carefully and putting them back on the shelf when finished with no reminders</li> <li>• Handling objects on the Discovery Table carefully</li> <li>• Exploring the teacher’s guitar gently, thoughtfully, and with care</li> </ul>                                                                                                      |



- ECO #1**
- **I Personal and Social Development**
  - **B Self control**
  - **3 Manages transitions.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                       | Time 2                                                                                                                                                                                                                                                                                                                                   | Time 3                                                                                                                                                                                                                                                                                                                                   |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children at this stage are very dependent on a good-bye routine and often cry when their family member departs. These children are dependent on an adult for comfort throughout the day but especially during the transition from home to school. They are also very attached to familiar routines in school and need an adult at their side to get through each transition. | Children will interact with their teachers when their family member is still present. Sometimes, children will begin to engage in an activity but continue to look for and check in with their family member. Separation is still difficult and these children are dependent on a specific good-bye routine.                             | Children are beginning to learn how to accept change without undue distress. Although they may still be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and are beginning to show comfort with small changes.                                                           |
| <b>IP</b> | Children will interact with their teachers when their family member is still present. Sometimes, children will begin to engage in an activity but continue to look for and check in with their family member. Separation is still difficult and these children are dependent on a specific good-bye routine.                                                                 | Children are beginning to learn how to accept change without undue distress. Although they may still be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and are beginning to show comfort with small changes.                                                           | Children are beginning to accept changes in daily schedules and routines and are becoming more comfortable with their transition from home to school. They usually arrive with confidence and can act independently. After putting away their things, they go to their first activity, sometimes still needing some adult encouragement. |
| <b>P</b>  | Children this age are beginning to learn how to accept change without undue distress. Although they may be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and begin to show comfort with small changes.                                                                                                    | Children are beginning to accept changes in daily schedules and routines and are becoming more comfortable with their transition from home to school. They usually arrive with confidence and can act independently. After putting away their things, they go to their first activity, sometimes still needing some adult encouragement. | Children at this age sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance.                                                                                                                                                    |

**ECO #1** : **I Personal and Social Development**  
 : **B Self control**  
 : **3 Manages transitions.**

P4 Indicator I B3  
 Manages transitions.

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                       | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children at this stage are very dependent on a good-bye routine and often cry when their family member departs. These children are dependent on an adult for comfort throughout the day but especially during the transition from home to school. They are also very attached to familiar routines in school and need an adult at their side to get through each transition. | <ul style="list-style-type: none"> <li>• Crying after being dropped off at child care. With difficulty, a teacher can usually involve the child in a play activity after some coaxing and attention to the child's known interests</li> <li>• Transitioning from one activity to another with verbal reminders and physical guidance</li> <li>• Insisting on staying at a favorite activity even when the signal has been given to move to the next activity</li> <li>• Physically resisting the teacher's attempts to have everyone wash their hands before snack</li> <li>• Cannot stop painting at the easel even after the timer goes off indicating that it is the next child's turn to paint</li> </ul> |
| <b>IP</b> | Children will interact with their teachers when their family member is still present. Sometimes, children will begin to engage in an activity but continue to look for and check in with their family member. Separation is still difficult and these children are dependent on a specific good-bye routine.                                                                 | <ul style="list-style-type: none"> <li>• Crying after being dropped off, but after a few minutes, will go to a favorite activity with an adult</li> <li>• Transitioning through the routines of the day with several verbal reminders and less physical support</li> <li>• Running to the snack table without cleaning up the unit blocks scattered all over the floor</li> <li>• Transitioning to next activity by taking a favorite item from the previous activity</li> <li>• Can be convinced to transition from a favorite activity by a teacher as long as the teacher goes with the child</li> </ul>                                                                                                   |
| <b>P</b>  | Children this age are beginning to learn how to accept change without undue distress. Although they may be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and begin to show comfort with small changes.                                                                                                    | <ul style="list-style-type: none"> <li>• Separating from a parent (or caregiver) at the door with growing ease</li> <li>• Moving from one classroom activity to the next with a few reminders</li> <li>• Cleaning up and coming to the snack table after only a few reminders</li> <li>• Responding positively to the signal for a change in activity</li> <li>• After initially protesting, with adult guidance, giving a truck or other toy to another child who has been waiting for a turn</li> </ul>                                                                                                                                                                                                     |



**ECO #1** : **I Personal and Social Development**  
 : **B Self control**  
 : **3 Manages transitions.**

P4 Indicator I B3  
 Manages transitions.

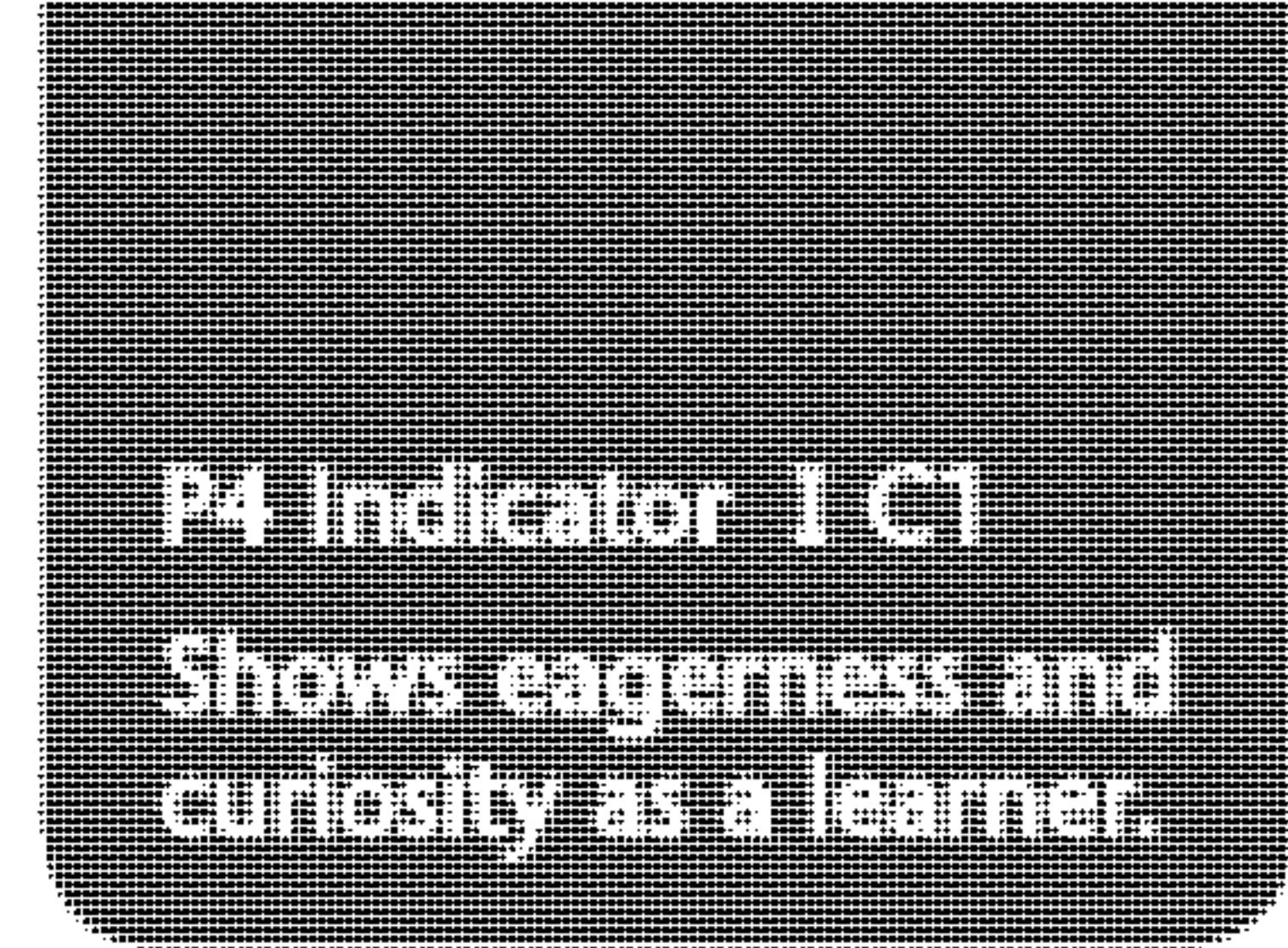
|           | Time 2                                                                                                                                                                                                                                                                                                                                   | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children will interact with their teachers when their family member is still present. Sometimes, children will begin to engage in an activity but continue to look for and check in with their family member. Separation is still difficult and these children are dependent on a specific good-bye routine.                             | <ul style="list-style-type: none"> <li>• Crying after being dropped off, but after a few minutes, will go to a favorite activity with an adult</li> <li>• Transitioning through the routines of the day with several verbal reminders and less physical support</li> <li>• Running to the snack table without cleaning up the unit blocks scattered all over the floor</li> <li>• Transitioning to next activity by taking a favorite item from the previous activity</li> <li>• Can be convinced to transition from a favorite activity by a teacher as long as the teacher goes with the child</li> </ul> |
| <b>IP</b> | Children are beginning to learn how to accept change without undue distress. Although they may still be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and are beginning to show comfort with small changes.                                                           | <ul style="list-style-type: none"> <li>• Separating from a parent (or caregiver) at the door with growing ease</li> <li>• Moving from one classroom activity to the next with a few reminders</li> <li>• Cleaning up and coming to the snack table after only a few reminders</li> <li>• Responding positively to the signal for a change in activity</li> <li>• After initially protesting, with adult guidance, giving a truck or other toy to another child who has been waiting for a turn</li> </ul>                                                                                                   |
| <b>P</b>  | Children are beginning to accept changes in daily schedules and routines and are becoming more comfortable with their transition from home to school. They usually arrive with confidence and can act independently. After putting away their things, they go to their first activity, sometimes still needing some adult encouragement. | <ul style="list-style-type: none"> <li>• Bringing a favorite item from home, putting it in the cubby, and kissing their parent good-bye</li> <li>• After a five-minute transition warning, accepting the change to a new activity, with adult verbal support</li> <li>• Participating in cleanup with another child as a model and an adult to help</li> <li>• Engaging in class discussion about possible new transition signals</li> <li>• Adjusting to a change in the schedule because of a field trip, when there has been plenty of advance discussion and another warning upon arrival</li> </ul>    |

**ECO #1**    **I Personal and Social Development**  
                   **B Self control**  
                   **3 Manages transitions.**

P4 Indicator I B3  
 Manages transitions.

|           | Time 3                                                                                                                                                                                                                                                                                                                                   | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are beginning to learn how to accept change without undue distress. Although they may still be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and are beginning to show comfort with small changes.                                                           | <ul style="list-style-type: none"> <li>• Separating from a parent (or caregiver) at the door with growing ease</li> <li>• Moving from one classroom activity to the next with a few reminders</li> <li>• Cleaning up and coming to the snack table after only a few reminders</li> <li>• Responding positively to the signal for a change in activity</li> <li>• After initially protesting, with adult guidance, giving a truck or other toy to another child who has been waiting for a turn</li> </ul>                                                                                         |
| <b>IP</b> | Children are beginning to accept changes in daily schedules and routines and are becoming more comfortable with their transition from home to school. They usually arrive with confidence and can act independently. After putting away their things, they go to their first activity, sometimes still needing some adult encouragement. | <ul style="list-style-type: none"> <li>• Bringing a favorite item from home, putting it in the cubby, and kissing their parent good-bye</li> <li>• After a five-minute transition warning, accepts the change to the new activity, with adult support</li> <li>• Participating in cleanup with another child as a model and an adult to help</li> <li>• Engaging in class discussion about possible new transition signals</li> <li>• Adjusting to a change in the schedule because of a field trip, when there has been plenty of advance discussion and another warning upon arrival</li> </ul> |
| <b>P</b>  | Children at this age sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance.                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Using a routine, such as waving from the window or blowing a kiss good-bye, to manage the transition from home to school</li> <li>• Accepting transitions with little or no protest</li> <li>• Moving from free play to cleanup with ease and purposefulness</li> <li>• Helping the teacher give transition signals</li> <li>• Cleaning up ahead of schedule because a visitor has come to lead a special group time</li> </ul>                                                                                                                          |





- ECO #2**
- ⋮ **I Personal and Social Development**
  - ⋮ **C Approaches to learning**
  - ⋮ **1 Shows eagerness and curiosity as a learner.**

|           | Time 1                                                                                                                                                                                               | Time 2                                                                                                                                                                                                                                                    | Time 3                                                                                                                                                                                                                                                                           |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children primarily rely on senses to explore objects when they are presented to them by another child or an adult.                                                                                   | Children are beginning to examine objects with focus and attention to detail. They are beginning to notice specific attributes of objects and will point to them to indicate what they have noticed.                                                      | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                                                                                                |
| <b>IP</b> | Children are beginning to examine objects with focus and attention to detail. They are beginning to notice specific attributes of objects and will point to them to indicate what they have noticed. | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                                                                         | Children begin to point to similarities and differences in objects and to ask questions that begin with “Why?” They learn best when their explorations and gathering of information are embedded in play rather than presented to them in formal lessons.                        |
| <b>P</b>  | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                    | Children begin to point to similarities and differences in objects and to ask questions that begin with “Why?” They learn best when their explorations and gathering of information are embedded in play rather than presented to them in formal lessons. | Most children this age are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying, “Why? Why?” |

ECO  
#2

- I Personal and Social Development
- C Approaches to learning
- 1 Shows eagerness and curiosity as a learner.

