

XVII. APPENDIX

1. APPENDIX TABLE OF CONTENTS

Below is a table of contents for the appendices to Pennsylvania’s RTT-ELC application. The table of contents includes the appendix page number for each document as well as the title of the document and the relevant selection criteria. Each of these appendices is referenced in the narrative text, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Appendix Page #	Appendix # and Title	Relevant Selection Criteria	Comments
1	Appendix (A)(1)-1 History of PA's Commitment to Early Learning and Development	(A)(1)	
3	Appendix (A)(1)-2 OCDEL 2009-10 Annual Report Summary	(A)(1)	
10	Appendix (A)(1)-3 Reach and Risk Executive Summary	(A)(1), (B)(4), (C)(4), Priority 4	
12	Appendix (A)(1)-4a Early Learning Standards Infant Toddler, 4b Early Learning Standards PreK, and 4c Early Learning Standards Kindergarten	A)(1), (A)(2), (B)(1), (B)(2), (B)(3), (B)(4), (B)(5), (C)(1), (C)(2), (C)(4), (D)(1), (E)(1), (E)(2), Priority 2, Priority 4	REQUIRED Evidence
158	Appendix (A)(1)-5 Standards Aligned System Fact Sheet	(A)(1), (C)(1), (C)(2)	
159	Appendix (A)(1)-6a Keystone STARS Performance Standards for Centers, 6b Keystone STARS Performance Standards for Group Homes, and 6c Keystone STARS Performance Standards for Family Child Care Homes	(A)(1), (A)(2), (B)(1), (B)(2), (B)(3), (B)(4), (B)(5), (C)(1), (C)(2), (C)(4), (D)(1), (E)(1), (E)(2), Priority 2, Priority 4	REQUIRED Evidence
192	Appendix (A)(1)-7 Standards Continuum	(A)(1), (C)(1)	
213	Appendix (A)(1)-8 Keystone STARS Program Report	(A)(1), (A)(2), (B)(1), (B)(2), (B)(3), (B)(4), (B)(5), (C)(1), (C)(2), (C)(4), (D)(1), (E)(1), (E)(2), Priority 2, Priority 4	
221	Appendix (A)(1)-9a Learning Standards Companion Documents List and 9b Samples of Companion Documents for PA’s Early Learning Standards	(A)(1), (C)(1), (C)(4)	REQUIRED Evidence
229	Appendix (A)(1)-10 PA Early Learning Network	(A)(1), (C)(2), (E)(1)	

Race to the Top Early Learning Challenge Application/CFDA #84.412

Appendix Page #	Appendix # and Title	Relevant Selection Criteria	Comments
234	Appendix (A)(1)-11 OCDEL Family Survey	(A)(1), (C)(4)	REQUIRED Evidence
235	Appendix (A)(1)-12 Keystone STARS Outcomes	(A)(1)	
237	Appendix (A)(3)-1 Letters of Support from Legislators and Other Stakeholders	(A)(3), (A)(4), Priority 5	REQUIRED Evidence
301	Appendix (A)(3)-2 MOU and Exhibits	(A)(3)	REQUIRED Evidence
322	Appendix (A)(3)-3 Letters of Support from Early Learning Intermediary Organizations	(A)(3)	REQUIRED Evidence
336	Appendix (B)(1)-1 Logic Model for (B)(1)-(B)(5)	(B)(1), (B)(2), (B)(3), (B)(4), (B)(5)	
337	Appendix (B)(1)-2 Good, Better, Best Executive Summary	(B)(1), (B)(5)	
345	Appendix (B)(1)-3 Career Lattice of Early Educator Credentialing	(B)(1), (D)(1)	REQUIRED Evidence
346	Appendix (B)(1)-4 Keystone STARS TQRIS Description	(A)(1), (A)(2), (B)(1), (B)(2), (B)(3), (B)(4), (B)(5), (C)(1), (C)(2), (C)(4), (D)(1), (E)(1), (E)(2), Priority 2, Priority 4	REQUIRED Evidence
354	Appendix (B)(4)-1 PA Professional Development Framework for Early Care and Education	(B)(4), (C)(1), (C)(2), (C)(4), (D)(1)	
367	Appendix (B)(4)-2 Core Competencies for Technical Assistance Providers	(B)(4), (B)(5), (C)(1), (D)(1)	
382	Appendix (B)(4)-3 Keystone STARS-TAAP Benchmarks	(B)(4), (B)(5), (C)(1), (D)(1)	
387	Appendix (B)(4)-4 STARS Grants and Awards	(B)(4)	
390	Appendix (B)(4)-5 Center Based STARS Coaching and FCCH Mentoring	(B)(4)	
398	Appendix (B)(4)-6 Continuous Quality Improvement Framework	(B)(4)	
407	Appendix (B)(4)-7 Technical Assistance Research Brief	(B)(4), (B)(5), (C)(1), (D)(1)	
409	Appendix (C)(1)-1 Logic Model	(C)(1), (C)(2), (C)(4)	
410	Appendix (C)(1)-2 Required Use of Program Standards	(C)(1)	REQUIRED Evidence
412	Appendix (C)(1)-3 Culturally and Linguistically Appropriate Standards	(C)(1)	REQUIRED Evidence
416	Appendix (C)(1)-4 Alignment of Curricula and Assessments	(C)(1)	REQUIRED Evidence

Race to the Top Early Learning Challenge Application/CFDA #84.412

Appendix Page #	Appendix # and Title	Relevant Selection Criteria	Comments
419	Appendix (C)(1)-5 Alignment Study	(C)(1)	REQUIRED Evidence
429	Appendix (C)(1)-6 Standards and Resources Alignment	(C)(1)	
430	Appendix (C)(1)-7 Standard Integration with Health Initiatives	(C)(1)	REQUIRED Evidence
431	Appendix (C)(2)-1 Domains and Standards of Keystone Child Outcomes Framework	(A)(2), (C)(1), (C)(2), (E)(1)	
433	Appendix (C)(2)-2 Assessment Training Modules for Keystone Child Outcomes Framework	(A)(2), (C)(1), (C)(2), (D)(1)	
435	Appendix (C)(4)-1 Gears for Family Engagement Graphic	(A)(2), (C)(4)	
436	Appendix (C)(4)-2 LEARN Team Grantees	(C)(4)	REQUIRED Evidence
438	Appendix (C)(4)-3 PA Home Visiting Programs	(C)(4)	REQUIRED Evidence
443	Appendix (C)(4)-4 Reach Out and Read Research	(C)(4)	
445	Appendix (C)(4)-5 PA One Book Distribution	(C)(4)	
446	Appendix (D)(1)-1 Logic Model	(D)(1)	
447	Appendix (D)(1)-2 PA Core Body of Knowledge	(A)(2), (D)(1)	REQUIRED Evidence
468	Appendix (D)(1)-3 Early Childhood Teacher Quality	(A)(2), (D)(1)	
478	Appendix (D)(1)-4 Educational Requirements	(A)(2), (D)(1)	
479	Appendix (E)(1)-1 Logic Model	(A)(2), (E)(1)	
480	Appendix (E)(1)-2 Infant Toddler Framework	(A)(2), (E)(1)	
481	Appendix (E)(1)-3 Kindergarten Framework	(A)(2), (E)(1)	

Appendix (A)(1)-1: History of Pennsylvania's Commitment to Early Learning and Development – 2000 to 2011

Building a successful state system:

- Created the Office of Child Development within the Department of Public Welfare (2004); then expands to Office of Child Development and Early Learning (OCDEL), spanning the Departments of Education and Public Welfare, to administer Pennsylvania's early learning and development programs (2007)
- Established pre-kindergarten regulations for public schools by the State Board of Education. (2006)
- Created the Early Learning Council by Executive Order (2008)

Developing high quality, accountable programs:

- Nurse-Family Partnership (2000)
- Keystone STARS (pilot, 2002; statewide, 2003)
- Head Start Supplemental (2004)
- Accountability Block Grant (block grants to school districts which can be used to fund pre-kindergarten or full day kindergarten (2004)
- "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings" published - finds Keystone STARS is improving quality of child care and reversing the negative trend of declining quality over the past decade (2006)
- Pennsylvania Pre-K Counts (2007)
- Early Head Start (through ARRA funding) (2010)

Increasing access for high needs children and families

- Awards the first Performance grants to providers of preschool Early Intervention services to increase the number of preschool children with developmental delays/disabilities in typical early childhood programs (2005)
- Revised Child Care Works eligibility regulations with new rules to remove barriers and increase access for low-income families. (2005)
- Unified child care services for TANF, former TANF and low-income families under the Child Care Information Services (CCIS) network (2007)
- Developed Parent Handbook distributed to all Child Care Works families that are eligible for child care subsidy. (2006)
- Piloted Infant/Toddler Mental Health Consultation in three Regional Keys (2006) and expanded to Early Childhood Mental Health Consultation statewide (2007)
- Pennsylvania's Promise for Children campaign is launched. (2007)
- Launched online self-service for Child Care Works and Child Care Provider Search on COMPASS, allowing online submission of an application or redetermination for Child Care Works financial assistance, and online ability to search for child care providers. (2008)
- OCDEL announced an increase in the tiered reimbursement rate for children who receive Child Care Works subsidy and are enrolled at a STAR 2, 3 or 4 program (2008)
- OCDEL began implementing the Race Matters Initiative to encourage early learning and development programs to promote racial equity in their programs and communities. (2008)
- OCDEL partners with Office of Children, Youth and Families to issue joint bulletin for providing access to quality care by integrating Keystone STARS into child care purchasing through child welfare agencies. (2009)

Creating and aligning early learning development standards

- Create and align standards for Pre-kindergarten (2004); Infants and Toddlers (2007); Kindergarten (2007); and 1st and 2nd grade (2007)
- OCDEL commissions independent evaluation of the alignment of the Pennsylvania Early Learning Standards. (2007)
- Produced "Kindergarten Here I Come!" activity calendar based on the early learning standards for families with preschoolers (2006)
- OCDEL begins integrating the early learning standards into Pennsylvania's Standards Aligned System (SAS) for K-12 education (2010)
- Produced "Learning is Everywhere" activity calendar based on the early learning standards for families with children from birth to age five (2009)
- Produced "Kindergarten Here I Am!" activity calendar based on the early learning standards for families with children in kindergarten (2009)
- Early learning standards revised based on recommendations from independent evaluation (2010)
- Pennsylvania introduces professional development at three Governor's Early Childhood Institutes to introduce the early childhood education components of the SAS to early learning and development providers (2010)
- Produced "Every Day I Learn Through Play!" activity calendar based on the early learning standards for families with infants and toddlers (2011)

Introducing comprehensive assessments for early learning and development programs:

- Begins using the Environment Rating Scales (ERS) as self-assessment in Keystone STARS programs (2002)
- Independent assessors use the ERS to rate the quality of classroom environments in Keystone STAR 3 & 4 classrooms (2002)
- Use of ERS assessments and independent classroom assessments expanded to PA Pre-K Counts programs (2008)
- Pennsylvania pilots the Classroom Assessment Scoring System (CLASS) assessment (2009)

Instituting health promotion practices:

- Pennsylvania launches Color Me Healthy, later named Keystone Kids Go! (2002)
- The Heinz Endowments provides support for the Color Me Healthy (child nutrition) program and for a pilot infant/toddler mental health consultation program in western Pennsylvania. (2005)
- OCDEL partners with Office of Children, Youth and Families to provide Ages & Stages to child care providers. (2007)
- OCDEL partners with Office of Children, Youth and Families to provide Ages & Stages to community providers. (2008)
- OCDEL and Office of Mental Health and Substance Abuse Services issue Joint Announcement of Behavior Supports for Young Children to ensure young children and their families have tools to promote good mental health and access to an array of individualized services for more complex behavioral health treatment. (2009)

Engaging families in their children's development:

- Pennsylvania issues community engagement groups to local organizations to promote quality early learning opportunities through community education and outreach (2005)
- Pennsylvania's Promise for Children, a public awareness campaign to promote quality early learning, funded by the PA Build Initiative, Grable Foundation, Heinz Endowments, and William Penn Foundation launched in partnership with OCDEL (2007)
- OCDEL Family Survey distributed to families participating in Child Care Works, Early Intervention, Keystone STAR 3 and 4 programs, PA Pre-K Counts, and Head Start Supplemental.(2009)
- Pennsylvania supports new Local Education and Resource Network (LEARN) teams to engage families in local communities. (2011)

Developing early childhood educators:

- Pennsylvania Director Credential created (2004)
- Task Force recommends reformed Early Childhood Education Guidelines for institutions of higher education. (2004)
- Task Force recommends reformed Elementary Education and Special Education Guidelines for institutions of higher education. (2005)
- Establishes a coordinated system for professional development, monitoring and technical assistance for Keystone STARS, PA Pre-K Counts and Head Start Supplemental Programs through the PA Key and six Regional Keys. (2005)
- Early Childhood Career Lattice created to provide early childhood educators a career track and course for continuing their education (2006)
- Pennsylvania School-Age Professional Credential created (2006)
- Keystone STARS Performance Standards for Centers updated to include a focus on curriculum, the Early Learning Standards, and the Career Lattice as a tool to improve staff qualifications. (2006)
- The Independent Regulatory Review Commission (IRRC) unanimously approves the final form Chapter 49-2 regulations: new teacher-certification rules which develop guidelines for higher education to implement the Early Childhood Education Certificate. (2007)
- Pennsylvania launches first three Program-to-Program Articulation in Early Childhood Education (ECE) pilot project grants in partnership with the Pennsylvania Key and the State System of Higher Education, (2007).
- Early Intervention Language Coach Credential created (2009)
- New Professional Development requirement for regulation exempt providers in Child Care Works is released. (2009)
- OCDEL initiates the Intermediate Unit Workgroup to coordinate professional development, provision of resources and technical assistance for better supporting community providers and school districts. (2009)
- Pennsylvania Inspired Leadership program launches the Early Childhood Executive Leadership Institute, to bring together early childhood and school leaders. (2010)

Assessing children's proficiency at kindergarten entry:

- Piloted Kindergarten assessments in 20 elementary schools. (2011)

Measuring Outcomes and Progress:

- First OCDEL Reach and Risk Report is published, identifying the percentages of children affected by risk factors and percentage served in quality early education programs, by county (2007)
- Develop the Early Learning Network: Pilot child outcomes reporting for Early Intervention (2005); develop statewide strategy (2006); begin reporting child outcomes for PA Pre-K Counts (2007), Keystone STAR 3 and 4 programs and Head Start Supplemental Programs, school-based pre-kindergarten and pre-kindergarten funded through the Accountability Block Grant (2009)
- Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) is launched (2007); child care certification included (2008); Preschool Early Intervention (2010)
- OCDEL benefits from State Longitudinal Data Systems Grant 3 Funds, with \$14.2 million to use over three years. (2010)

Building partnerships with the private and philanthropic communities:

- OCDEL represents Pennsylvania as part of the Build Initiative, a collaboration of major private funders (2003)
- Pre K Counts Public-Private Partnership for Educational Success, a public-private initiative, begins funding districts, Head Start, child care and Early Intervention teams to create high quality pre-kindergarten programs. Lead funding provided by Heinz Endowments, the Grable Foundation and the William Penn Foundation. (2005)
- OCDEL receives grants from three foundations totaling \$3,550,000 to support leadership development of the business and early childhood provider community; the Early Learning Network, and the local capacity of teachers to deliver quality by meeting the required early childhood education B.A. degree and credential requirements. (2008)
- Created the Early Learning Investment Commission by Executive Order to involve business executives who support quality early education (2008)
- 170 Pennsylvania business leaders take call to action to invest in early education at the Economic Summit on Early Childhood Investment in Harrisburg. (2009)

I - Creating a brighter future for Pennsylvania's young children

The education of Pennsylvania's children is vital to our commonwealth's success on all fronts. Whether you define success for Pennsylvania as a strong economy, effective schools, reduced crime, or thriving communities, quality early education is key. Children that have the opportunity to learn and reach their potential through quality early education are more likely to enter kindergarten with the necessary skills and:

- Are less likely to require costly special education and remediation services;
- Are more likely to do well in school, graduate, and attend college or career training; and
- Are more likely to be employed and have higher earnings.¹

Accessing quality early education is especially important for our vulnerable children. Children affected by risk factors such as limited family earnings are more likely to enter school behind their peers and benefit most from quality early experiences. According to the Office of Child Development and Early Learning (OCDEL) 2009-2010 Program Reach and Risk Assessment Report, there are 737,202 children under age five in Pennsylvania. Of those:

- 58% live in economically at-risk households, earning up to 300% of poverty.²
- 20% live in families whose mother did not receive early prenatal care.

Research shows that at-risk children who participate in high quality pre-kindergarten can overcome risk factors, make accelerated progress in development and enter kindergarten ready to learn.

Providing young children with quality early learning opportunities is a key strategy for their success in school and in the workforce. With tight budgets at the local and state levels, early education is a sound investment.

- Today, every dollar that Pennsylvania invests in early childhood education results in more than two dollars circulated in the regional economies through local employment and purchasing of local goods and services;³
- Tomorrow, every dollar that Pennsylvania invests in quality early education saves seven dollars in costs for special education, remediation, juvenile detention, crime control, public assistance and lost taxes.⁴

Pennsylvania's progress

Since 2002, Pennsylvania has moved from one of nine states to offer no publicly-funded pre-kindergarten to one of the nation's leaders in early education. Pennsylvania has committed to building an early education system where early learning programs and professionals continue to improve to best meet the needs of Pennsylvania's families. By setting the standard for quality early education; striving for higher quality and greater access to all families that benefit; ensuring that Pennsylvania's investment is producing results; and engaging families, schools, communities and leaders, Pennsylvania is providing thousands of young children and their families with the opportunity to reach their promise.

(b)(6)

A recent PA Pre-K Counts graduate from Child Development Centers, Venango County

Pennsylvania sets the standard for quality early education.

- Pennsylvania is one of the first states to establish learning standards for early childhood from birth through second grade and commission an independent study to ensure alignment of all standards.
- Pennsylvania created the Early Learning Career Lattice and established three professional credentials for early childhood teachers and directors. In fact, Pennsylvania's Director Credential is one of 24 states' director credential programs approved by the National Association for the Education of Young Children (NAEYC).
- Pennsylvania established performance standards for programs such as Keystone Babies, Keystone STARS, Early Intervention, Pennsylvania Pre-K Counts, Head Start Supplemental, and Child Care Information Services (CCIS) that set quality expectations for staff qualifications and professional development, learning activities, working with parents and the community, and best business practices. In fact, Pennsylvania is one of 22 states to fully implement a system to rate and improve the quality of child care programs (Keystone STARS).

Pennsylvania strives for higher quality and to reach all children and families that can benefit.

- Over the past decade, Pennsylvania has created five new early childhood programs – Keystone Babies, Keystone STARS, Pennsylvania Pre-K Counts, Head Start Supplemental, and Early Childhood Mental Health Consultation.
- Pennsylvania is one of the first states to establish a state-funded quality pre-kindergarten system that includes both school-based and community-based early education programs (Pennsylvania Pre-K Counts).
- Since 2006, Pennsylvania integrated child care assistance and parent counseling on child care options for all families (those receiving TANF, formerly receiving TANF, and low-income) under OCDEL and the Child Care Information Services (CCIS) network.
- In 2005, Pennsylvania developed the Pennsylvania Early Learning Keys to Quality system to increase opportunities to higher education and coordinate quality professional development and technical assistance across all programs.
- Pennsylvania increases early education programs' capacity to meet the diverse needs of families through the Race Matters and Strengthening Families Initiatives, Higher Education Institute on Diversity, and English Language Learners Toolkit. In 2008, Pennsylvania was one of seven states invited to develop a plan to integrate the Strengthening Families approach into its programs.
- Pennsylvania is one of three states selected in 2008-2009 to participate in a national initiative to pilot a T.E.A.C.H. scholarship for afterschool and youth work professionals.

PRE-K

**Pre-School Director
NE Philadelphia**

Academy with STAR 3, heading for STAR 4 is seeking a qualified person as Pre-School Director.

Required qualifications:

- Bachelor's Degree & Certification in Early Childhood Education (ECE)
- Director's Credential from PA Keys
- Knowledge of Pre-K Counts & Pelican system
- 3-5 Years of Experience Directing Pre-School

qualifications from help wanted ad which appeared in the Philadelphia Inquirer, 7/11/10

Pennsylvania ensures its investment is producing results for our young children and families.

- Pennsylvania is one of the first states to create a cohesive Office of Child Development and Early Learning (OCDEL) in 2007 that brings together the resources and expertise for early education, across the Departments of Education and Public Welfare.
- Through its Pennsylvania's Enterprise to Link Information Across Networks (PELICAN) data system, Pennsylvania tracks child, teacher, program and family information for OCDEL programs such as Certification, Child Care Works, Keystone STARS, Early Intervention, and Pennsylvania Pre-K Counts, to better coordinate enrollment and program measures.

- Pennsylvania is one of the first states to develop a common set of child outcomes assessments for all state-funded early learning programs and a system to report outcomes (Early Learning Network).
- Pennsylvania successfully partners with leading private foundations such as The Heinz Endowments, The Grable Foundation and the William Penn Foundation to build pre-kindergarten partnerships, increase public awareness for the value of early education, recruit business leaders as spokespeople for investment in early education, and create a more seamless system for early childhood professionals to increase their education.

Pennsylvania engages families, schools, communities and leaders to promote quality early learning opportunities.

- Pennsylvania was the first state to fully implement its Early Learning Council and advisory committees as per federal legislation.
- Pennsylvania is one of the first states to integrate child development and early education into its required school leaders continuing education program (Pennsylvania Inspired Leadership Educational Training)
- Pennsylvania developed a cross-program Family Survey to assess parent satisfaction statewide.

As a result of Pennsylvania’s efforts:

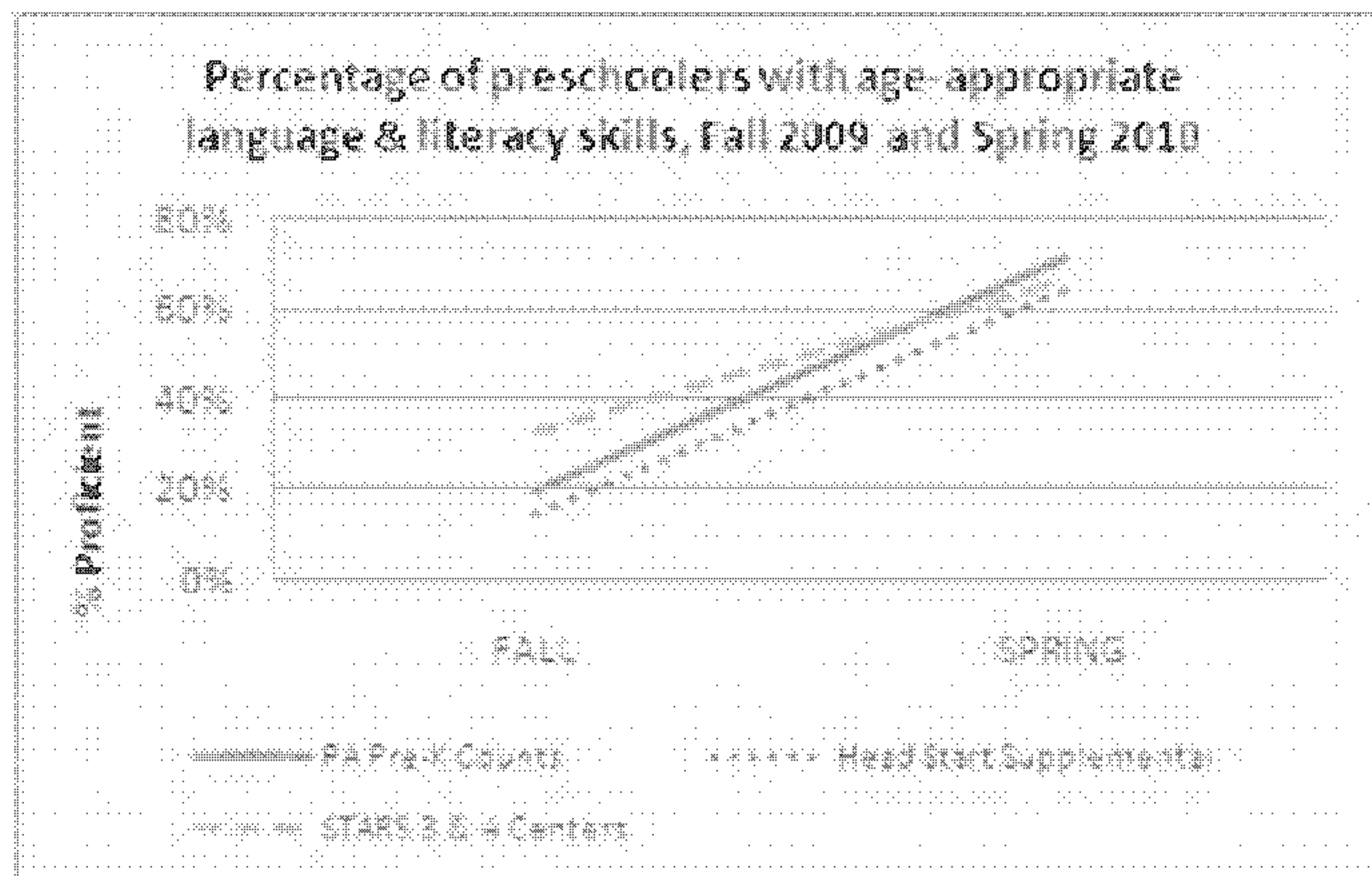
Pennsylvania’s efforts to build a quality early education continuum have resulted in a widespread increase in quality early learning opportunities available and a promising trend of continued quality improvement.

Children are making progress, entering kindergarten ready to learn:

- For three years, nearly every child (between 94-99%) showed age-appropriate or emerging age-appropriate literacy, numeracy, and social skills after attending Pennsylvania Pre-K Counts. Grantees report that Pennsylvania Pre-K Counts graduates continue to perform on par with or better than their peers in kindergarten and first grade.
- 2009-2010 child outcomes for preschoolers in Pennsylvania Pre-K Counts, Keystone STARS 3 and 4 centers, and Head Start Supplemental Assistance Program show children are progressing throughout the program year and are coming to school ready to learn:
 - o Each program is showing a significant increase in the percentage of preschoolers with age-appropriate language, numeracy, and social skills from the beginning to end of the program year.
 - o Each program is meeting the needs of its populations with a variety of services to prepare children for kindergarten, with 65% - 78% of children showing age-appropriate language, numeracy and social skills by the end of the 2009-2010 program year.

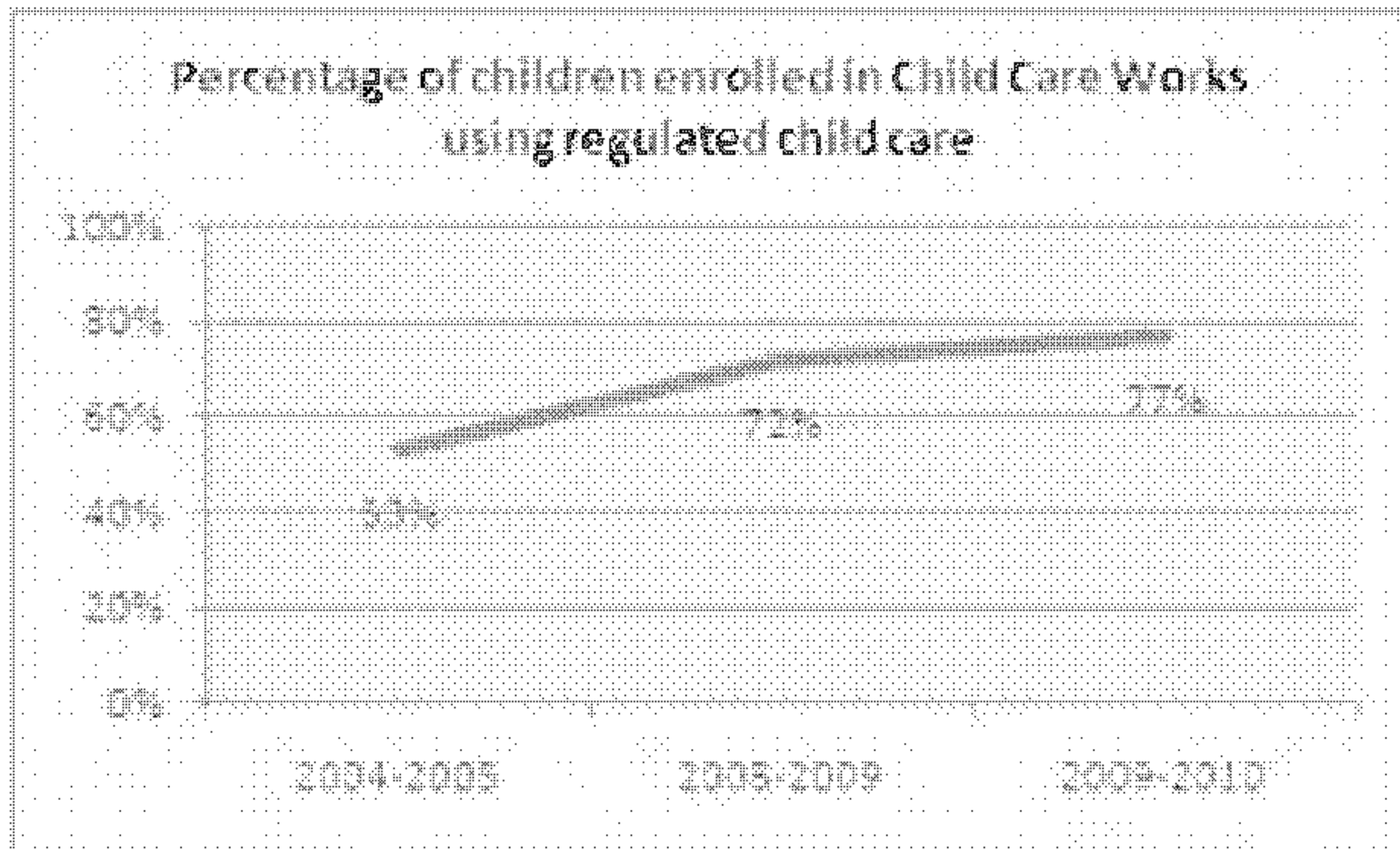
For example, the percentage of preschoolers showing age-appropriate language and literacy skills:

- in PA Pre-K Counts, which provides high quality pre-kindergarten to at-risk three and four year olds, increased from 19% in Fall to 71% in Spring;
- in Keystone STAR 3 and 4 centers, which provide high quality early education in child care centers from birth through school-age, increased from 32% in Fall to 69% in Spring; and
- in Head Start Supplemental Assistance Programs, which provide comprehensive early education and family support services to high-risk three and four year olds, increased from 15% in Fall to 67% in Spring.

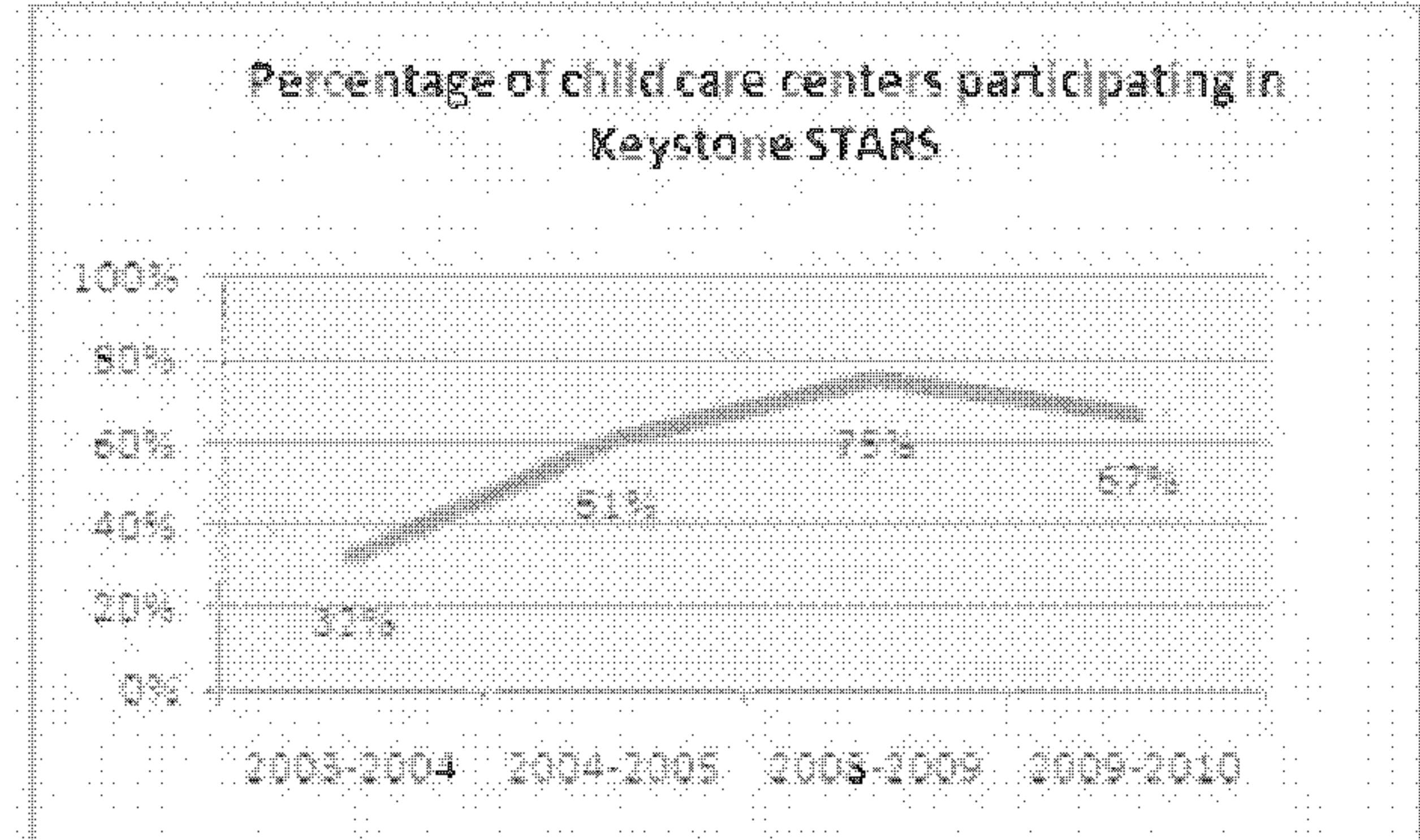


More quality early learning opportunities are available to children and families:

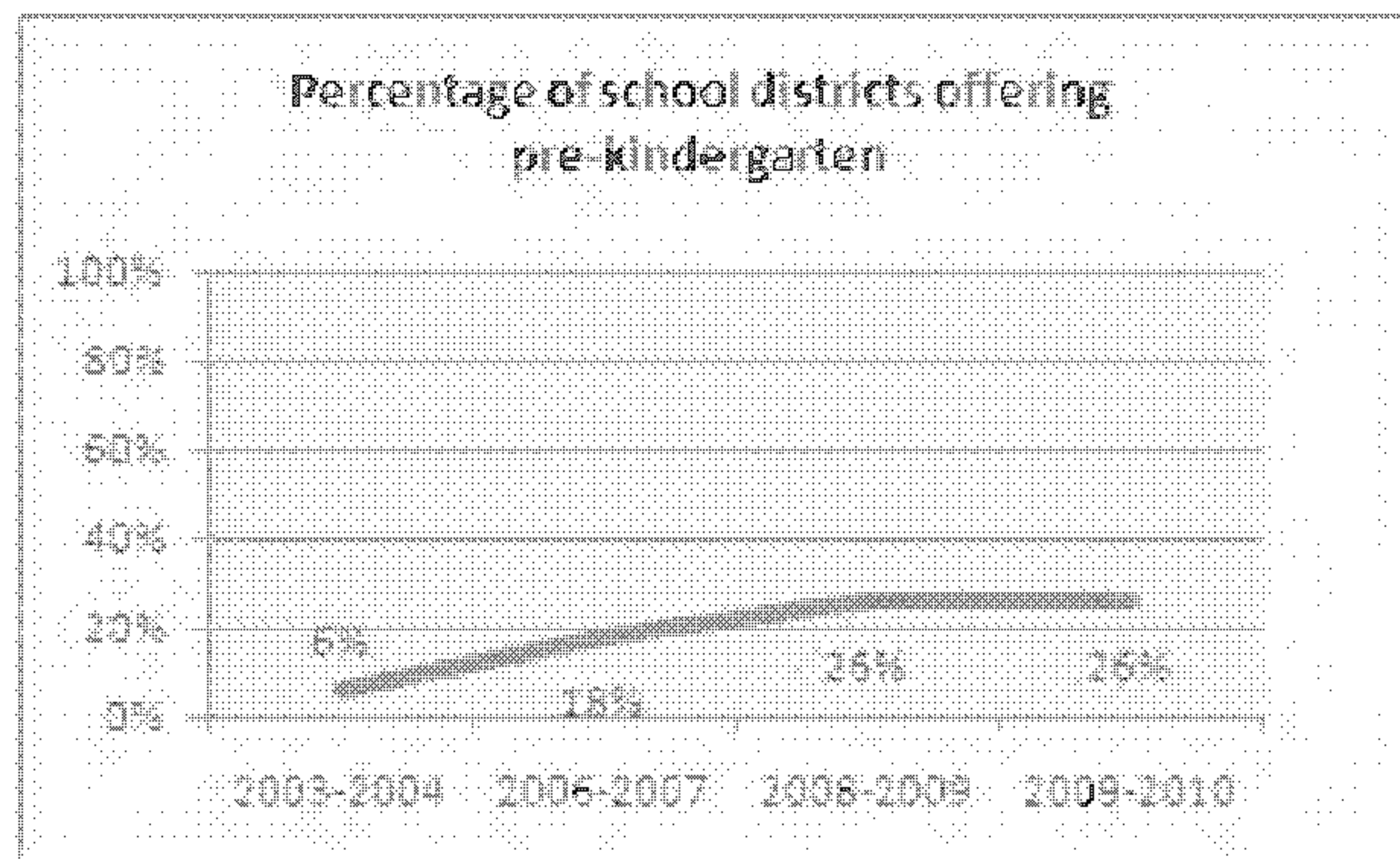
More families receiving Child Care Works child care assistance are choosing regulated care than ever before.



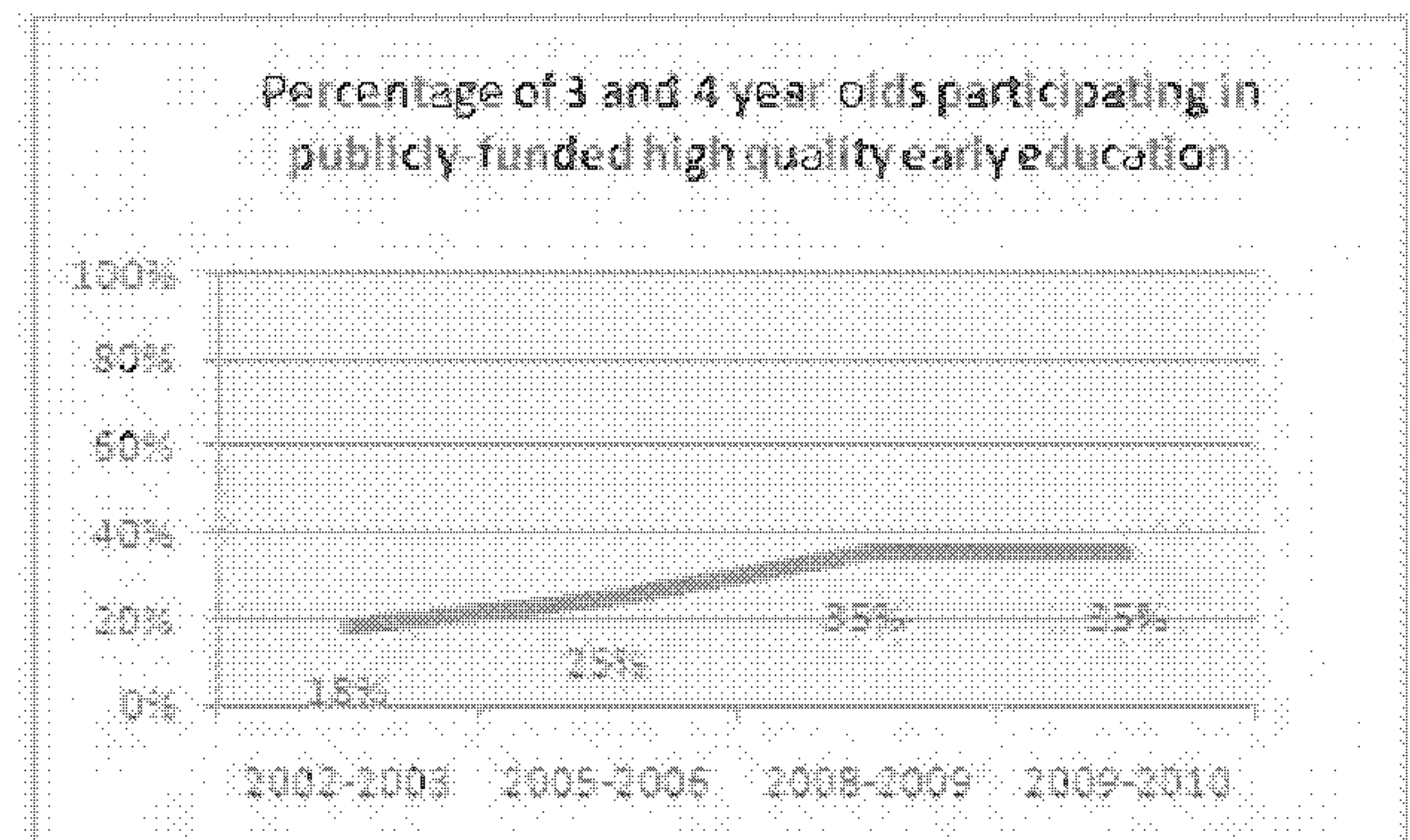
The percentage of child care centers participating in Keystone STARS has more than doubled.



The percentage of school districts offering pre-kindergarten has quadrupled.



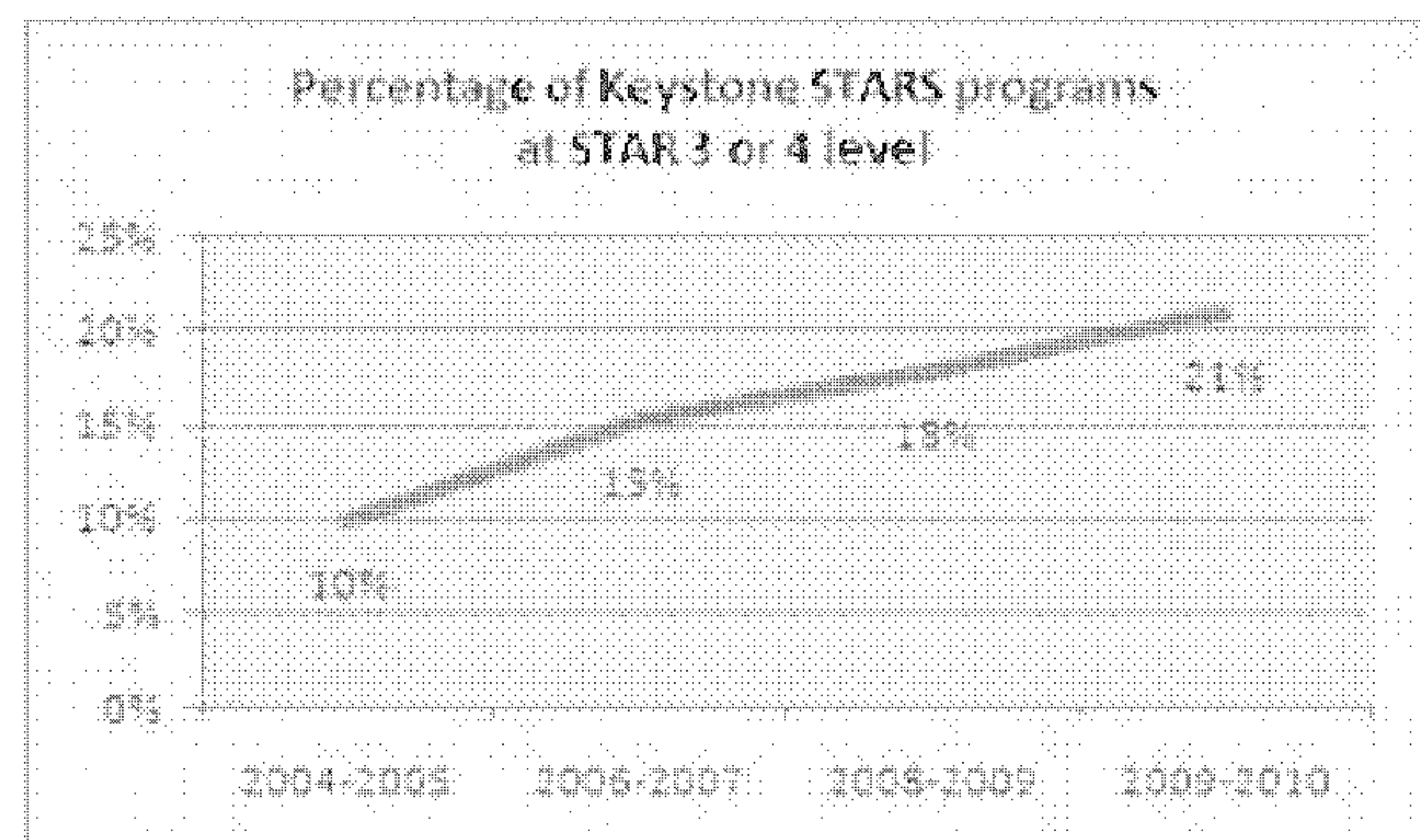
The percentage of 3 and 4 year olds in publicly-funded high quality early education nearly doubled.