P4 Indicator I C1  
Shows eagerness and curiosity as a learner.

|    | Time 1                                                                                                                                                                                               | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children primarily rely on senses to explore objects when they are presented to them by another child or an adult.                                                                                   | <ul style="list-style-type: none"> <li>• Experimenting with the concept of size as they practice finger plays such as “Here’s a Ball for Billy.”</li> <li>• Pouring water into the top of a waterwheel to make it turn</li> <li>• Stacking the rings of a Ring Cone—most of them going from large to small</li> <li>• Putting pegs into the peg board in an order that resembles stairs going from longest to shortest</li> <li>• Trying to put shapes into a form board—and giving up saying “This is too hard.”</li> </ul> |
| IP | Children are beginning to examine objects with focus and attention to detail. They are beginning to notice specific attributes of objects and will point to them to indicate what they have noticed. | <ul style="list-style-type: none"> <li>• Sorting crayons according to color or buttons according to size</li> <li>• Noticing that a friend is taller than another friend</li> <li>• Climbing <i>under</i> the chair and announcing that they are <i>under</i></li> <li>• Asking how the worm on the sidewalk can move when it doesn’t have any legs</li> <li>• Calling the teacher to come over because the water bottle for the gerbil is almost empty and needs to be filled</li> </ul>                                    |
| P  | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                    | <ul style="list-style-type: none"> <li>• Checking the gerbil cage daily to see where the gerbil is hiding</li> <li>• Trying different art experiences and puzzles, or listening to new books</li> <li>• Indicating awareness of other children by watching or interacting with them</li> <li>• Noticing new displays in the science area and talking about them with a teacher</li> <li>• Showing interest in many different classroom activities</li> </ul>                                                                 |



ECO  
#2

- I Personal and Social Development
- C Approaches to learning
- 1 Shows eagerness and curiosity as a learner.

P4 Indicator I C1  
Shows eagerness and curiosity as a learner.

|    | Time 2                                                                                                                                                                                                                                                    | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children are beginning to examine objects with focus and attention to detail. They are beginning to notice specific attributes of objects and will point to them to indicate what they have noticed.                                                      | <ul style="list-style-type: none"> <li>• Sorting crayons according to color or buttons according to size</li> <li>• Noticing that a friend is taller than another friend</li> <li>• Climbing <i>under</i> the chair and announcing that they are <i>under</i></li> <li>• Asking how the worm on the sidewalk can move when it doesn't have any legs</li> <li>• Calling the teacher to come over because the water bottle for the gerbil is almost empty and needs to be filled</li> </ul>                                                                                                                                                                                                                       |
| IP | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                                                                         | <ul style="list-style-type: none"> <li>• Checking the gerbil cage daily to see where the gerbil is hiding</li> <li>• Trying different art experiences and puzzles, or listening to new books</li> <li>• Indicating awareness of other children by watching or interacting with them</li> <li>• Noticing new displays in the science area and talking about them with a teacher</li> <li>• Showing interest in many different classroom activities</li> </ul>                                                                                                                                                                                                                                                    |
| P  | Children begin to point to similarities and differences in objects and to ask questions that begin with "Why?" They learn best when their explorations and gathering of information are embedded in play rather than presented to them in formal lessons. | <ul style="list-style-type: none"> <li>• Noticing that the classroom chameleon was green yesterday and today it looks brown</li> <li>• Calling to the teacher to look at how they painted the sky blue and when they painted in a sun with the yellow, it turned green</li> <li>• Looking at the bird's nest on the Science Table and asking how a bird could ever build it when birds don't have hands</li> <li>• Running around the classroom with a hand magnifier and noticing how skin, fingernails, and the shell on the Science Table all look so funny-looking through the magnifier</li> <li>• Looking at their blind classmate and asking how he can string the beads if he can't see them</li> </ul> |

**ECO #2** : **I Personal and Social Development**  
 : **C Approaches to learning**  
 : **1 Shows eagerness and curiosity as a learner.**

P4 Indicator I C1  
 Shows eagerness and curiosity as a learner.

|           | Time 3                                                                                                                                                                                                                                                                           | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are naturally curious about everything in their world and are beginning to respond to what they observe.                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Checking the gerbil cage daily to see where the gerbil is hiding</li> <li>• Trying different art experiences and puzzles, or listens to new books</li> <li>• Indicating awareness of other children by watching or interacting with them</li> <li>• Noticing new displays in the science area and talking about them with a teacher</li> <li>• Showing interest in many different classroom activities</li> </ul>                                                                                                                                                                                                                                                      |
| <b>IP</b> | Children begin to point to similarities and differences in objects and to ask questions that begin with “Why?” They learn best when their explorations and gathering of information are embedded in play rather than presented to them in formal lessons.                        | <ul style="list-style-type: none"> <li>• Noticing that the classroom chameleon was green yesterday and today it looks brown</li> <li>• Calling to the teacher to look at how they painted the sky blue and when they painted in a sun with the yellow, it turned green</li> <li>• Looking at the bird’s nest on the Science Table and asking how a bird could ever build it when birds don’t have hands</li> <li>• Running around the classroom with a hand magnifier and noticing how skin, fingernails, and the shell on the Science Table all look so funny-looking through the magnifier</li> <li>• Looking at their blind classmate and asking how he can string the beads if he can’t see them</li> </ul> |
| <b>P</b>  | Most children this age are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying, “Why? Why?” | <ul style="list-style-type: none"> <li>• Showing interest in stories and events related by other children</li> <li>• Being excited and curious about new things in the classroom, such as a collection of fall leaves or shells from the seashore</li> <li>• Looking at a picture of a castle and trying to reproduce it with blocks</li> <li>• Continuing a discussion by asking related questions or making comments</li> <li>• Asking how water makes the wheel turn at the water table</li> </ul>                                                                                                                                                                                                           |



ECO #1, 2

**I Personal and Social Development**

C Approaches to learning

2 Attends to tasks and seeks help when encountering a problem.

|    | Time 1                                                                                                                                                                                                                                                                                                                                                                                                      | Time 2                                                                                                                                                                                                                                                                                                                                                                                                      | Time 3                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children can remain engaged in a self-selected task for short periods with adult assistance.                                                                                                                                                                                                                                                                                                                | Children can engage in a simple task until it is completed.                                                                                                                                                                                                                                                                                                                                                 | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. |
| IP | Children can engage in a simple task until it is completed.                                                                                                                                                                                                                                                                                                                                                 | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. | Children can attend to tasks for 10–15 minutes and are beginning to be able to continue some simple tasks even when encountering difficulty if they have adult guidance.                                                                                                                                                                                                                                    |
| P  | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. | Children can attend to tasks for 10–15 minutes and are beginning to be able to continue some simple tasks even when encountering difficulty if they have adult guidance.                                                                                                                                                                                                                                    | Children this age attend to most tasks for short periods of time (10–20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group.                                                                                                                                                      |

Attends to tasks and seeks help when encountering a problem.

ECO  
#1, 2

**I Personal and Social Development**

C Approaches to learning

2 Attends to tasks and seeks help when encountering a problem.

|    | Time 1                                                                                                                                                                                                                                                                                                                                                                                                      | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children can remain engaged in a self-selected task for short periods with adult assistance.                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Selects a favorite truck with help from teacher and plays briefly</li> <li>• Moving from center to center without engaging in an activity</li> <li>• Attempting to do a puzzle and stopping when it gets too difficult, waiting until an adult comes to help</li> <li>• Enjoying looking at a couple of pages of a book</li> <li>• Enjoying playing at the sand table when alone for 3–5 minutes</li> </ul>                                                                             |
| IP | Children can engage in a simple task until it is completed.                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Finger painting with another child until paper is covered</li> <li>• Playing with dolls when an adult joins in the play</li> <li>• When attempting to do a puzzle that becomes too difficult, waiting for help and then pulling on the teacher’s shirt to get his attention</li> <li>• Enjoying dancing with a small group of children</li> <li>• Enjoying a simple book until the end if sitting on adult’s lap while adult is reading</li> </ul>                                      |
| P  | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. | <ul style="list-style-type: none"> <li>• Listening to a story for 10 minutes with a small group of children</li> <li>• Seeking assistance after trying for a minute or two to put together a difficult puzzle</li> <li>• Trying several times to reach a toy on a high shelf before giving up</li> <li>• Looking for help when trying to hang up a painting that is still wet</li> <li>• Following the teacher’s suggestion when unable to choose an activity or when too many children select the same activity area</li> </ul> |



Attends to tasks and seeks help when encountering a problem.

ECO  
#1, 2

**I Personal and Social Development**

C Approaches to learning

2 Attends to tasks and seeks help when encountering a problem.

|    | Time 2                                                                                                                                                                                                                                                                                                                                                                                                      | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children can engage in a simple task until it is completed.                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Finger painting with another child until paper is covered</li> <li>• Playing with dolls when an adult joins in the play</li> <li>• When attempting to do a puzzle that becomes too difficult, waiting for help and then pulling on the teacher's shirt to get his attention</li> <li>• Enjoying dancing with a small group of children</li> <li>• Enjoying a simple book until the end if sitting on adult's lap while adult is reading</li> </ul>                                      |
| IP | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. | <ul style="list-style-type: none"> <li>• Listening to a story for 10 minutes with a small group of children</li> <li>• Seeking assistance after trying for a minute or two to put together a difficult puzzle</li> <li>• Trying several times to reach a toy on a high shelf before giving up</li> <li>• Looking for help when trying to hang up a painting that is still wet</li> <li>• Following the teacher's suggestion when unable to choose an activity or when too many children select the same activity area</li> </ul> |
| P  | Children can attend to tasks for 10–15 minutes and are beginning to be able to continue some simple tasks even when encountering difficulty if they have adult guidance.                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Listening to a variety of stories with small groups of children</li> <li>• Selecting another puzzle when the first one is too difficult</li> <li>• Going to the easel and upon discovering that it is being used, asking teacher when they can paint</li> <li>• Seeking help when trying to cut out a shape from construction paper</li> <li>• Zipping up coat after teacher starts the zipper</li> </ul>                                                                               |

Attends to tasks and seeks help when encountering a problem.

ECO  
#1, 2

**I Personal and Social Development**

C Approaches to learning

2 Attends to tasks and seeks help when encountering a problem.

|    | Time 3                                                                                                                                                                                                                                                                                                                                                                                                      | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem solving and explicit physical guidance when following suggestions. | <ul style="list-style-type: none"> <li>• Listening to a story for 10 minutes with a small group of children</li> <li>• Seeking assistance after trying for a minute or two to put together a difficult puzzle</li> <li>• Trying several times to reach a toy on a high shelf before giving up</li> <li>• Looking for help when trying to hang up a painting that is still wet</li> <li>• Following the teacher’s suggestion when unable to choose an activity or when too many children select the same activity area</li> </ul>                                |
| IP | Children can attend to tasks for 10–15 minutes and are beginning to be able to continue some simple tasks even when encountering difficulty if they have adult guidance.                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Listening to a variety of stories with small groups of children</li> <li>• Selecting another puzzle when the first one is too difficult</li> <li>• Going to the easel and upon discovering that it is being used, asking teacher when they can paint</li> <li>• Seeking help when trying to cut out a shape from construction paper</li> <li>• Zipping up coat after teacher starts the zipper</li> </ul>                                                                                                              |
| P  | Children this age attend to most tasks for short periods of time (10–20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group.                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Paying attention to songs and stories during Circle Time</li> <li>• Raising their hands or touching the teacher’s arm to indicate that they need help</li> <li>• Trying to start the zippers on their coats repeatedly until they can do the task without help</li> <li>• Completing favorite puzzles over and over again</li> <li>• Following teacher or peer suggestions for solving a problem (for example, understanding that putting another block at the base of the tower would make it more stable)</li> </ul> |



- ECO #2**
- ⋮ **I Personal and Social Development**
  - ⋮ **C Approaches to learning**
  - ⋮ **3 Approaches tasks with flexibility and inventiveness.**

|           | Time 1                                                                                                                                                                                                                            | Time 2                                                                                                                                                                                                                            | Time 3                                                                                                                                                                                                                                                                                         |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are primarily engaged in a trial-and-error approach to using classroom materials. They will imitate adults or peers as they model use of materials.                                                                      | Children are just beginning to discover how to use some basic materials in the classroom. They are also exploring alternative ways to use those materials in their play, such as sitting on a long block and saying “beep, beep.” | Children are beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.                                                                                     |
| <b>IP</b> | Children are just beginning to discover how to use some basic materials in the classroom. They are also exploring alternative ways to use those materials in their play, such as sitting on a long block and saying “beep, beep.” | Children are beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.                        | In addition to learning how to use materials in specific ways, children begin to explore different ways to use materials, especially if they are encouraged by adults or see other children becoming inventive.                                                                                |
| <b>P</b>  | Children are beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.                        | In addition to learning how to use materials in specific ways, children now begin to explore different ways to use materials, especially if they are encouraged by adults or see other children becoming inventive.               | At this age, children are most comfortable with repetition and familiar people and places and often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to accomplish a task. |

P4 Indicator IC3  
Approaches tasks with flexibility and inventiveness.

ECO  
#2

- I Personal and Social Development
- C Approaches to learning
- 3 Approaches tasks with flexibility and inventiveness.

|    | Time 1                                                                                                                                                                                                                            | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children are primarily engaged in a trial-and-error approach to using classroom materials. They will imitate adults or peers as they model use of materials.                                                                      | <ul style="list-style-type: none"> <li>• Trying to put the pegs into the peg board going from short to long, or according to color</li> <li>• Pouring water onto the paddles of a waterwheel to make it turn</li> <li>• Rolling the play dough out into a flat piece so they can use the cookie cutters to cut out shapes</li> <li>• Going to the dramatic play area to find a pan because someone else is using the pail at the sand table</li> <li>• Exploring hammering nails into the soft wood or a Styrofoam block in the carpentry area</li> </ul> |
| IP | Children are just beginning to discover how to use some basic materials in the classroom. They are also exploring alternative ways to use those materials in their play, such as sitting on a long block and saying “beep, beep.” | <ul style="list-style-type: none"> <li>• Scribbling on a piece of paper and telling everyone that it is the shopping list</li> <li>• Calling for a friend to come over to the block area to help build a train</li> <li>• Looking for a hammer in the carpentry area to take over to the trike and pretend to fix the wheel</li> <li>• Finding the egg carton and filling each section with a bead</li> <li>• Taking the cellophane tape over to an adult and asking for help in taping two pieces of paper together to “make a book.”</li> </ul>         |
| P  | Children this age are just beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.          | <ul style="list-style-type: none"> <li>• Taking play dough to the housekeeping area to fill the muffin tins before putting them in the play oven</li> <li>• Getting the snap-it beads from the manipulative shelf to make a necklace for dress-up</li> <li>• Becoming excited when yellow and blue paint turn into green after being mixed</li> <li>• Suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit</li> <li>• Trying a different way to accomplish a task or use an object</li> </ul>                     |



P4 Indicator IC3  
Approaches tasks with flexibility and inventiveness.

ECO  
#2

- I Personal and Social Development
- C Approaches to learning
- 3 Approaches tasks with flexibility and inventiveness.

|    | Time 2                                                                                                                                                                                                                            | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children are just beginning to discover how to use some basic materials in the classroom. They are also exploring alternative ways to use those materials in their play, such as sitting on a long block and saying “beep, beep.” | <ul style="list-style-type: none"> <li>• Scribbling on a piece of paper and telling everyone that it is the shopping list</li> <li>• Calling for a friend to come over to the block area to help build a train</li> <li>• Looking for a hammer in the carpentry area to take over to the trike and pretend to fix the wheel</li> <li>• Finding the egg carton and filling each section with a bead</li> <li>• Taking the cellophane tape over to an adult and asking for help in taping two pieces of paper together to “make a book.”</li> </ul>                                                                                                                                                                                                   |
| IP | Children are beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.                        | <ul style="list-style-type: none"> <li>• Taking play dough to the housekeeping area to fill the muffin tins before putting them in the play oven</li> <li>• Getting the snap-it beads from the manipulative shelf to make a necklace for dress-up</li> <li>• Becoming excited when yellow and blue paint turn into green after being mixed</li> <li>• Suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit</li> <li>• Trying a different way to accomplish a task or use an object</li> </ul>                                                                                                                                                                                                               |
| P  | In addition to learning how to use materials in specific ways, children now begin to explore different ways to use materials, especially if they are encouraged by adults or see other children becoming inventive.               | <ul style="list-style-type: none"> <li>• Finding felt cutouts that look like the characters from the story they read that morning and trying to use them to retell the story</li> <li>• Taking out several magic markers and folding a piece of paper to make a “card” for their friend who is not in school today</li> <li>• Looking in the dramatic play area for something long and thin to take over to the block area to use as a hose for the fire truck</li> <li>• Finding a frog out in the play yard and wanting to put it in a jar so they can find out what frogs eat and how they do it</li> <li>• Deciding to try to make a “road” on their finger painting and getting a small car from the block area to make tire tracks</li> </ul> |

P4 Indicator IC3  
Approaches tasks with flexibility and inventiveness.

- ECO #2**
- I Personal and Social Development**
  - C Approaches to learning**
  - 3 Approaches tasks with flexibility and inventiveness.**

|           | Time 3                                                                                                                                                                                                                                                                                         | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment.                                                                                     | <ul style="list-style-type: none"> <li>• Taking play dough to the housekeeping area to fill the muffin tins before putting them in the play oven</li> <li>• Getting the snap-it beads from the manipulative shelf to make a necklace for dress-up</li> <li>• Becoming excited when yellow and blue paint turn into green after being mixed</li> <li>• Suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit</li> <li>• Trying a different way to accomplish a task or use an object</li> </ul>                                                                                                                                                                                                               |
| <b>IP</b> | In addition to learning how to use materials in specific ways, children begin to explore different ways to use materials, especially if they are encouraged by adults or see other children becoming inventive.                                                                                | <ul style="list-style-type: none"> <li>• Finding felt cutouts that look like the characters from the story they read that morning and trying to use them to retell the story</li> <li>• Taking out several magic markers and folding a piece of paper to make a “card” for their friend who is not in school today</li> <li>• Looking in the dramatic play area for something long and thin to take over to the block area to use as a hose for the fire truck</li> <li>• Finding a frog out in the play yard and wanting to put it in a jar so they can find out what frogs eat and how they do it</li> <li>• Deciding to try to make a “road” on their finger painting and getting a small car from the block area to make tire tracks</li> </ul> |
| <b>P</b>  | At this age, children are most comfortable with repetition and familiar people and places and often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to accomplish a task. | <ul style="list-style-type: none"> <li>• Using two short cardboard tubes as binoculars in the dramatic play area</li> <li>• Trying to staple pieces of paper together after unsuccessfully trying to tape them together</li> <li>• Trying several different ways to form play dough into a specific object such as a birthday cake or snowman</li> <li>• Using prior experience to figure out what to do in present situations (for example, asking the teacher for red paint to color the play dough because last week the teacher made the play dough green with green paint)</li> <li>• Experimenting with a brush to find ways to keep paint from dripping</li> </ul>                                                                           |



**P4 Indicator 1 D1**  
**Interacts easily**  
**with one or more**  
**children.**

- ECO**
- #1**
- I Personal and Social Development**
- D Interaction with others**
- 1 Interacts easily with one or more children.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                  | Time 2                                                                                                                                                                                                                                                                                                                                                                  | Time 3                                                                                                                                                                                                                                                                                                                          |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are still playing independently—not in cooperation with peers. They may imitate peer actions, but do not act together in their activities.                                                                                                                                                                                                                     | With plenty of adult encouragement and guidance, children are beginning to interact with peers, usually one or two others. Although their play is still parallel, they are beginning to check in with each other and observe what each other is doing. They will make occasional comments or ask if another child can give them a block that is on the floor near them. | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                          |
| <b>IP</b> | With plenty of adult encouragement and guidance, children are beginning to interact with peers, usually one or two others. Although their play is still parallel, they are beginning to check in with each other and observe what each other is doing. They will make occasional comments or ask if another child can give them a block that is on the floor near them. | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                                                                  | Children are now beginning to work and play with other children. Their play goes from parallel to cooperative as each child learns to share, agree on a play theme, choose roles, and converse. When cooperative play gets difficult, children revert to parallel play.                                                         |
| <b>P</b>  | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                                                                  | Children are now beginning to work and play with other children. Their play goes from parallel to cooperative as each child learns to share, agree on a play theme, choose roles, and converse. When cooperative play gets difficult, children revert to parallel play.                                                                                                 | At this age, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many four year olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. |

P4 Indicator I D1  
Interacts easily  
with one or more  
children.

**ECO**  
**#1**

**I Personal and Social Development**  
**D Interaction with others**  
**1 Interacts easily with one or more children.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                  | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are still playing independently—not in cooperation with peers. They may imitate peer actions, but do not act together in their activities.                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Watching as other children do the cleanup after Free Choice activities</li> <li>• Swinging on the playground swing when seeing another child on the other swing</li> <li>• Grabbing the green magic marker from another child who is drawing at the art table</li> <li>• Painting at the easel next to another child</li> <li>• Crying when the child on the fire truck won't get off to give them a turn</li> </ul>                                                                                                                        |
| <b>IP</b> | With plenty of adult encouragement and guidance, children are beginning to interact with peers, usually one or two others. Although their play is still parallel, they are beginning to check in with each other and observe what each other is doing. They will make occasional comments or ask if another child can give them a block that is on the floor near them. | <ul style="list-style-type: none"> <li>• Helping to put away the blocks at cleanup with the teacher actively helping and encouraging</li> <li>• Building in the block area next to another child, drawing blocks from the same pile on the floor</li> <li>• Playing in the sand box outside with another child, helping to fill a pail with sand</li> <li>• Painting at the easel next to another child, and sharing the orange paint together</li> <li>• Accepting the suggestion from “the mother” in the dramatic play area to be the baby who is sleeping in the crib</li> </ul> |
| <b>P</b>  | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                                                                  | <ul style="list-style-type: none"> <li>• Participating in classroom routines, such as helping classmates sweep up sand around the sand table, or joining other children feeding the fish</li> <li>• Playing side by side with other children in the dramatic play area, occasionally making comments to a nearby child</li> <li>• Helping another child set the table for snack, with teacher guidance</li> <li>• Participating with other children at the play dough table</li> <li>• Talking with others during snack or lunch</li> </ul>                                          |



P4 Indicator I D1  
Interacts easily with one or more children.

**ECO #1** : **I Personal and Social Development**  
: **D Interaction with others**  
: **1 Interacts easily with one or more children.**

|           | Time 2                                                                                                                                                                                                                                                                                                                                                                  | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | With plenty of adult encouragement and guidance, children are beginning to interact with peers, usually one or two others. Although their play is still parallel, they are beginning to check in with each other and observe what each other is doing. They will make occasional comments or ask if another child can give them a block that is on the floor near them. | <ul style="list-style-type: none"> <li>• Helping to put away the blocks at cleanup with the teacher actively helping and encouraging</li> <li>• Building in the block area next to another child, drawing blocks from the same pile on the floor</li> <li>• Playing in the sand box outside with another child, helping to fill a pail with sand</li> <li>• Painting at the easel next to another child, and sharing the orange paint together</li> <li>• Accepting the suggestion from “the mother” in the dramatic play area to be the baby who is sleeping in the crib</li> </ul>                                                       |
| <b>IP</b> | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                                                                  | <ul style="list-style-type: none"> <li>• Participating in classroom routines, such as helping classmates sweep up sand around the sand table, or joining other children feeding the fish</li> <li>• Playing side by side with other children in the dramatic play area, occasionally making comments to a nearby child</li> <li>• Helping another child set the table for snack, with teacher guidance</li> <li>• Participating with other children at the play dough table</li> <li>• Talking with others during snack or lunch</li> </ul>                                                                                                |
| <b>P</b>  | Children are now beginning to work and play with other children. Their play goes from parallel to cooperative as each child learns to share, agree on a play theme, choose roles, and converse. When cooperative play gets difficult, children revert to parallel play.                                                                                                 | <ul style="list-style-type: none"> <li>• Participating with a small group of children as they all put puzzles away on the shelf or sort out into separate boxes the markers from the crayons at the art table</li> <li>• Beginning to share blocks with other children in the block area</li> <li>• Participating along with the teacher in snack preparation</li> <li>• Showing a peer at the Science Table how to look through the magnifying glass to see how a leaf looks so different</li> <li>• Participating with two peers about how to make a train with the chairs and then letting one of the others be the Engineer</li> </ul> |

P4 Indicator I D1  
Interacts easily  
with one or more  
children.