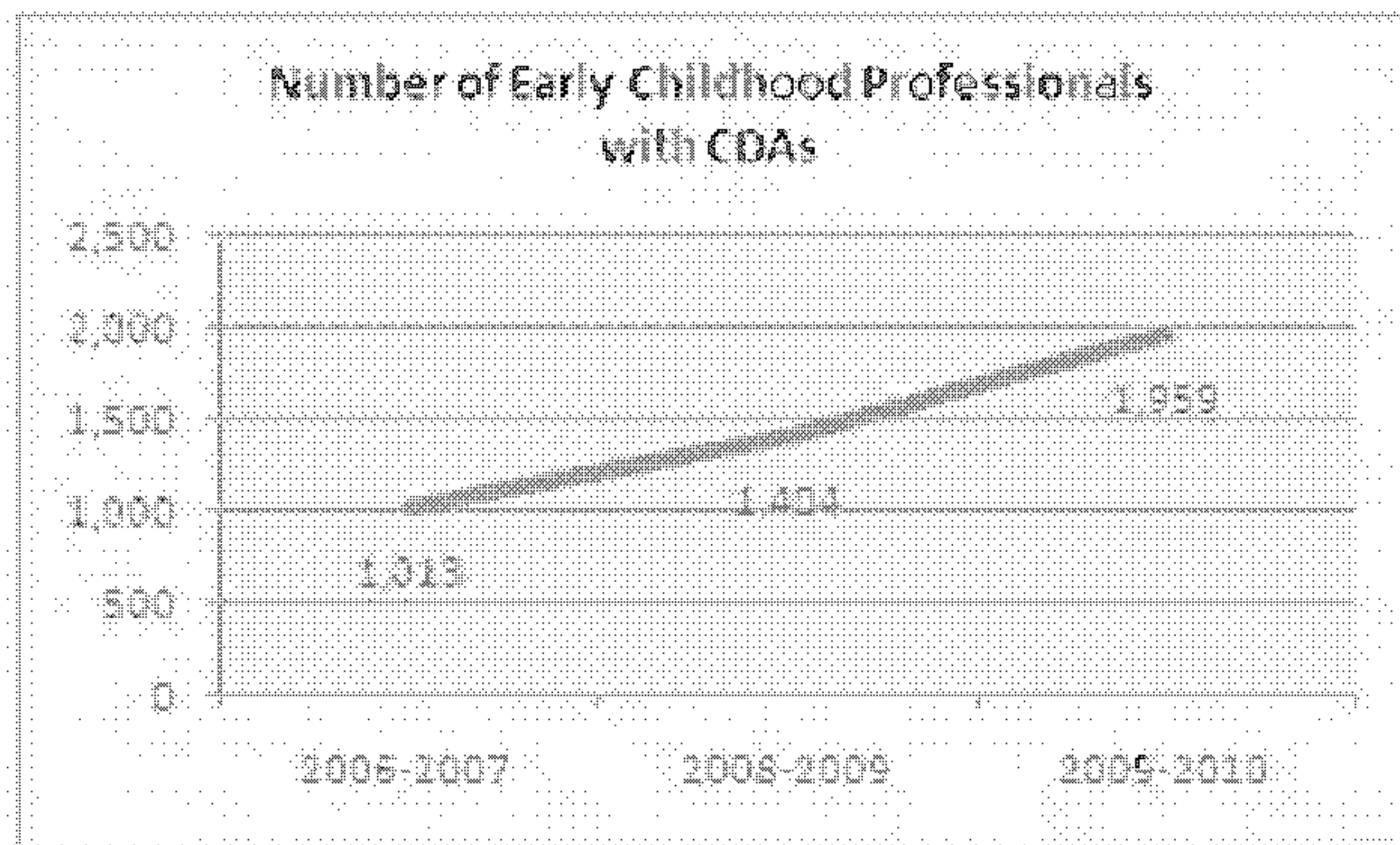
There is a positive trend of continuous quality improvement among early childhood programs and professionals:

Pennsylvania has reversed a 10-year negative trend of declining quality in child care through implementation of Keystone STARS.⁵

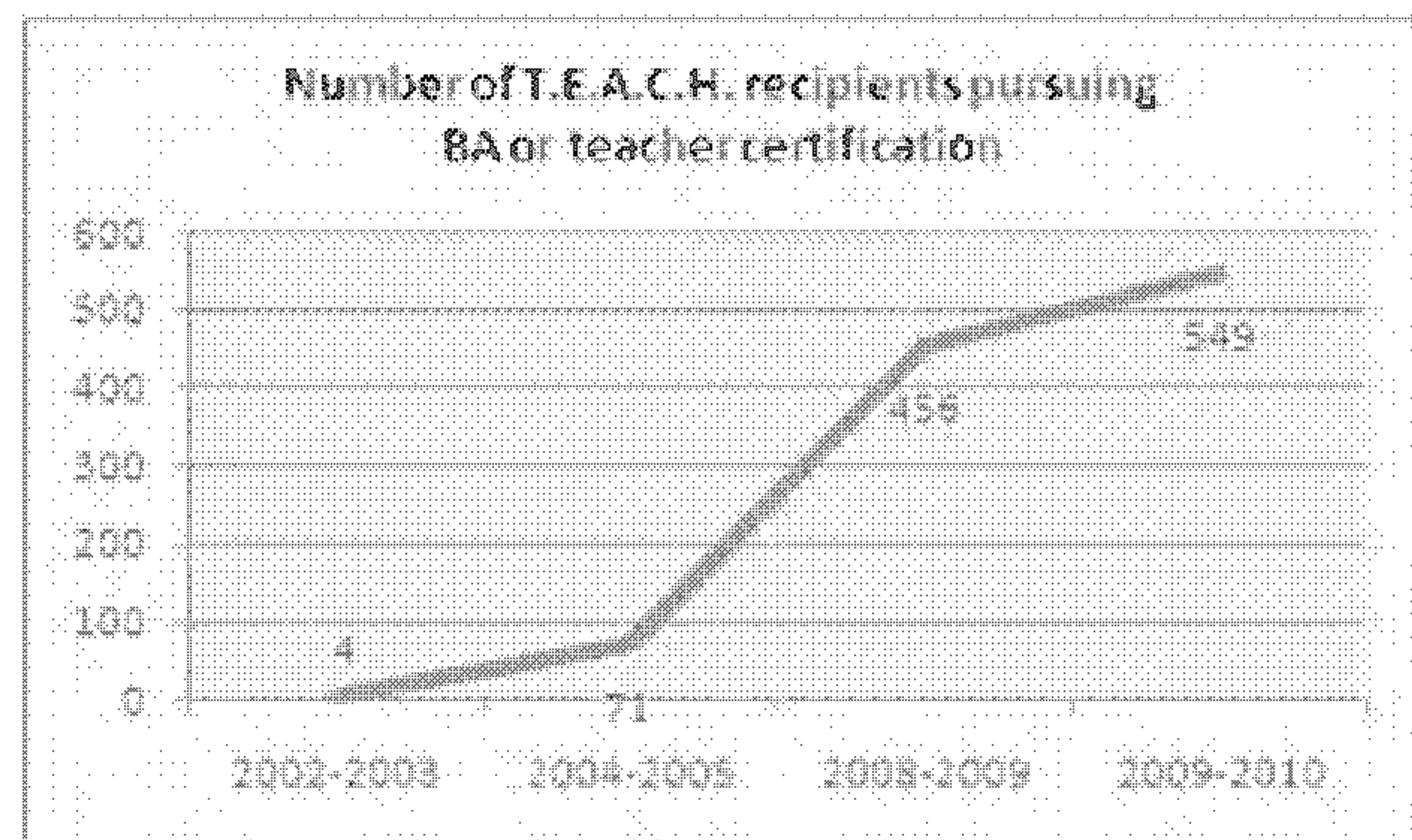
The percentage of Keystone STARS programs earning a high quality STAR 3 or 4 rating has more than doubled.



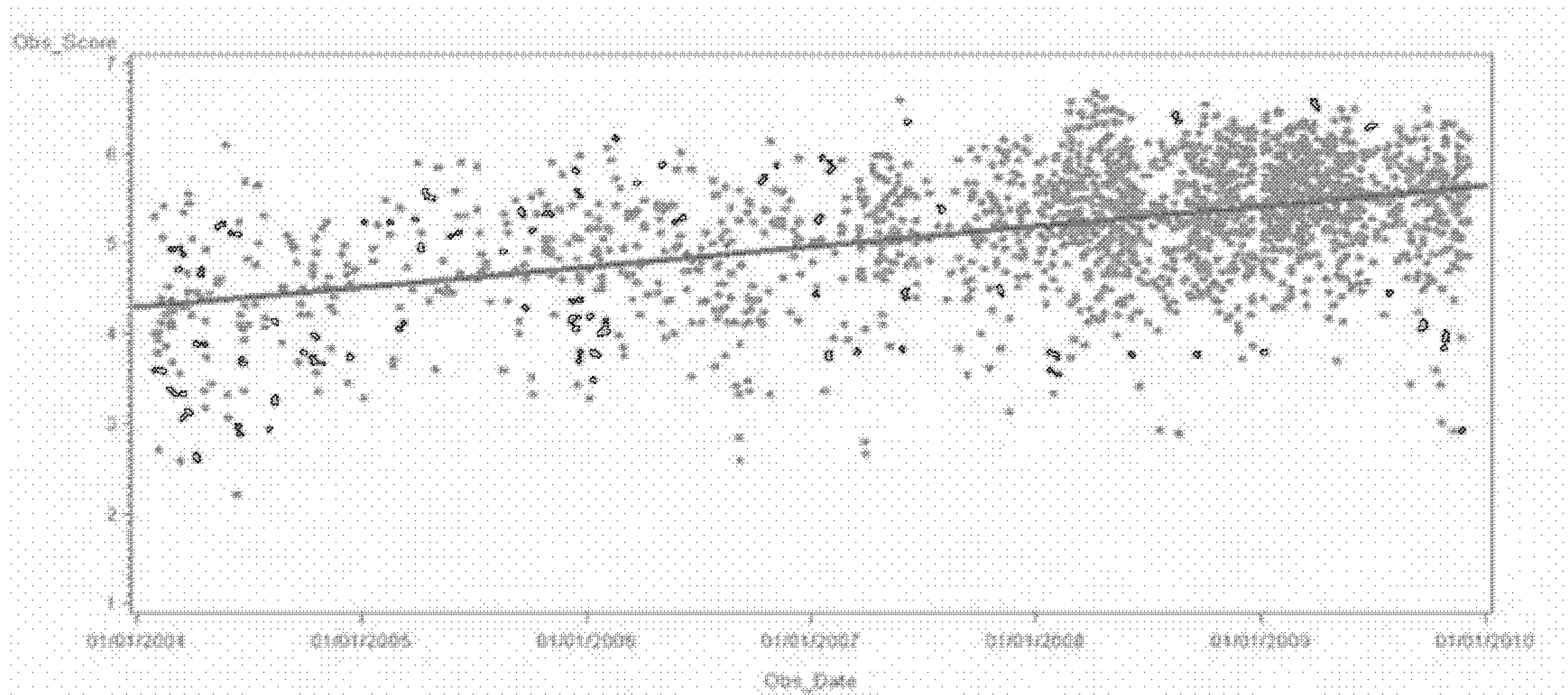
The number of early childhood teachers earning their Child Development Associate (CDA) credential has nearly doubled since 2006-2007.



The number of early childhood teachers and directors receiving T.E.A.C.H. scholarships to pursue bachelor's degrees or work towards teacher certification has increased enormously.



In addition, there is a six-year trend of increasing quality in early childhood classroom environments in child care, Head Start and pre-kindergarten settings as assessed using the nationally-recognized Early Childhood Environment Rating Scale- Revised.



Note: Figure presents all available ECERS-R scores, including Keystone STARS, PA Pre-K Counts, and Head Start facilities. Assessments are made at the classroom level. Each data point is a single assessment of a classroom

My son Jason's center is a Keystone STAR 4 center, which requires all the head teachers to have their CDA or a degree. The amount of information that Jason comes home with every day is unbelievable for a two year old! Jason is able to count to 20 and can count to 10 in Spanish, knows all his colors and his vocabulary blows me away!