**ECO #1** : **I Personal and Social Development**  
: **D Interaction with others**  
: **1 Interacts easily with one or more children.**

|           | Time 3                                                                                                                                                                                                                                                                                                                          | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are just beginning to learn social skills and how to interact with peers. They still need considerable support and practice. Their play is usually parallel (side by side), with only brief interactions with other children.                                                                                          | <ul style="list-style-type: none"> <li>• Participating in classroom routines, such as helping classmates sweep up sand around the sand table, or joining other children feeding the fish</li> <li>• Playing side by side with other children in the dramatic play area, occasionally making comments to a nearby child</li> <li>• Helping another child set the table for snack, with teacher guidance</li> <li>• Participating with other children at the play dough table</li> <li>• Talking with others during snack or lunch</li> </ul>                                                                                                |
| <b>IP</b> | Children are now beginning to work and play with other children. Their play goes from parallel to cooperative as each child learns to share, agree on a play theme, choose roles, and converse. When cooperative play gets difficult, children revert to parallel play.                                                         | <ul style="list-style-type: none"> <li>• Participating with a small group of children as they all put puzzles away on the shelf or sort out into separate boxes the markers from the crayons at the art table</li> <li>• Beginning to share blocks with other children in the block area</li> <li>• Participating along with the teacher in snack preparation</li> <li>• Showing a peer at the Science Table how to look through the magnifying glass to see how a leaf looks so different</li> <li>• Participating with two peers about how to make a train with the chairs and then letting one of the others be the Engineer</li> </ul> |
| <b>P</b>  | At this age, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many four year olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. | <ul style="list-style-type: none"> <li>• Removing toys from the sand table with a friend in order to start a new project</li> <li>• Talking (or using alternative communication skills or tactics) with another child to plan ways to build a block structure</li> <li>• Making decisions with another child about who will put out the cups and napkins for snack and how many they will need</li> <li>• Working cooperatively with another child who is painting on the same side of the easel</li> <li>• Using rhythm instruments with several children</li> </ul>                                                                      |



**P4 Indicator 1 D2**  
**Interacts easily**  
**with familiar**  
**adults.**

- ECO**  
**#1**
- I Personal and Social Development**
  - D Interaction with others**
  - 2 Interacts easily with familiar adults.**

|           | Time 1                                                                                                                                                                                                                                                                           | Time 2                                                                                                                                                                                                                                                                                               | Time 3                                                                                                                                                                                                                                                                                                                                      |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are fearful of unfamiliar adults and seek to stay close to a trusted adult, especially when unfamiliar people are in the room. Their attachment to their trusted teacher is strong almost to the point that they will not separate from that person throughout the day. | Children are gaining comfort in the classroom and although still unsure of unfamiliar adults, they cling less to the trusted adult in the classroom. However, when unfamiliar people enter the classroom, this child will rush to the side of a familiar teacher.                                    | Children vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                                                                                               |
| <b>IP</b> | Children are gaining comfort in the classroom and although still unsure of unfamiliar adults, they cling less to the trusted adult in the classroom. However, when unfamiliar people enter the classroom, this child will rush to the side of a familiar teacher.                | Children vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                                                        | Children are comfortable with familiar adults and are beginning to accept unfamiliar adults into their lives. They are beginning to regard familiar adults as a resource and role model for them. They are still learning and need guidance about appropriate ways to gain adult attention.                                                 |
| <b>P</b>  | Children at this stage vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                      | Children this age are comfortable with familiar adults and are beginning to accept unfamiliar adults into their lives. They are beginning to regard familiar adults as a resource and role model for them. They are still learning and need guidance about appropriate ways to gain adult attention. | Children this age are learning how to interact with adults. They engage in conversations and follow directions given by familiar adults much more readily than with unfamiliar adults. Some children need explicit instruction about positive ways to say "Hello," respond to adults' comments and questions, or gain an adult's attention. |

P4 Indicator I D2  
Interacts easily  
with familiar  
adults.

**ECO**  
**#1**

- I Personal and Social Development**
- D Interaction with others**
- 2 Interacts easily with familiar adults.**

|           | Time 1                                                                                                                                                                                                                                                                           | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are fearful of unfamiliar adults and seek to stay close to a trusted adult, especially when unfamiliar people are in the room. Their attachment to their trusted teacher is strong almost to the point that they will not separate from that person throughout the day. | <ul style="list-style-type: none"> <li>• Holding on tightly to a familiar adult, then gradually letting go in order to inspect the toy truck that is nearby</li> <li>• Climbing out of their parent’s lap, then back in, then out again to see what the other children are doing with the blocks</li> <li>• Running up to and hiding behind the teacher when the firefighter comes to talk to the class about his job</li> <li>• Looking down and not responding when entering the classroom and the teacher has said “Good morning”</li> <li>• Clinging to the teacher when the class is getting ready to take a walk to the Library down the hall</li> </ul> |
| <b>IP</b> | Children are gaining comfort in the classroom and although still unsure of unfamiliar adults, they cling less to the trusted adult in the classroom. However, when unfamiliar people enter the classroom, this child will rush to the side of a familiar teacher.                | <ul style="list-style-type: none"> <li>• Seeking to be near a trusted adult when someone new enters the classroom</li> <li>• Climbing happily to the top of the slide, then looking to the caregiver for reassurance before sliding down</li> <li>• When the custodian comes into the room to change a lightbulb, going with a friend to talk with her and asking her what she is doing</li> <li>• Accepting a hug from the teacher upon arrival</li> <li>• Telling the teacher while putting on their coat that they are going to their grandmother’s house after school</li> </ul>                                                                           |
| <b>P</b>  | Children at this stage vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                      | <ul style="list-style-type: none"> <li>• Entering the classroom in the morning with a greeting for the teacher</li> <li>• Responding to questions the teacher asks</li> <li>• Running over to the adult who is bringing in lunch and asking if they can help</li> <li>• Communicating with the teacher or other adult about the new dress or shirt they are wearing</li> <li>• Sharing the latest classroom news with the school secretary or custodian</li> </ul>                                                                                                                                                                                             |



P4 Indicator I D2  
Interacts easily  
with familiar  
adults.

**ECO #1** : **I Personal and Social Development**  
: **D Interaction with others**  
: **2 Interacts easily with familiar adults.**

|           | Time 2                                                                                                                                                                                                                                                                                               | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are gaining comfort in the classroom and although still unsure of unfamiliar adults, they cling less to the trusted adult in the classroom. However, when unfamiliar people enter the classroom, this child will rush to the side of a familiar teacher.                                    | <ul style="list-style-type: none"> <li>• Seeking to be near a trusted adult when someone new enters the classroom</li> <li>• Climbing happily to the top of the slide, then looking to the caregiver for reassurance before sliding down</li> <li>• When the custodian comes into the room to change a lightbulb, going with a friend to talk with her and asking her what she is doing</li> <li>• Accepting a hug from the teacher upon arrival</li> <li>• Telling the teacher while putting on their coat that they are going to their grandmother’s house after school</li> </ul> |
| <b>IP</b> | Children vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                                                        | <ul style="list-style-type: none"> <li>• Entering the classroom in the morning with a greeting for the teacher</li> <li>• Responding to questions the teacher asks</li> <li>• Running over to the adult who is bringing in lunch and asking if they can help</li> <li>• Communicating with the teacher or other adult about the new dress or shirt they are wearing</li> <li>• Sharing the latest classroom news with the school secretary or custodian</li> </ul>                                                                                                                   |
| <b>P</b>  | Children this age are comfortable with familiar adults and are beginning to accept unfamiliar adults into their lives. They are beginning to regard familiar adults as a resource and role model for them. They are still learning and need guidance about appropriate ways to gain adult attention. | <ul style="list-style-type: none"> <li>• Talking with a caregiver while doing a puzzle</li> <li>• Including adults in role playing in the housekeeping area</li> <li>• Asking the new assistant teacher to help them put on their smock for painting</li> <li>• With adult encouragement, talking to a new teacher about the playground rules</li> <li>• Talking to a visitor and telling their name as long as their familiar caregiver is standing nearby</li> </ul>                                                                                                               |

P4 Indicator I D2  
Interacts easily  
with familiar  
adults.

**ECO #1** : **I Personal and Social Development**  
: **D Interaction with others**  
: **2 Interacts easily with familiar adults.**

|           | Time 3                                                                                                                                                                                                                                                                                                                                      | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults.                                                                                                                                               | <ul style="list-style-type: none"> <li>• Entering the classroom in the morning with a greeting for the teacher</li> <li>• Responding to questions the teacher asks</li> <li>• Running over to the adult who is bringing in lunch and asking if they can help</li> <li>• Communicating with the teacher or other adult about the new dress or shirt they are wearing</li> <li>• Sharing the latest classroom news with the school secretary or custodian</li> </ul>     |
| <b>IP</b> | Children are comfortable with familiar adults and are beginning to accept unfamiliar adults into their lives. They are beginning to regard familiar adults as a resource and role model for them. They are still learning and need guidance about appropriate ways to gain adult attention.                                                 | <ul style="list-style-type: none"> <li>• Talking with a caregiver while doing a puzzle</li> <li>• Including adults in role playing in the housekeeping area</li> <li>• Asking the new assistant teacher to help them put on their smock for painting</li> <li>• With adult encouragement, talking to a new teacher about the playground rules</li> <li>• Talking to a visitor and telling their name as long as their familiar caregiver is standing nearby</li> </ul> |
| <b>P</b>  | Children this age are learning how to interact with adults. They engage in conversations and follow directions given by familiar adults much more readily than with unfamiliar adults. Some children need explicit instruction about positive ways to say “Hello,” respond to adults’ comments and questions, or gain an adult’s attention. | <ul style="list-style-type: none"> <li>• Responding appropriately when an adult says, “Good Morning”</li> <li>• Answering a teacher’s question about who they played with on the playground</li> <li>• Asking for attention by raising a hand, touching the teacher’s arm, or other reasonable actions</li> <li>• Listening to and talking with adults</li> <li>• Discussing with the school nurse that only the nurse can give them their medicine</li> </ul>         |



- ECO #1**    **I Personal and Social Development**  
                   **D Interaction with others**  
                   **3 Participates in the group life of the class.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                             | Time 2                                                                                                                                                                                                                                                                                                                                                                                                                                          | Time 3                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children have a great deal of difficulty participating in group activities. They prefer playing alone or with a teacher and are more likely to enjoy a story if read one-on-one by an adult.                                                                                                                                                       | Children have a difficult time following directions given to a group, listening to stories read to a large group, participating, and learning in a group situation. They continue to need information and directions given to them one-on-one. They often stand on the side during group activities.                                                                                                                                            | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. Children enjoy participating in simple action games that involve minimal time spent waiting for a turn.                                                                                                                 |
| <b>IP</b> | Children have a difficult time following directions given to a group, listening to stories read to a large group, participating, and learning in a group situation. They continue to need information and directions given to them one-on-one. They often stand on the side during group activities.                                               | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. Children enjoy participating in simple action games that involve minimal time spent waiting for a turn.                                                                                                           | As children gain in their ability to play alongside others, they begin to enjoy participating in group activities. Although they sometimes have difficulty understanding and following group expectations, with support they will keep trying. They can sometimes listen to a story as a member of a group, play along with a group game organized by the teacher, and enjoy activities that involve everyone together rather than turn taking.       |
| <b>P</b>  | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. At this age, children enjoy participating in simple action games that involve minimal time spent waiting for a turn. | As children gain in their ability to play alongside others, they begin to enjoy participating in group activities. Although they sometimes have difficulty understanding and following group expectations, with support they will keep trying. They can sometimes listen to a story as a member of a group, play along with a group game organized by the teacher, and enjoy activities that involve everyone together rather than turn taking. | Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four year olds are just beginning to play simple board and card games with rules. |

P4 Indicator I D3  
Participates in the group life of the class.

**ECO #1**    **I Personal and Social Development**  
           **D Interaction with others**  
           **3 Participates in the group life of the class.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                             | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children have a great deal of difficulty participating in group activities. They prefer playing alone or with a teacher and are more likely to enjoy a story if read one-on-one by an adult.                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Playing by themselves with the table blocks or in the dramatic play area rather than joining in the class projects such as painting at the easel or helping to fill the water table</li> <li>• Sitting next to the teacher during Circle Time but not participating in the songs and finger plays</li> <li>• Smiling when the Good Morning song mentions their name and acknowledges their presence</li> <li>• Poking at their peer while at the Circle or Story Time and kicking their feet on the floor</li> <li>• Listening to stories read only one-on-one—perhaps needing to sit on the adult’s lap</li> </ul> |
| <b>IP</b> | Children have a difficult time following directions given to a group, listening to stories read to a large group, participating, and learning in a group situation. They continue to need information and directions given to them one-on-one. They often stand on the side during group activities.                                               | <ul style="list-style-type: none"> <li>• Standing by and watching as a small group of children help the teacher fill the water table</li> <li>• Playing at the sand table for only a few minutes, next to other children</li> <li>• Singing the routine Good Morning song at Circle Time</li> <li>• Calling out random answers or thoughts during a class discussion about their visit to the farm the day before</li> <li>• Grabbing another child’s crackers and crying when that child objects</li> </ul>                                                                                                                                                 |
| <b>P</b>  | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. At this age, children enjoy participating in simple action games that involve minimal time spent waiting for a turn. | <ul style="list-style-type: none"> <li>• Participating in small group projects for 5–10 minutes, such as helping to fill the water table</li> <li>• Joining a small group for a walk around the block</li> <li>• Paying attention to the class signals for cleanup or listening to the teacher</li> <li>• Playing group games such as Duck, Duck, Goose or Follow the Leader, with adult help</li> <li>• Participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished</li> </ul>                                                                                                         |



**ECO #1**    **I Personal and Social Development**  
                   **D Interaction with others**  
                   **3 Participates in the group life of the class.**

|           | Time 2                                                                                                                                                                                                                                                                                                                                                                                                                                          | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children have a difficult time following directions given to a group, listening to stories read to a large group, participating, and learning in a group situation. They continue to need information and directions given to them one-on-one. They often stand on the side during group activities.                                                                                                                                            | <ul style="list-style-type: none"> <li>• Standing by and watching as a small group of children help the teacher fill the water table</li> <li>• Playing at the sand table for only a few minutes, next to other children</li> <li>• Singing the routine Good Morning song at Circle Time</li> <li>• Calling out random answers or thoughts during a class discussion about their trip to the farm the day before</li> <li>• Grabbing another child’s crackers and crying when that child objects</li> </ul>                                                                                                                                                  |
| <b>IP</b> | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. Children enjoy participating in simple action games that involve minimal time spent waiting for a turn.                                                                                                           | <ul style="list-style-type: none"> <li>• Participating in small group projects for 5–10 minutes, such as helping to fill the water table</li> <li>• Joining a small group for a walk around the block</li> <li>• Paying attention to the class signals for cleanup or listening to the teacher</li> <li>• Playing group games such as Duck, Duck, Goose or Follow the Leader, with adult help</li> <li>• Participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished</li> </ul>                                                                                                         |
| <b>P</b>  | As children gain in their ability to play alongside others, they begin to enjoy participating in group activities. Although they sometimes have difficulty understanding and following group expectations, with support they will keep trying. They can sometimes listen to a story as a member of a group, play along with a group game organized by the teacher, and enjoy activities that involve everyone together rather than turn taking. | <ul style="list-style-type: none"> <li>• Helping a caregiver and classmates to make a batch of goop for the media table</li> <li>• Checking the job board upon arrival and saying, “I’m line leader today!”</li> <li>• Joining in the familiar circle activities such as playing Duck, Duck, Goose, but continuing to watch or leave the circle when a new game or circle activity is introduced</li> <li>• When building a fort with two friends using the big blocks, objecting when a new peer comes and wants to join with the building</li> <li>• Watching as peers play board games such as Candy Land—but not wanting to play when invited</li> </ul> |

Participates in the group life of the class.

**ECO #1**    **I Personal and Social Development**  
           **D Interaction with others**  
           **3 Participates in the group life of the class.**

|           | Time 3                                                                                                                                                                                                                                                                                                                                                                                                                                                | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many children. They need guidance from the teacher to learn these things and to adjust to being in school. Children enjoy participating in simple action games that involve minimal time spent waiting for a turn.                                                                                                                 | <ul style="list-style-type: none"> <li>• Participating in small group projects for 5–10 minutes, such as helping to fill the water table</li> <li>• Joining a small group for a walk around the block</li> <li>• Paying attention to the class signals for cleanup or listening to the teacher</li> <li>• Playing group games such as Duck, Duck, Goose or Follow the Leader, with adult help</li> <li>• Participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished</li> </ul>                                                                                                         |
| <b>IP</b> | As children gain in their ability to play alongside others, they begin to enjoy participating in group activities. Although they sometimes have difficulty understanding and following group expectations, with support they will keep trying. They can sometimes listen to a story as a member of a group, play along with a group game organized by the teacher, and enjoy activities that involve everyone together rather than turn taking.       | <ul style="list-style-type: none"> <li>• Helping a caregiver and classmates to make a batch of goop for the media table</li> <li>• Checking the job board upon arrival and saying, “I’m line leader today!”</li> <li>• Joining in the familiar circle activities such as playing Duck, Duck, Goose, but continuing to watch or leave the circle when a new game or circle activity is introduced</li> <li>• When building a fort with two friends using the big blocks, objecting when a new peer comes and wants to join with the building</li> <li>• Watching as peers play board games such as Candy Land—but not wanting to play when invited</li> </ul> |
| <b>P</b>  | Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four year olds are just beginning to play simple board and card games with rules. | <ul style="list-style-type: none"> <li>• Readily joining Circle Times, participating in cleanup time, and going to snack when it is ready</li> <li>• Noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area</li> <li>• Recognizing that a classmate is absent and asking the teacher about it</li> <li>• Suggesting silly and funny ideas for open-ended songs such as “Aiken Drum” or suggesting the animals for choruses of “Old MacDonald Had a Farm”</li> <li>• Playing simple lotto games or board games, such as Candy Land</li> </ul>                                    |



**P4 Indicator 1 D4**  
Shows empathy and caring for others.

- ECO #1**
- I Personal and Social Development**
- D Interaction with others**
- 4 Shows empathy and caring for others.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                                                            | Time 2                                                                                                                                                                                                                                                                                                               | Time 3                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are beginning to be aware of the emotions shown by others. They may demonstrate this awareness by imitating the facial expressions or behavior of the other child, or covering their ears when a child is crying or yelling. Children are not yet demonstrating awareness of other children's distress, and although they may notice, they continue on with their activity, appearing to be undisturbed. | Children demonstrate a beginning awareness of other children's feelings by staring, covering their ears, or perhaps trying to get the attention of a teacher for help.                                                                                                                                               | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, these children can sympathize with a child who has fallen down or who can't get his coat on.                                                                             |
| <b>IP</b> | Children demonstrate a beginning awareness of other children's feelings by staring, covering their ears, or perhaps trying to get the attention of a teacher for help.                                                                                                                                                                                                                                            | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, these children can sympathize with a child who has fallen down or who can't get his coat on.                                                        | Children recognize other children's feelings but may have a hard time separating others' feelings from their own. They need the help of adults to understand how the friend waiting for a turn might be feeling, or that a classmate will be upset if they take all of the apple slices from the plate.                                   |
| <b>P</b>  | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, these children can sympathize with a child who has fallen down or who can't get his coat on.                                                                                                                                                     | Children this age can recognize other children's feelings but may have a hard time separating others' feelings from their own. They need the help of adults to understand how the friend waiting for a turn might be feeling, or that a classmate will be upset if they take all of the apple slices from the plate. | At this age, many children show that they are aware of the feelings of their classmates. Some children need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. |

P4 Indicator I D4  
Shows empathy and caring for others.

**ECO #1**    **I Personal and Social Development**  
           **D Interaction with others**  
           **4 Shows empathy and caring for others.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                                                                            | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are beginning to be aware of the emotions shown by others. They may demonstrate this awareness by imitating the facial expressions or behavior of the other child, or covering their ears when a child is crying or yelling. Children are not yet demonstrating awareness of other children's distress, and although they may notice, they continue on with their activity, appearing to be undisturbed. | <ul style="list-style-type: none"> <li>• Continuing to string the beads while ignoring the classmate who is sitting at the same table crying for her mother</li> <li>• Pushing away the child next to them who just spilled juice all over the table</li> <li>• Laughing at a child who just had a toileting accident and calling him a baby</li> <li>• Saying, "I don't want to play with you," when another child asks to build with the blocks</li> <li>• Calling out "I don't like you!" to the child who is wearing leg braces</li> </ul> |
| <b>IP</b> | Children demonstrate a beginning awareness of other children's feelings by staring, covering their ears, or perhaps trying to get the attention of a teacher for help.                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Staring at a child who is crying upon arrival</li> <li>• Telling another child to go get a broom after that child has accidentally thrown sand on the floor</li> <li>• Calling for help when another child falls from the swing</li> <li>• Running away when another child has had a toileting accident</li> <li>• Saying they're sorry when they accidentally rip a classmate's painting</li> </ul>                                                                                                  |
| <b>P</b>  | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, these children can sympathize with a child who has fallen down or who can't get his coat on.                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Putting an arm around a friend who is crying</li> <li>• Pretending to soothe a crying baby in the house area</li> <li>• Asking an adult to help when a friend has trouble pulling on boots</li> <li>• Being concerned when a friend falls and scrapes a knee</li> <li>• Helping a classmate clean up a spill</li> </ul>                                                                                                                                                                               |



P4 Indicator I D4  
Shows empathy and caring for others.

**ECO #1** : **I Personal and Social Development**  
: **D Interaction with others**  
: **4 Shows empathy and caring for others.**

|           | Time 2                                                                                                                                                                                                                                                                                                               | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children demonstrate a beginning awareness of other children's feelings by staring, covering their ears, or perhaps trying to get the attention of a teacher for help.                                                                                                                                               | <ul style="list-style-type: none"> <li>• Staring at a child who is crying upon arrival</li> <li>• Telling another child to go get a broom after that child has accidentally thrown sand on the floor</li> <li>• Calling for help when another child falls from the swing</li> <li>• Running away when another child has had a toileting accident</li> <li>• Saying they're sorry when they accidentally rip a classmate's painting</li> </ul>                                |
| <b>IP</b> | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, these children can sympathize with a child who has fallen down or who can't get his coat on.                                                        | <ul style="list-style-type: none"> <li>• Putting an arm around a friend who is crying</li> <li>• Pretending to soothe a crying baby in the house area</li> <li>• Asking an adult to help when a friend has trouble pulling on boots</li> <li>• Being concerned when a friend falls and scrapes a knee</li> <li>• Helping a classmate clean up a spill</li> </ul>                                                                                                             |
| <b>P</b>  | Children this age can recognize other children's feelings but may have a hard time separating others' feelings from their own. They need the help of adults to understand how the friend waiting for a turn might be feeling, or that a classmate will be upset if they take all of the apple slices from the plate. | <ul style="list-style-type: none"> <li>• Moving the furniture to make more room for a child's wheelchair</li> <li>• Continuing to pay attention in Circle Time when a child with special needs is making lots of noises</li> <li>• After the teacher starts the zipper, helping a friend zip up her coat</li> <li>• Getting help and a tissue when a friend is crying from a fall</li> <li>• Saying "Hello" to a new child and showing them where the cubbies are</li> </ul> |

P4 Indicator I D4  
Shows empathy and caring for others.