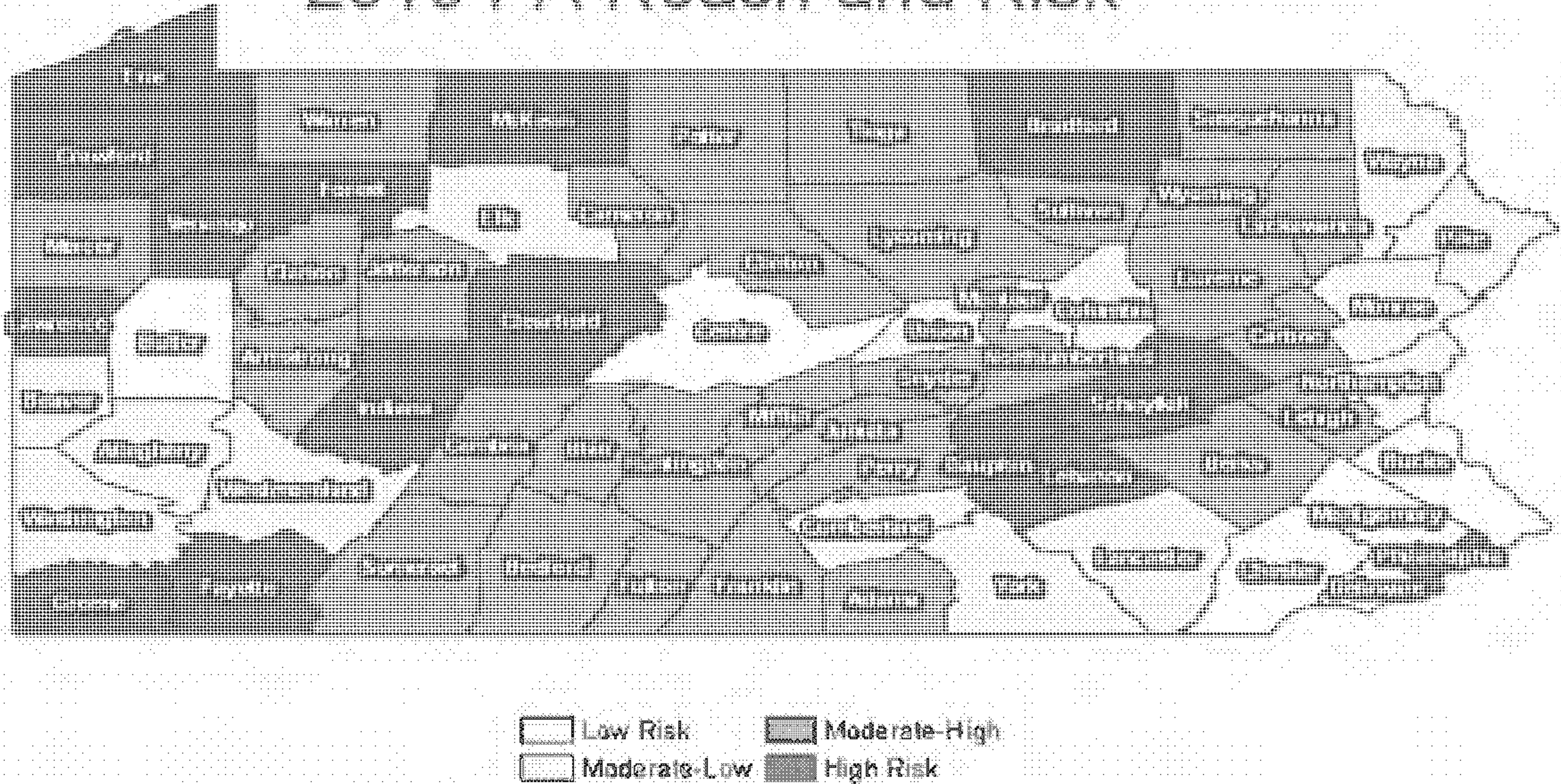
The center implements the Early Learning Standards in their lesson planning and I believe that helps the teachers focus more on Jason. Jason has been with the center since he was eight weeks old. Other than home with me, I could not think of a better place for my son to spend his day.

Since I am a single working mom I would never even imagine sending my child to such a high quality child care, but because I was approved for Child Care Works, I am able to feel at ease dropping my son off at school each morning knowing that he is getting the best quality care out there! Crystal A. Ray, Montgomery County

Putting Progress in Perspective

In order for Pennsylvania to achieve a goal of providing every child with an education that can prepare them for success in school and in life, more work needs to be done.

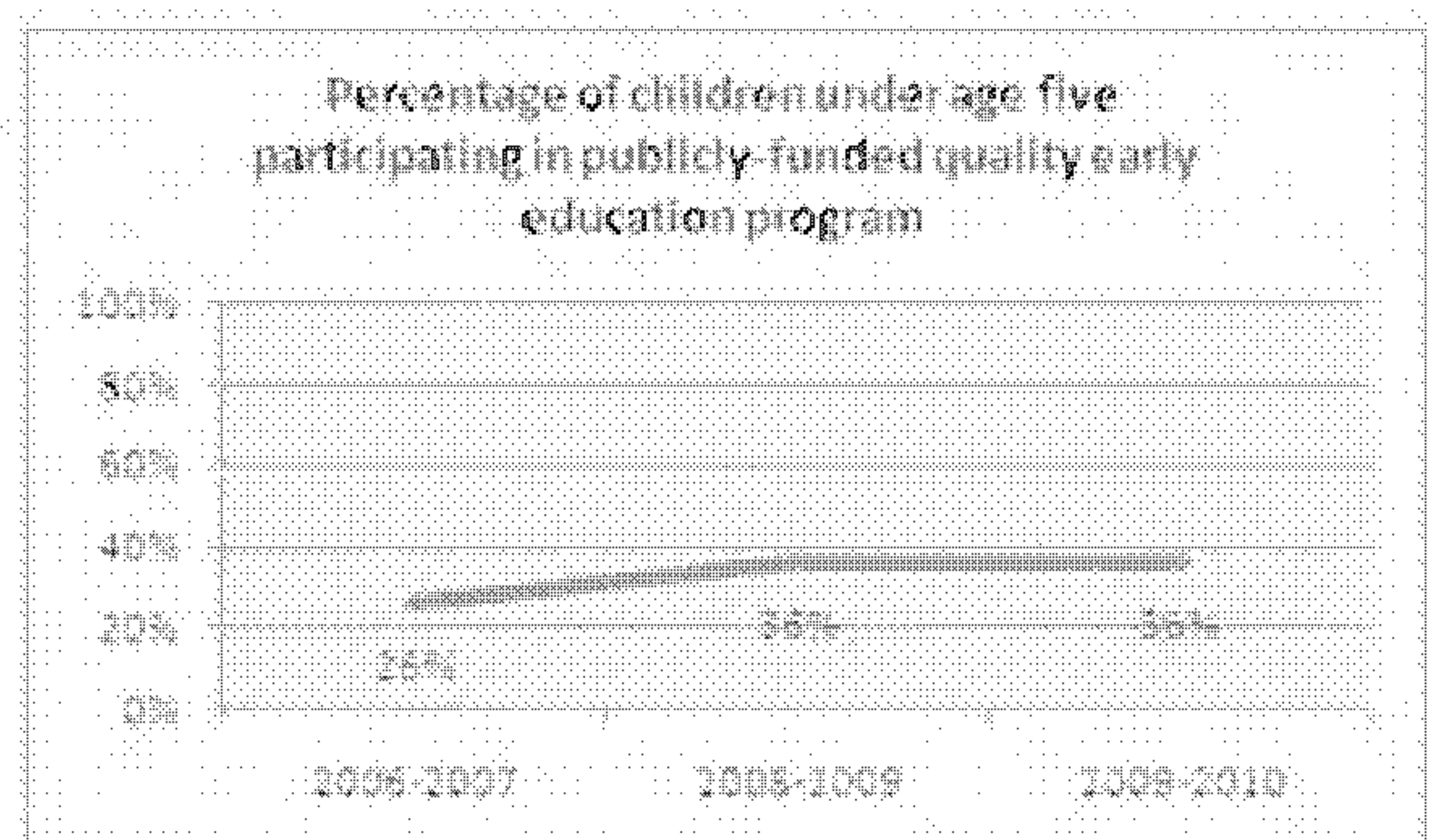
County Risk Level 2010 PA Reach and Risk



Source: 2010 Program Reach and Risk Report.

According to OCDEL's 2009-2010 Program Reach and Risk Assessment Report:

- Children are at risk of school failure throughout the commonwealth.** Of the 67 counties, children in 46 (69%) counties are at moderate-high or high risk of school failure; of the 27 largest cities, children in 21 (78%) are at moderate-high or high risk of school failure. Every county has children affected by risk factors for school failure. For example, approximately one-third of children in Pennsylvania (58%) are living in economically at risk families (300% of poverty). The county with the lowest percent of children under living in economically at risk families was Chester County which had 29%.
- A little more than one-third (36%) of children under age five participate in state and/or federally funded quality early childhood education programs.** In the commonwealth's 27 largest cities, more than half (57%) of children under age five participate in state and/or federally funded quality early childhood programs. Quality programs are defined as: Nurse-Family Partnership, Parent-Child Home Program; Head Start State and Federal; Pennsylvania Pre-K Counts; PA Pact for Pre-K, School Based Pre-K; Early Intervention; and Keystone STARS.



In addition, the reach of Pennsylvania's quality early education programs has leveled in recent years.

New challenges that Pennsylvania faces include:

Greater need for child care assistance. The cost of child care is significant for many working families at any time, but the struggling economy has made the need for child care assistance even greater. The waiting list for Child Care Works rose to more than 4,400 eligible children in June 2010 since it was cleared in April.

Greater demand for higher qualified teachers. The educational requirements for teachers in early education programs are increasing, including school-based pre-kindergarten, Pennsylvania Pre-K Counts, Keystone STARS and Head Start in the next five years. The increase in requirements is creating higher demand from programs for qualified teachers, and much greater demand from teachers for higher education.

Greater parent demand for quality early education. Thousands of eligible families are interested in participating in Pennsylvania's early education programs but are waiting for services:

- Even with more stringent eligibility requirements, more than 4,500 children were on waiting lists for Pennsylvania Pre-K Counts at the start of the 2010-2011 school year. Preschoolers in five of Pennsylvania's counties do not have access to PA Pre-K Counts; in fact, only 4% of Pennsylvania's three and four year olds participate in the program.
- At least 2,000 eligible children are on waiting lists for Head Start throughout the commonwealth.
- More than 200 expectant mothers are on waiting lists for Nurse-Family Partnership, although most NFP programs do not maintain waiting lists but refer clients to other services. Expectant mothers in 30 of Pennsylvania's counties do not have access to NFP – 12 of those counties have actively expressed interest in implementing the program.
- More than 360 families were on waiting lists for Parent-Child Home Program (PCHP) in January. Families in 42 counties do not have access to PCHP.

(b)(6)

Mom helps daughter hear her heartbeat and learn about health at a parent-child workshop at the Family YMCA of Easton, Phillipsburg & Vicinity in Northampton County

When I was pregnant, we enrolled in Early Head Start. Through Early Head Start we found out my daughter had speech and developmental delays. With their help we got her Early Intervention services. We enrolled her into Head Start when she turned 3 and they also helped in getting a diagnosis of her ADHD and helped get a TSS.

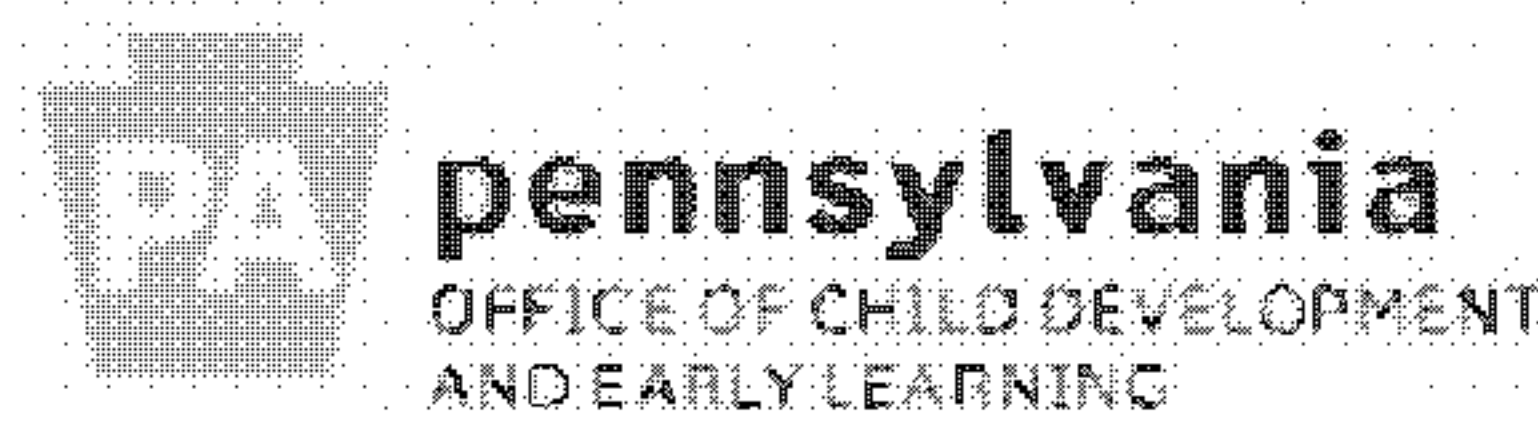
If it was not for Head Start and Early Intervention, my daughter would not be doing as well as she is in first grade. With their help, we were able to help her get on target and learn what she needed to learn.