**ECO #1**    **I Personal and Social Development**  
           **D Interaction with others**  
           **4 Shows empathy and caring for others.**

|           | Time 3                                                                                                                                                                                                                                                                                                                                    | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are showing that they care for those around them. Empathy is elicited by concrete occurrences that are similar to the child’s experiences. For example, these children can sympathize with a child who has fallen down or who can’t get his coat on.                                                                             | <ul style="list-style-type: none"> <li>• Putting an arm around a friend who is crying</li> <li>• Pretending to soothe a crying baby in the house area</li> <li>• Asking an adult to help when a friend has trouble pulling on boots</li> <li>• Being concerned when a friend falls and scrapes a knee</li> <li>• Helping a classmate clean up a spill</li> </ul>                                                                                                        |
| <b>IP</b> | Children recognize other children’s feelings but may have a hard time separating others’ feelings from their own. They need the help of adults to understand how the friend waiting for a turn might be feeling, or that a classmate will be upset if they take all of the apple slices from the plate.                                   | <ul style="list-style-type: none"> <li>• Moving the furniture to make more room for a child’s wheelchair</li> <li>• Continuing to pay attention in circle when a child with special needs is making lots of noises</li> <li>• After the teacher starts the zipper, helping a friend zip up her coat</li> <li>• Getting help and a tissue when a friend is crying from a fall</li> <li>• Saying “Hello” to a new child and showing them where the cubbies are</li> </ul> |
| <b>P</b>  | At this age, many children show that they are aware of the feelings of their classmates. Some children need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. | <ul style="list-style-type: none"> <li>• Volunteering to sit next to a new child and helping the child with the procedures for snack</li> <li>• Expressing sadness to a friend whose pet has died</li> <li>• Going over to a friend who has fallen and giving comfort</li> <li>• Expressing appropriate feelings (joy, sadness, fear) for characters in a story</li> <li>• Showing acceptance and support of a classmate with a physical disability</li> </ul>          |



**P4 Indicator 1 E1**  
**Seeks adult help**  
**when needed to**  
**resolve conflicts.**

- ECO**  
**#1, 3**
- I Personal and Social Development**
  - E Social problem-solving**
  - 1 Seeks adult help when needed to resolve conflicts.**

|           | Time 1                                                                                                                                                                                                                                                                                                                                                | Time 2                                                                                                                                                                                                                                                                                                                                   | Time 3                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children are more apt to play <i>beside</i> other children than to play with them, but they are able to share some short pretend play themes. They also feel the need to protect their possessions by grabbing, refusing, commanding, and hitting. They need adult support to use their verbal skills to resolve conflicts.                           | Children can play fairly well in small groups of peers who are close in age. Although they have the verbal skills, they need adult help and intervention to solve social conflicts. Instead of using words, they often will cry as a way of asking for help.                                                                             | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. The expectation is that children will begin to recognize when they need help to solve a problem.                                                                  |
| <b>IP</b> | Children can play fairly well in small groups of peers who are close in age. Although they have the verbal skills, they need adult help and intervention to solve social conflicts. Instead of using words, they often will cry as a way of asking for help.                                                                                          | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. The expectation is that children will begin to recognize when they need help to solve a problem. | As children play together, they can work out some of the problems they encounter. They still need adult support in finding solutions to many of the conflicts that arise. They are now more aware when they need adult help and accept compromises when suggested.                                                                                                                                        |
| <b>P</b>  | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. At this age, the expectation is that children will begin to recognize when they need help to solve a problem. | As children play together, they can work out some of the problems they encounter. They still need adult support in finding solutions to many of the conflicts that arise. They are now more aware when they need adult help and accept compromises when suggested.                                                                       | At this age, children continue to need a great deal of adult support and guidance in learning how to solve conflicts: for example, how to share a limited number of materials, or deciding who will get to go outside first. Their natural responses were physical, such as hitting, kicking, or throwing. Now, they are beginning to learn alternatives such as using words and other simple strategies. |

P4 Indicator I E1  
Seeks adult help when needed to resolve conflicts.

ECO  
#1, 3

- I Personal and Social Development
- E Social problem-solving
- 1 Seeks adult help when needed to resolve conflicts.

|    | Time 1                                                                                                                                                                                                                                                                                                                                                | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children are more apt to play beside other children than to play with them, but they are able to share some short pretend play themes. They also feel the need to protect their possessions by grabbing, refusing, commanding, and hitting. They need adult support to use their verbal skills to resolve conflicts.                                  | <ul style="list-style-type: none"> <li>• Crying and stamping their feet when another child won't give them the toy they want</li> <li>• Running away after pushing another child away from the water table</li> <li>• Kicking and screaming when told it's not their turn on the riding toy</li> <li>• Hitting and pushing when another child says he wants to be the daddy in dramatic play</li> <li>• Running to get the teacher after pushing another child off the swing and making him cry</li> </ul>                                               |
| IP | Children can play fairly well in small groups of peers who are close in age. Although they have the verbal skills, they need adult help and intervention to solve social conflicts. Instead of using words, they often will cry as a way of asking for help.                                                                                          | <ul style="list-style-type: none"> <li>• Grabbing the truck that they need for their sand play and running away from the child who was playing with it</li> <li>• Crying for help when another child takes all the hats in the dramatic play area</li> <li>• Holding onto the doll they were playing with while another child is also holding onto it</li> <li>• Saying "I don't want to play with you," when another child asks to build with the blocks</li> <li>• Standing at the sand table and wanting to have the same toys as a friend</li> </ul> |
| P  | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. At this age, the expectation is that children will begin to recognize when they need help to solve a problem. | <ul style="list-style-type: none"> <li>• Seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure</li> <li>• Asking for help to get a ride on the Big Wheel or a turn on the slide</li> <li>• Asking for help when a child grabs a truck or other plaything</li> <li>• Yelling at another child, "You can't come in the house area, it's full," and then calling the teacher for help</li> <li>• Seeking help when another child is hitting or pushing</li> </ul>                                      |



P4 Indicator I E1  
Seeks adult help when needed to resolve conflicts.

- ECO #1, 3**
- I Personal and Social Development**
  - E Social problem-solving**
  - 1 Seeks adult help when needed to resolve conflicts.**

|           | Time 2                                                                                                                                                                                                                                                                                                                                   | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NY</b> | Children can play fairly well in small groups of peers who are close in age. Although they have the verbal skills, they need adult help and intervention to solve social conflicts. Instead of using words, they often will cry as a way of asking for help.                                                                             | <ul style="list-style-type: none"> <li>• Grabbing the truck that they need for their sand play and running away from the child who was playing with it</li> <li>• Crying for help when another child takes all the hats in the dramatic play area</li> <li>• Holding onto the doll they were playing with while another child is also holding onto it</li> <li>• Saying “I don’t want to play with you,” when another child asks to build with the blocks</li> <li>• Standing at the sand table and wanting to have the same toys as a friend</li> </ul>                                                                                                                                                                                 |
| <b>IP</b> | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. The expectation is that children will begin to recognize when they need help to solve a problem. | <ul style="list-style-type: none"> <li>• Seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure</li> <li>• Asking for help to get a ride on the Big Wheel or a turn on the slide</li> <li>• Asking for help when a child grabs a truck or other plaything</li> <li>• Yelling at another child, “You can’t come in the house area, it’s full,” and then calling the teacher for help</li> <li>• Seeking help when another child is hitting or pushing</li> </ul>                                                                                                                                                                                                                      |
| <b>P</b>  | As children play together, they can work out some of the problems they encounter. They still need adult support in finding solutions to many of the conflicts that arise. They are now more aware when they need adult help and accept compromises when suggested.                                                                       | <ul style="list-style-type: none"> <li>• Asking several children to play a game of chase, but getting angry when it doesn’t work the way they expected</li> <li>• Wanting the last long block that another child also wants—then accepting the teacher’s suggestion that one person use two shorter blocks with a center support</li> <li>• Asking the teacher for help when the child behind them keeps trying to push ahead in the line to climb the ladder for the slide</li> <li>• Running to be the first in line, but accepting the rule about someone else being the leader for the day</li> <li>• Asking the teacher to help them get a turn to use the green marker that another child has been “using for too long”</li> </ul> |

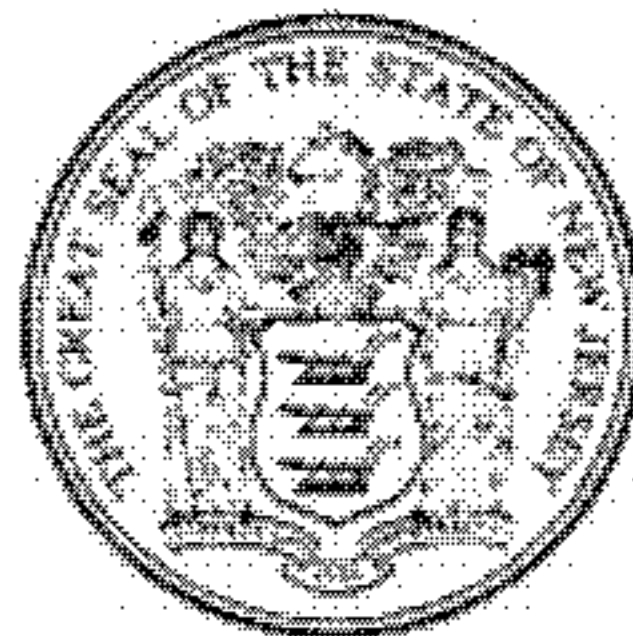
ECO  
#1, 3

- I Personal and Social Development
- E Social problem-solving
- 1 Seeks adult help when needed to resolve conflicts.

P4 Indicator I E1  
Seeks adult help  
when needed to  
resolve conflicts.

|    | Time 3                                                                                                                                                                                                                                                                                                                                                                                                    | For example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NY | Children do not yet have the skills to solve conflicts on their own. They learn to solve conflicts gradually by watching an adult model effective conflict-resolution strategies and by experiencing compromises facilitated by adults. The expectation is that children will begin to recognize when they need help to solve a problem.                                                                  | <ul style="list-style-type: none"> <li>• Seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure</li> <li>• Asking for help to get a ride on the Big Wheel or a turn on the slide</li> <li>• Asking for help when a child grabs a truck or other plaything</li> <li>• Yelling at another child, “You can’t come in the house area, it’s full,” and then calling the teacher for help</li> <li>• Seeking help when another child is hitting or pushing</li> </ul>                                                                                                                                                                                                          |
| IP | As children play together, they can work out some of the problems they encounter. They still need adult support in finding solutions to many of the conflicts that arise. They are now more aware when they need adult help and accept compromises when suggested.                                                                                                                                        | <ul style="list-style-type: none"> <li>• Asking several children to play a game of chase, but getting angry when it doesn’t work the way they expected</li> <li>• Wanting the last long block that another child also wants— accepting the teacher’s suggestion that one person use two shorter blocks with a center support</li> <li>• Asking the teacher for help when the child behind them keeps trying to push ahead in the line to climb the ladder for the slide</li> <li>• Running to be first in line, but accepting the rule about someone else being leader for the day</li> <li>• Asking the teacher to help them get a turn to use the green marker that another child has been “using for too long”</li> </ul> |
| P  | At this age, children continue to need a great deal of adult support and guidance in learning how to solve conflicts: for example, how to share a limited number of materials, or deciding who will get to go outside first. Their natural responses were physical, such as hitting, kicking, or throwing. Now, they are beginning to learn alternatives such as using words and other simple strategies. | <ul style="list-style-type: none"> <li>• Asking an adult to help when another child wants the same truck or when other children keep pushing in the line waiting for a turn on the slide</li> <li>• Using words suggested by an adult to express anger, such as, “I don’t like it when you push me.” or “That makes me mad!”</li> <li>• Asking a child to return a toy he or she has grabbed, and turning to an adult for help when the child refuses</li> <li>• Giving alternatives to friends, such as, “I’m playing with these, you play with those.”</li> <li>• Asking the teacher to use a timer to decide when one child’s turn on the bike ends and their own turn begins</li> </ul>                                  |





## State of New Jersey

Office of Information Technology  
P.O. Box 212  
Trenton, New Jersey 08625-0212

CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

14 October 2011

Ellen Wolock, Ed. D  
Administrator, Division of Early Childhood Education  
New Jersey Department of Education  
100 Riverview Plaza  
Trenton, New Jersey 08625-0500

Dear Dr. Wolock,

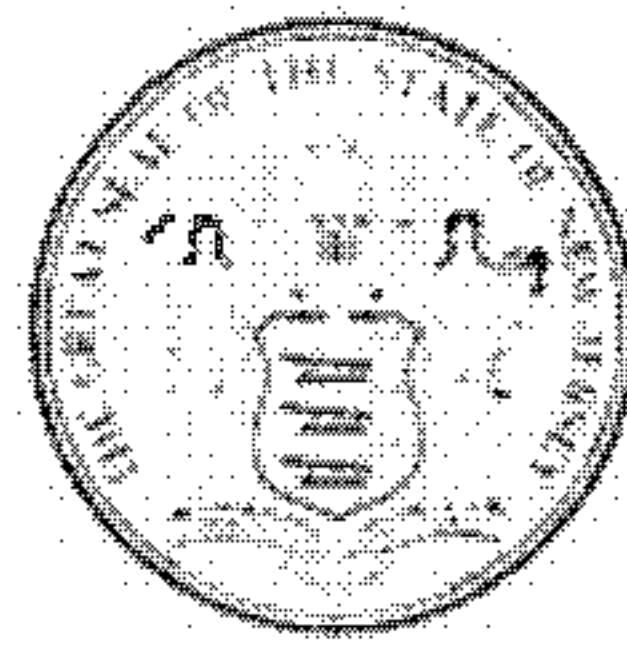
On behalf of the New Jersey Office of Information Technology, I would like to thank you for inviting us to be your technology partner in your Race to the Top-Early Learning Challenge grant application. We are very excited to be part of such a significant and important project. We enjoy our working relationship with Department of Education staff and look forward to continuing to strengthen this relationship as we help you grow your capabilities.