Marti Cruver, Beaver County

Greater demand for accountability. As the economy continues to recover, Pennsylvanians want to know that their tax dollars are being spent wisely. It is crucial that Pennsylvania can provide documented positive outcomes for children and evaluate the effectiveness of its early education programs through its PELICAN data system and Early Learning Network.

The performance of Pennsylvania's current students and future workforce relies on their education from the early years and on a system that can provide quality early education to every child that can benefit most from the experience.

Appendix (A)(1)-3: Program Risk and Reach Report Summary



In order to support governmental transparency and sound programmatic decisions regarding the investment in early childhood services, the Pennsylvania Office of Child Development and Early Learning (OCDEL) annually compiles the Program Reach and Risk Assessment Report. This report provides information on the level of risk for school failure for children (based on 10 risk factors) and the availability, or reach, of most OCDEL programs to children in each county and in the 27 largest cities in Pennsylvania. The Reach and Risk report includes data for all children under age five and a breakdown of program reach by infant/toddlers (birth – two years) and preschool (ages three and four). This is the fourth year of the report.

OCDEL is committed to providing early childhood services to Pennsylvania's young children, with special attention to those at risk of school failure. Research consistently shows that children at risk of school failure benefit from quality early learning opportunities, with economic and educational benefits that extend to our families, communities, and the commonwealth. This report provides information about how well the commonwealth is reaching its young children with quality early learning services, with special attention to at-risk children for 2009-2010. The report:

- includes an analysis of economic, maternal, birth outcome, academic, and toxic stress risk factors that can harm a child's chances of doing well in school;
- compiles information on the number of children served through OCDEL programs;
- shows the funding allocation levels for early childhood programs supported by state and federal investments; and
- identifies counties and cities most likely to benefit from early childhood investments, based on these risk factors.

This data can be used to:

- track progress in reaching all children who can benefit most from early education;
- help communities better understand their early childhood programming needs, particularly in counties where there are high risks;
- educate lawmakers on Pennsylvania's progress in early childhood education; and
- inform future decisions regarding early childhood education investments, policies and practices.

Enhancements to the 2009-2010 report include updates to the risk categories, additional information on home-visiting programs, and child outcomes information for three programs. In this report, four new risk categories were added: percent of babies born at low birth weight, percent of births to mothers not receiving early prenatal care, percent of children born to mothers who used tobacco during pregnancy, and percent of substantiated cases of abuse and neglect for children under five. The 200% federal poverty level was replaced with 300% federal poverty level, due to supporting research

that children in families earning up to 300% FPL are at risk of school failure and do not have the resources to purchase high quality early childhood services. Also, the risk level methodology has been updated and, in order to align funding, Accountability Block Grant (ABG) is now classified as an indirect impact program. The February 2011 update includes the final 2009-2010 enrollments for PA-PACT pre-kindergarten and Head Start which were not available in October.

The 2009-2010 report shows that Pennsylvania continues to make progress serving young children, but still experiences gaps in serving those who could benefit the most from a quality early education experience, especially in high quality early education settings and serving infants and toddlers.

Risk

- **Children are at risk of school failure throughout the commonwealth.** Of the 67 counties, children in 46 (69%) counties are at moderate-high or high risk of school failure; of the 27 largest cities, children in 21 (78%) are at moderate-high or high risk of school failure. Every county has children affected by risk factors for school failure. For example, more than half of children in Pennsylvania (58%) are living in economically at risk families (300% federal poverty level). The county with the lowest percent of children under five living in 300% FPL was Chester County which had 29%.

Reach

- **A little more than one-third (36%) of children under age five participate in state and/or federally funded quality early childhood education programs.** In the commonwealth's 27 largest cities, more than half (57%) of children under age five participate in state and/or federally funded quality early childhood programs. Quality programs are defined as: Nurse-Family Partnership, Parent-Child Home Program; Head Start State and Federal; Pennsylvania Pre-K Counts; School Based Pre-K; Early Intervention; and Keystone STARS.
- **Across the commonwealth, reach is greatest for Keystone STARS (15%), Early Intervention (9%) and Head Start (5%).** These programs were the only direct impact programs for children under age five to reach children in all 67 counties.
- **Reach is greatest across the commonwealth for Keystone STARS.** Of all the state investments, most children were reached through the Keystone STARS program, which provides service to an estimated 15% of children from birth to age five. Four percent of children under age five in Pennsylvania were served in STAR 3 and 4 programs. As of June 2010, there were 4,420 child care providers within the Keystone STARS system, covering all counties and reaching an estimated 109,553 children under age five and 58,976 school age children.
- **About one-fifth (21%) of Pennsylvania's infants and toddlers (birth to age two) participate in publicly-funded quality early education programs.** Among children under age three statewide, approximately 11% are served by Keystone STARS, 7% are served by Early Intervention, and 1% is served by Early Head Start.

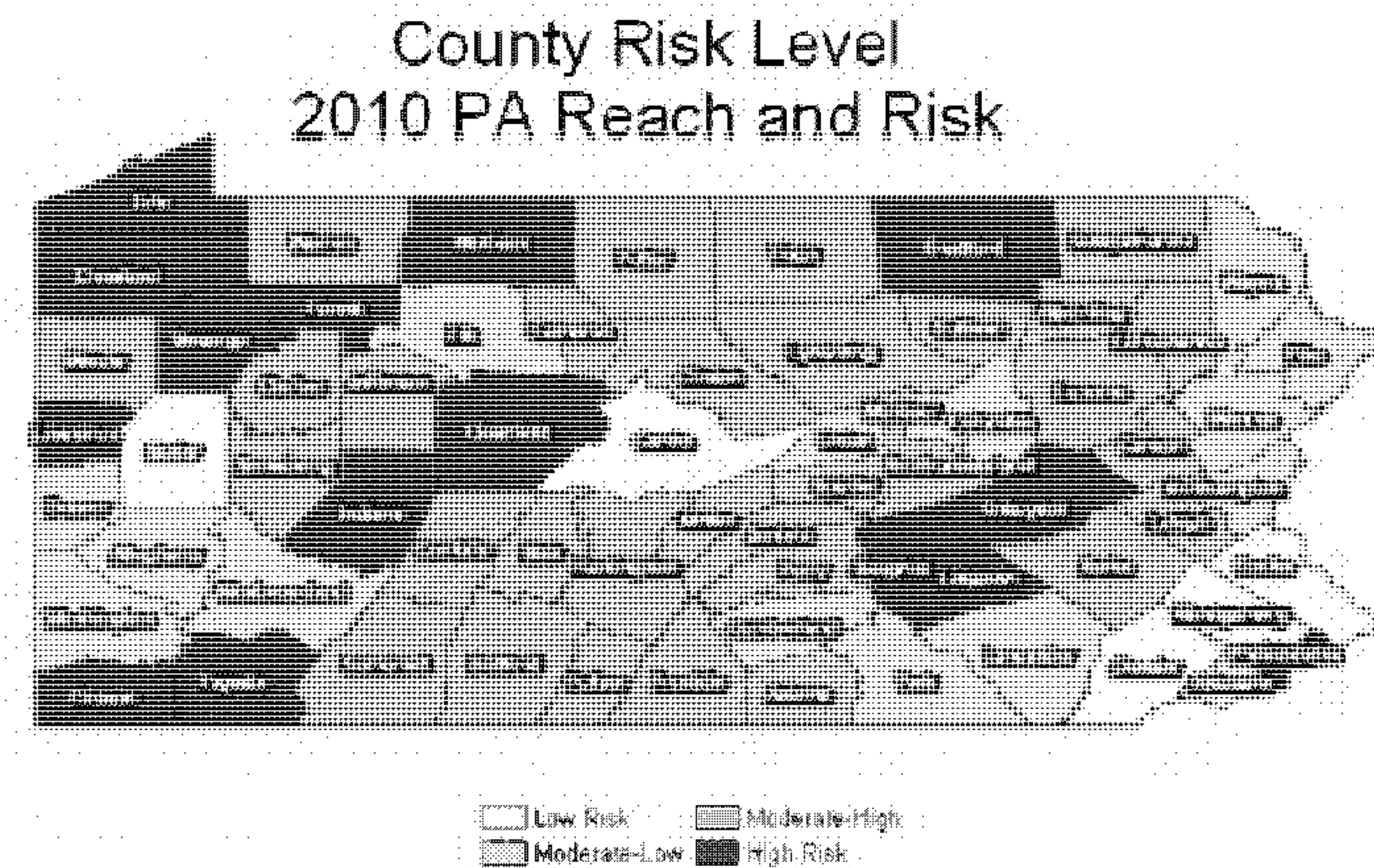
Appendix (A)(1)-3: Program Risk and Reach Report Summary

- **Approximately half (52%) of Pennsylvania's preschoolers (three and four year olds) are served in state and/or federally funded quality early childhood programs.** Twenty-one percent of three and four year olds are estimated to be served by Keystone STARS, 11% are served by state and federal Head Start, and 10% are served by Early Intervention.

Investment in quality early childhood education

- **Pennsylvania's average investment per child served under the age of five is \$2,959 annually.** Children receiving service in these state and federally funded early childhood programs are funded at an average rate of approximately \$2,959 per child served, an amount which is significantly less than the cost of providing a quality early education experience that produces positive outcomes for children, families and communities. In general, the national cost for a five hour day at 180 days a year for a pre-kindergarten program is \$8,700 per child. This represents a gap in our public investment to achieve the most positive results for children.

Mapped below are the commonwealth's 67 counties and Average Risk Level (ARL) for each, based on the FY 2009-2010 analysis. Overall, risk across the state remains high in the very urban and very rural areas.