There can be no nobler a public purpose than helping our children reach their full potential. There can be no more essential a public purpose than protecting the health and safety of our children. There can be no more obligatory a public purpose than investing public funds wisely to achieve these objectives. The Office of Information Technology values the privilege and honor of helping your agency meet these challenges. Thank you again for this opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel J. Paolini".

Daniel J. Paolini  
Deputy Chief Technology Officer  
New Jersey Office of Information Technology



CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

**State of New Jersey**  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

CHRISTOPHER D. CERF  
*Acting Commissioner*

**LETTER OF INTENT**

Gloria J. Broeker, Interim Chief Technology Officer  
New Jersey Office of Information Technology  
300 Riverview Plaza  
Trenton, New Jersey 08625

Dear Ms. Broeker:

This letter confirms the agreement between The New Jersey Department of Education (NJDOE) and New Jersey Office of Information Technology (NJOIT) for the NJOIT to participate in the State Plan as described in the State's Race to the Top-Early Learning Challenge application.

The scope of work to be followed in implementing the project is described in Exhibit I, Preliminary Scope of Work, attached hereto and incorporated herein. The scope of work is a framework of collaboration outlining preliminary roles and responsibilities of the NJOIT in support of the State in its implementation of the Race to the Top-Early Learning Challenge grant project.

If the foregoing terms and conditions are acceptable to you, please indicate so by signing this letter of intent along with the enclosed Preliminary Scope of Work and returning it to the attention of the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Wolock".

Ellen Wolock, Ed. D.  
Administrator, Division of Early Childhood Education  
New Jersey Department of Education



**ACCEPTED AND AGREED**

**Authorized Representative of NJ Department of Education:**

*[Handwritten Signature]* 10/17/11  
Signature Date

Ellen Wolock  
Print Name Date

**Authorized Representative of NJ Office of Information Technology**

(b)(6) 10-14-11  
Signature Date

Gloria J. Broeker 10-14-11  
Print Name Date



**EXHIBIT I – Supporting Agency Scope of Work  
Office of Information Technology**

The Supporting Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

| <b>Selection Criterion</b> | <b>Participating Party</b>       | <b>Type of Participation</b>                                                                                                                                                                                                                                                                                 |
|----------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(A)(3)</b>              | Office of Information Technology | Participate in Commission for Early Learning and Development meetings, as needed<br><br>Participate in Data Governance Council created to oversee implementation and use of data in NJ-EASEL<br><br>Provide regular reports to Commission on progress of NJ-EASEL Development Team activities and benchmarks |
| <b>(E)(2)</b>              | Office of Information Technology | With DOE, oversee implementation of NJ-EASEL early learning and development data integration project<br><br>Partner with other agencies to link existing data systems to NJ-EASEL                                                                                                                            |


10/17/11  


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 Signature (Authorized Representative of Lead Agency) Date


10-14-11  


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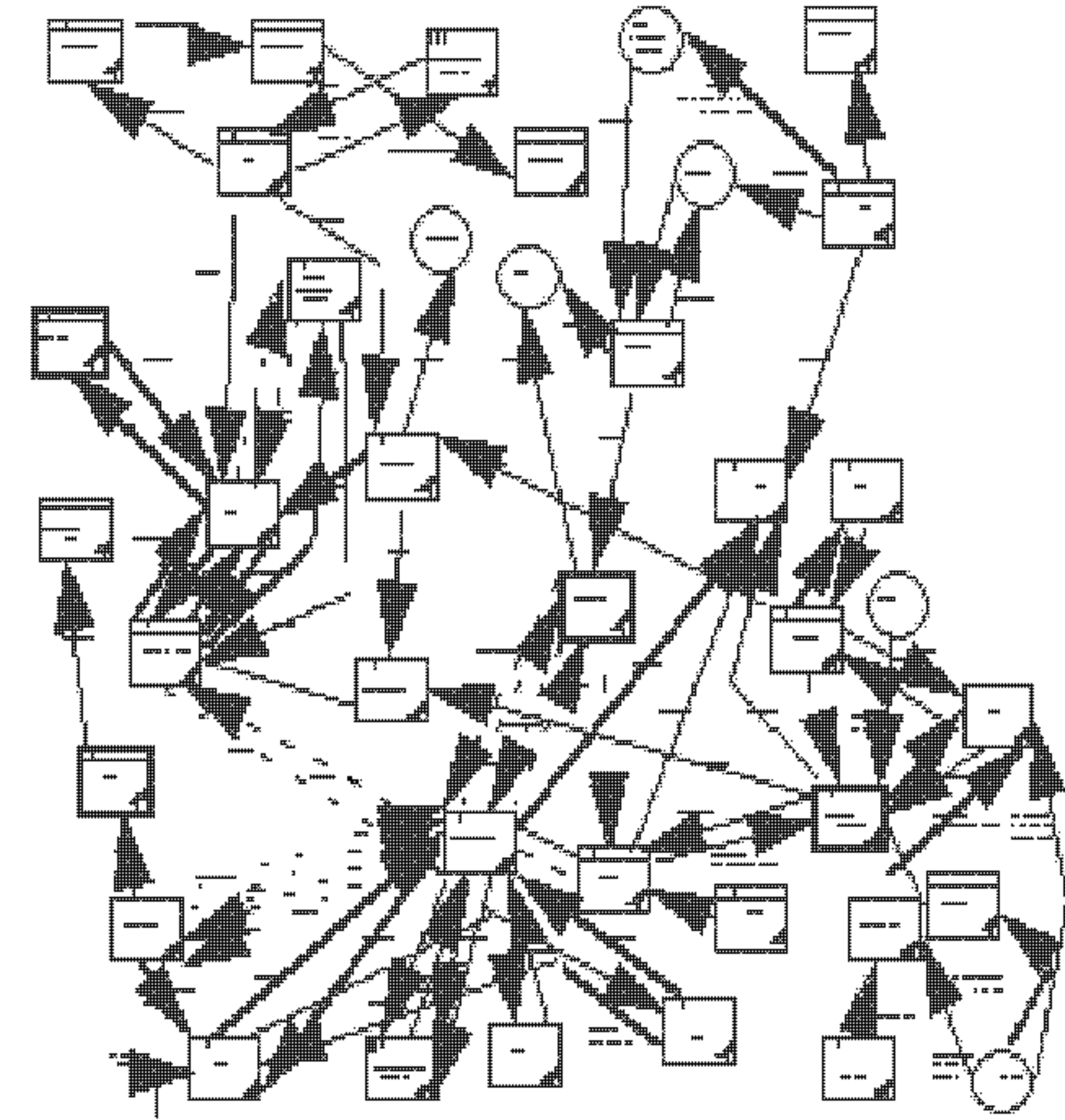
 Signature (Authorized Representative of Supporting Agency) Date



## Appendix: New Jersey's Information Architectural Approach

Data sharing, as traditionally practiced, creates more problems than it solves. It provides a sense of false economy, false security, and false efficiency. Each sharing of data

- involves point-to-point mapping of the data elements being shared, and this effort is repeated every time the same data is shared with a new organization;
- is based upon the needs of the two business units but using data as defined by one of the business units, leading to data quality issues due to inconsistent data definitions;
- reduces the data quality of the organization, as unmanaged versions of the same data exist in multiple locations, without any process for resolving data quality or definition issues;
- creates pressure on the source system staff to provide the requested data; the more popular the data, the more work for the source system staff;
- creates pressure on the source system itself to provide the requested data; the more popular the data, the more performance impact on the source system; and,
- introduces security concerns, as once the data has been shared, there is no or limited tracking of how that data is used.



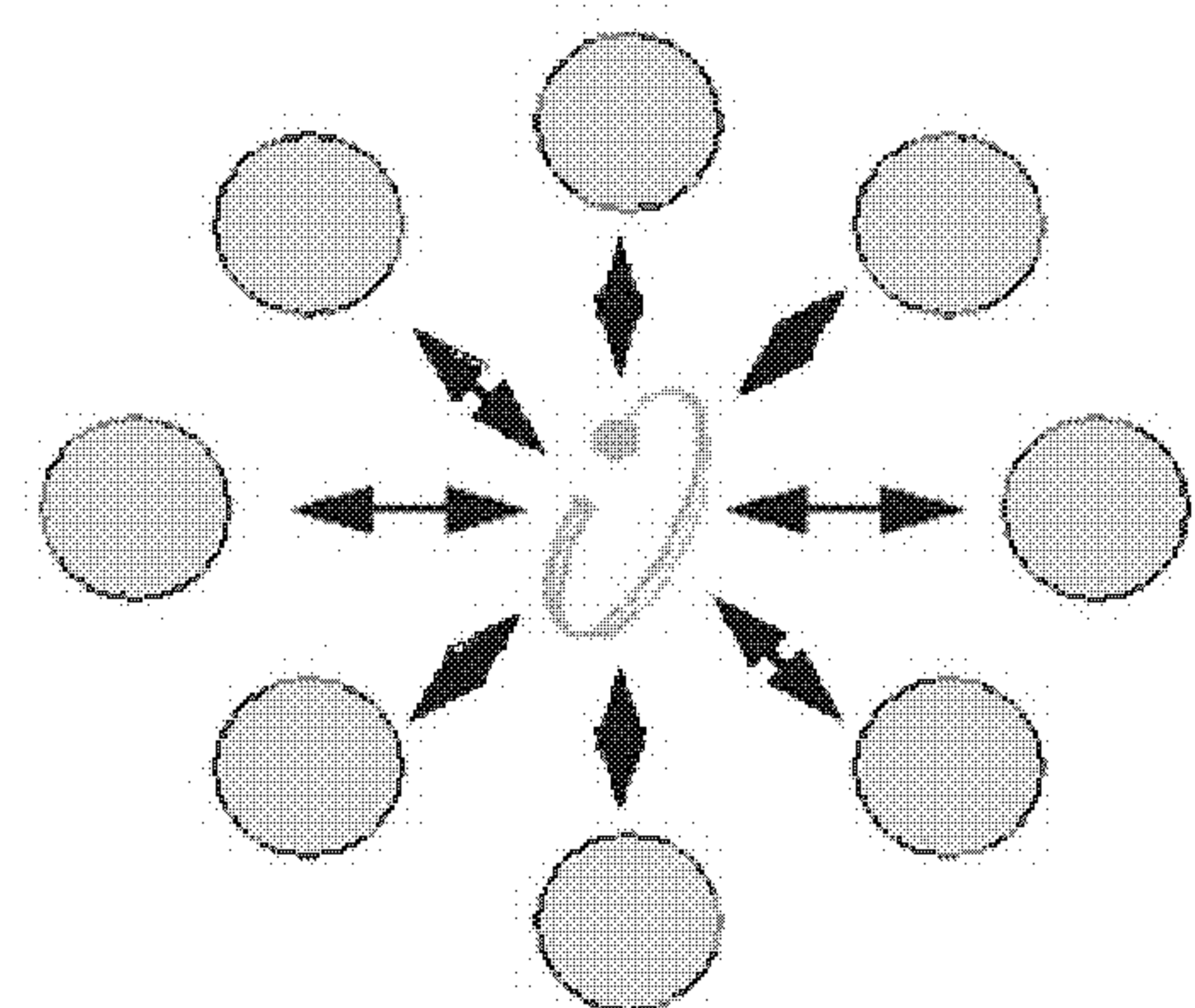
Ultimately, in this data sharing world, the organization spends more and more time (and money) moving data around and resolving the inevitable data quality issues that surface.

### Data Reusability

Data reusability is the commitment to collecting, managing and storing electronic data in forms and formats to enhance the quality, understanding and value of that data, to promote the efficient use of that data between agencies and applications, and to minimize data redundancy and conflicting definitions. Data reusability leads to “information sharing”, not “data sharing”.

Data reusability is more specific than data sharing, in that data sharing is based on data duplication and data movement, while the goal of data reusability is to eliminate unnecessary duplication.

It is more specific than data integration, in that data integration is the reconciling and cross-walking of information from disparate systems, while the goal of data reusability is to



achieve data integration through optimization and standardization of reference and master data and normalization and rationalization of definitions and formats for enterprise and affinity data.

The purpose of data reusability, and therefore enterprise information architecture, is to meet the State's strategic and operational needs. In its report, "**NATIONAL INFORMATION ARCHITECTURE: Toward National Sharing of Governmental Information**", the National Association of State Chief Information Officers (NASCIO) summarizes:

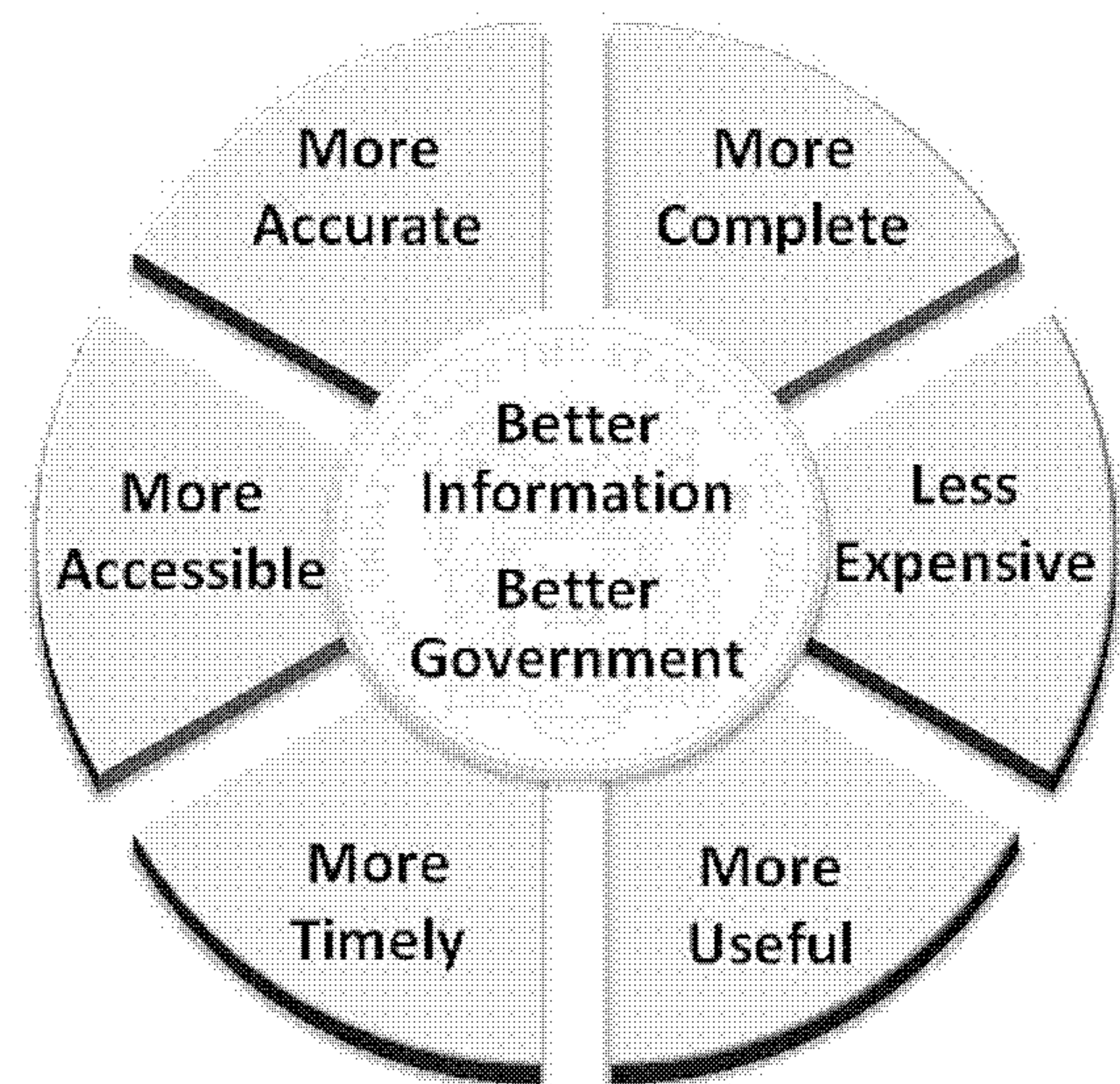
*"The business case for such an architecture rests on four foundations.*

- **First**, shared information is **more accurate**; it is collected once and used many times, thereby avoiding the misunderstandings and keying errors associated with multiple collection.
- **Second**, shared information is **timelier**; it can often be made available instantly rather than waiting for a separate collection effort.
- **Third**, shared information is **more complete**; information from multiple sources can be assembled into a full description.
- **Fourth**, shared information is **more cost-effective**; it costs much less to store data and send it to another user than it does to collect it again."

To these, New Jersey adds two additional foundations.

- **Fifth**, shared information is **more accessible**; when information is managed through a common process, it is maintained more efficiently, and it is more readily reusable by other applications.
- **Sixth**, shared information is **more useful**; with a single version of the truth available to managers and executives, information will more effectively support decision-making processes.

The ultimate goal of the NJEIMF is data reusability with better data quality. The purpose of an enterprise data quality program is to first identify the quality of the data within the organization, and then systematically improve it. For this reason, Data Quality is a key objective for all of the information management components of the NJ-EASEL.



### **New Jersey's Model-Driven Development (MDD) Approach**

It is the modeling of enterprise-level data that differentiates project-level data modeling activity from information architecture. The product of this enterprise-level modeling is a **Canonical Data Model**, a term describing the design integration of multiple distinct databases. The canonical data model is used



by integration technologies as a definition for common data moving between the systems of an enterprise. At a higher level of abstraction it may also refer to the definition of data stores.

The NJEIMF requires a model-driven approach to development. Where it exists, this process begins with an existing Conceptual Business Model (CBM). The CBM guides the development of a Solution Conceptual Data Model (CDM) to capture the key information needs of the business. This model is created with participation by stakeholders at the highest levels of the business. The CDM guides subsequent modeling efforts and documents an overall view of the business, even for areas outside the scope of the application being developed. The CDM feeds back into the organization's CBM, or forms the basis for one where it does not yet exist.

After creation of the CDM, the logical modeling process captures detailed user requirements and business rules. A Solution Logical Data Model (LDM) is created representing the scope of the project. It is consistent with both the CDM, the Logical Business Model (LBM) for the business or subject area where one exists, and the NJ Enterprise Reference Data Model (NJERDM). The LDM is normalized, fully attributed, and consistent with the NJ Data Naming Convention. The entities and attributes of the LDM are registered with the NJ Data Architecture unit and recorded in its Data Registry. The NJ Data Architecture unit validates and approves all entity and attribute names. The LDM feeds back into the organization's LBM and the NJERDM.

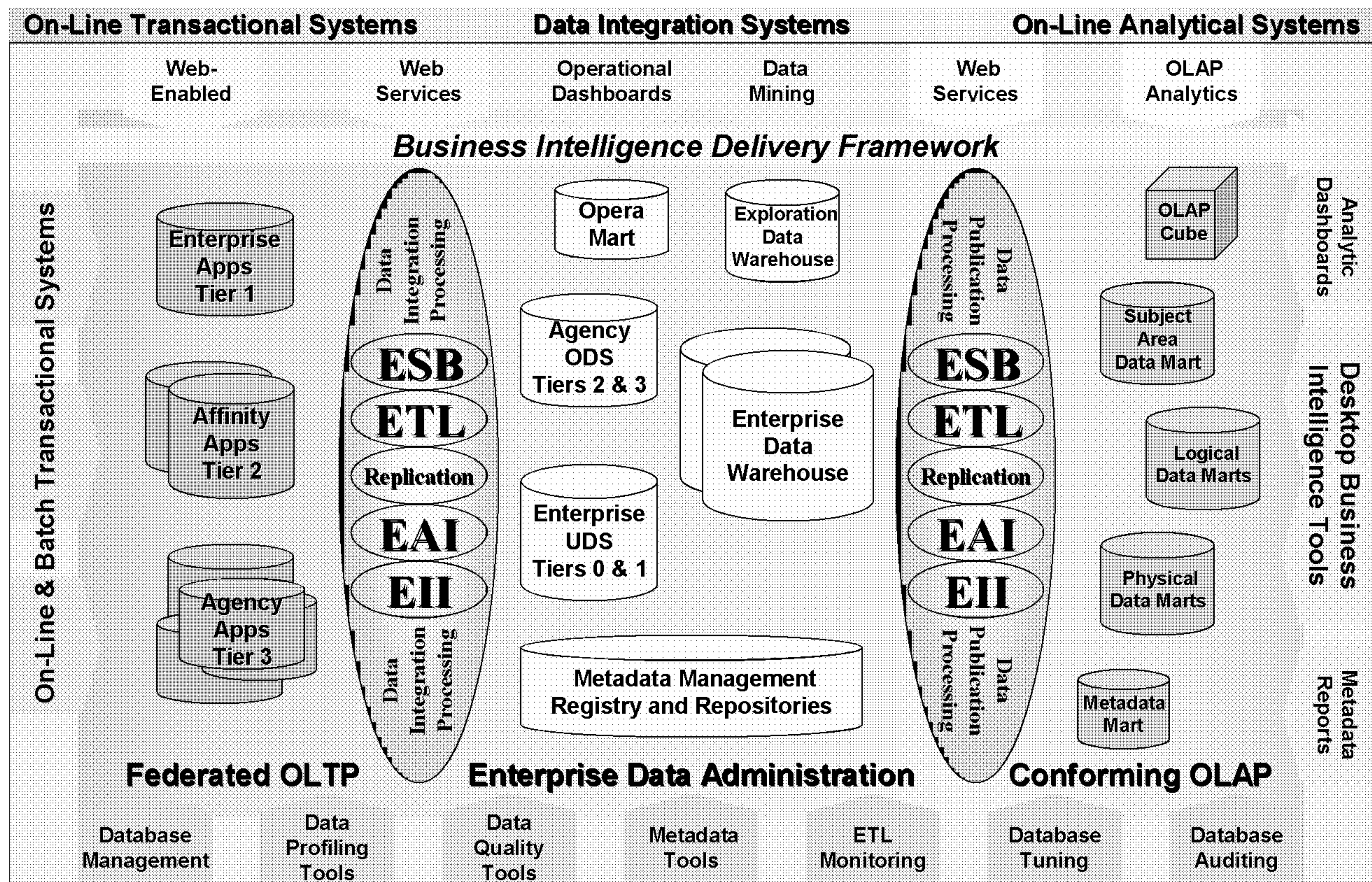
Once the LDM is created, it is used to produce a PDM for the project. It is in this PDM that any changes to data structures to address performance, security, or development issues are made. The LDM remains fully normalized and the physical changes are mapped from it. Once the PDM is approved, it is used to generate the Data Description Language (DDL) needed to create the actual database structures required.

Whenever possible, changes that need to be made to the application after the initial database is created should first be made in the LDM. The changes are then progressed through the PDM to the actual database. In this way, the documentation remains accurate and synchronized, and the impact of changes on data integrity is fully understood. In cases where changes must be made immediately to the physical database to correct an urgent production problem, it is imperative (and required) that the developers update the LDM and PDM immediately thereafter.

### **NJEIMF Conceptual Architecture**

The following diagram shows the inter-relationships between various conceptual components of the NJ Enterprise Information Management Framework. The value of this model is that it illustrates how all information systems are inter-related conceptually, and that no system should be developed in isolation of existing data, data stores, standards, conventions, or processes. The New Jersey solution is guided by this conceptual architecture.

## New Jersey Conceptual Information Architecture



*The New Jersey Enterprise Information Management Framework is a major and essential component of a long-term strategic commitment to support data reusability and improve data quality. This architecture forms the foundation for collecting, storing, managing, controlling privacy of, and providing access to data on an enterprise basis. It enables transparent, participatory and collaborative government. It is a force-multiplier, transforming costs for system development into investments creating reusable data assets.*