Source: 2010 Program Reach and Risk Report

INFANTS-TODDLERS

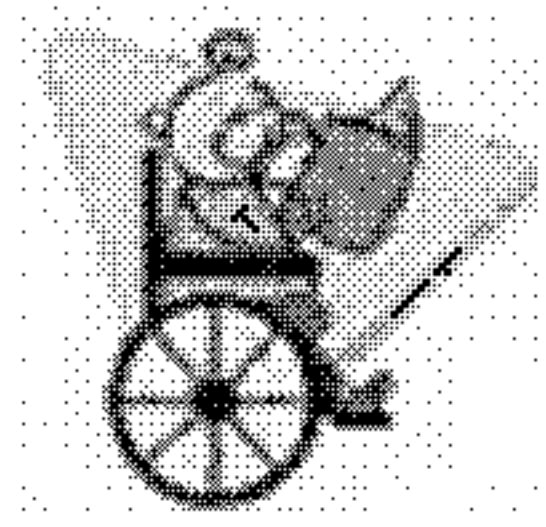
Appendix (A)(1)-4a: Learning Standards for Infants and Toddlers

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Office of Child Development and Early Learning (OCDEL), PA Departments of Education and Public Welfare

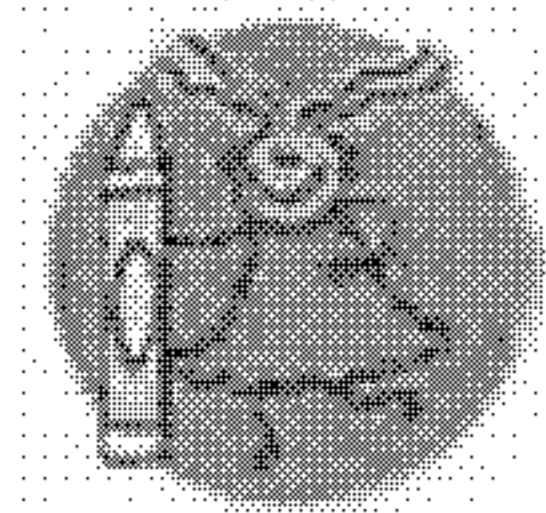
TABLE OF CONTENTS

Introduction 2
 The Learning Standards for Early Childhood Format 5
 Guiding Principles 6



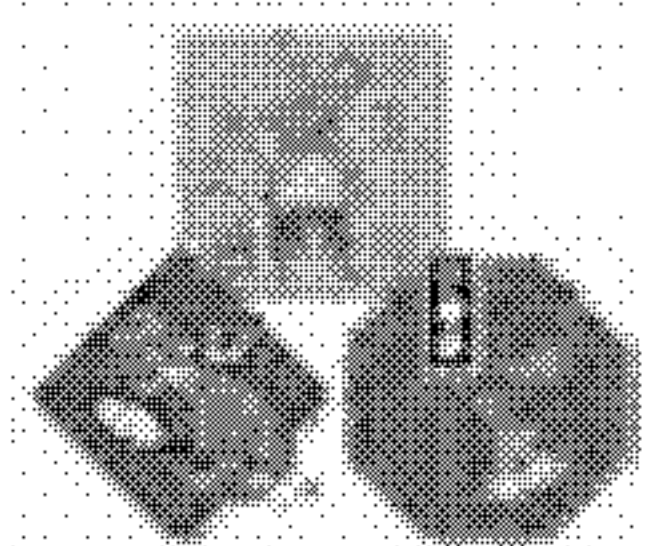
**KEY LEARNING AREA:
 APPROACHES TO LEARNING THROUGH PLAY:
 CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE 7**

Standard 15.1: Constructing Knowledge 8
Standard 15.2: Organizing and Understanding Knowledge 10
Standard 15.3: Applying Knowledge 13
Standard 15.4: Learning Through Experience 14
Approaches to Learning Through Play Glossary 16

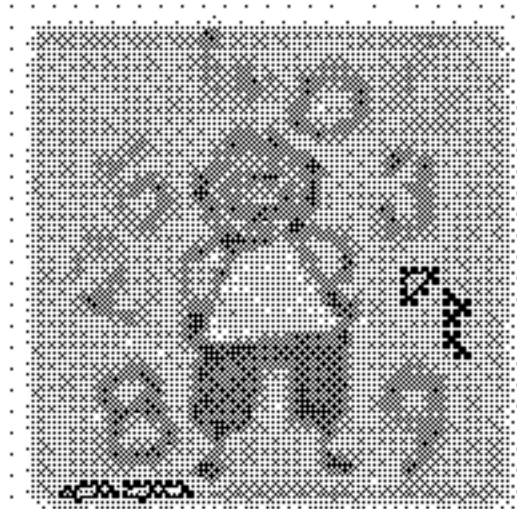


**KEY LEARNING AREA:
 CREATIVE THINKING AND EXPRESSION:
 CREATING WORKS IN THE ARTS 17**

Standard 9.1: Production and Performance
9.1 a: Music and Movement 18
9.1 b: Dramatic and Performance Play 20
9.1 c: Visual Arts 21
Standard 9.2: Historical and Cultural Context of Works in the Arts 23
Standard 9.3: Critical Response to Works in the Arts 24
Standard 9.4: Aesthetic Response to Works in the Arts 25
Creative Thinking and Expression Glossary 26

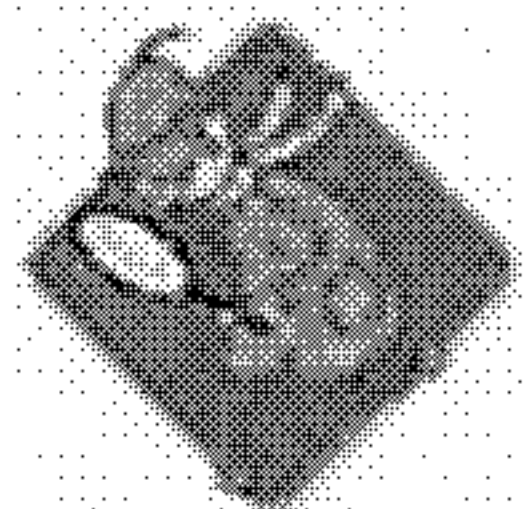


**KEY LEARNING AREA:
 MATHEMATICAL THINKING AND GENERAL KNOWLEDGE 27**



**KEY LEARNING AREA:
 ARTS AND CREATIVE THINKING AND EXPRESSION:
 CREATING WORKS IN THE ARTS 28**

Standard 2.1: Numbers, Number Systems and Relationships 29
Standard 2.2: Computation and Estimation 31
Standard 2.3: Measurement and Estimation 32
Standard 2.4: Mathematical Reasoning and Connections 34
Standard 2.5: Mathematical Problem Solving and Communication 35
Standard 2.6: Statistics and Data Analysis 36
Standard 2.9: Geometry 37
Mathematical Thinking and Expression Glossary 39

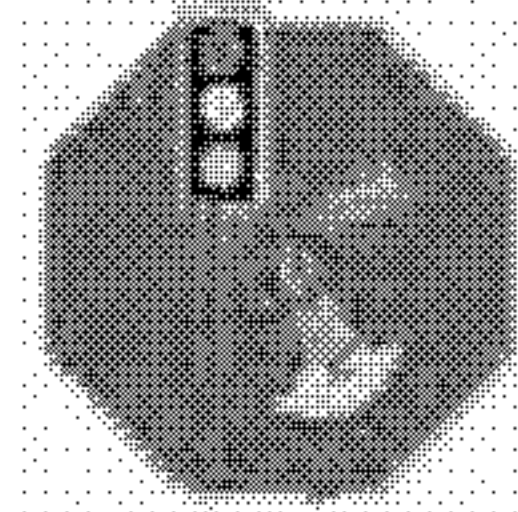


**KEY LEARNING AREA:
 SCIENTIFIC THINKING AND TECHNOLOGY:
 EXPLORING, INQUIRY AND DISCOVERY 40**

Standard 3.1 a: Living and Non-Living Organisms 41
Standard 3.1b: Genetics 43
Standard 3.1c: Evolution 44
Standard 3.2a: Physical Sciences: Chemistry 44
Standard 3.2b: Physical Sciences: Physics 46
Standard 3.3a: Earth Structure, Processes and Cycles 48
Standard 3.3b: Origin and Evolution of the Universe 50
Standard 3.4 e: The Design World 50

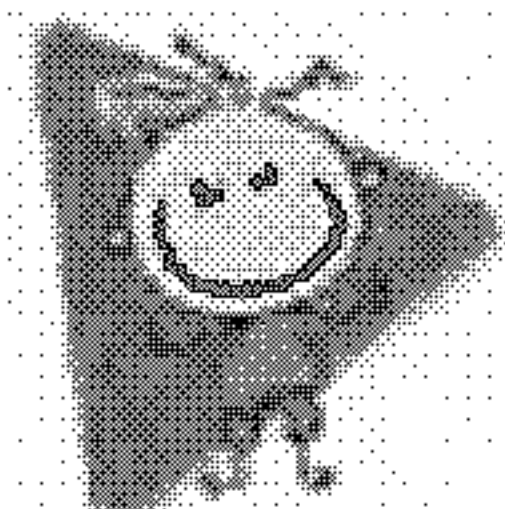
Environment and Ecology

Standard 4.1: Watersheds and Wetlands 52
Standard 4.3: Environmental Health 53
Standard 4.4: Agriculture and Society 53
Standard 4.7: Threatened, Endangered and Extinct Species 54
Standard 4.8: Human and the Environment 54
Scientific Thinking and Technology Glossary 55



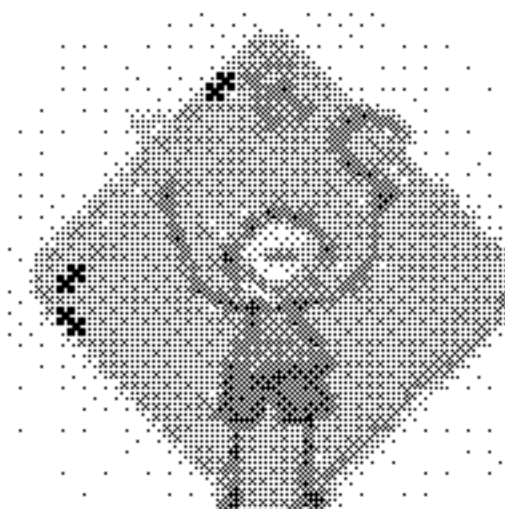
**KEY LEARNING AREA:
 SOCIAL STUDIES THINKING:
 CONSTRUCTING THROUGH EXPLORATION 56**

Standard 5.1: Principles and Documents of Government 57
Standard 5.2: Rights and Responsibilities of Citizens 58
Standard 6.2: Markets and the Functions of Government 59
Standard 6.3: Scarcity and Choice 60
Standard 6.5: Work and Earnings 60
Standard 7.1: Basic Geographic Literacy 62
Standard 7.2: Physical Characteristics of Places and Regions 63
Standard 7.3: Human Characteristics of Places and Regions 64
Standard 7.4: Interactions Between People and the Environment 65
Standard 8.1: Historical Analysis and Skills Development 66
Social Studies Thinking Glossary 67



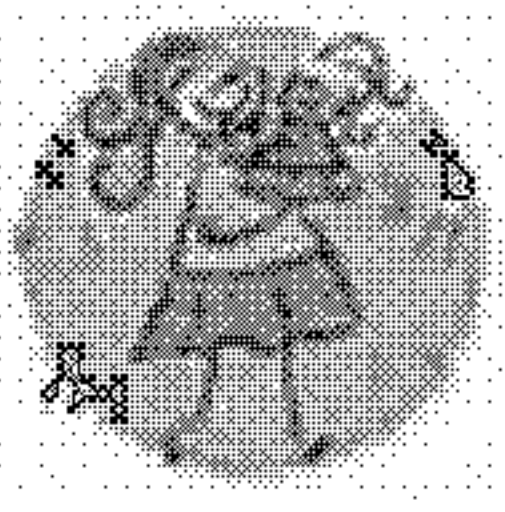
**KEY LEARNING AREA:
 HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT:
 EXPLORING AND APPLYING 68**

Standard 10.1.-3: Health and Safety Practices 69
Standard 10.4: Physical Activity: Gross Motor Coordination 72
Standard 10.5: Concepts, Principles and Strategies of Movement:
 Fine Motor Coordination 74
Health, Wellness and Physical Development Glossary 77



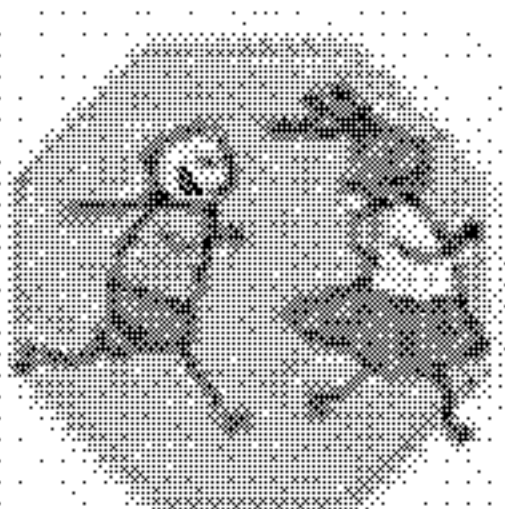
**KEY LEARNING AREA:
 SOCIAL STUDIES THINKING: READING, WRITING,
 SPEAKING AND LISTENING 78**

Standard 1.1: Learning to Read Independently 79
Standard 1.2: Reading, Analyzing, and Interpreting Text 82
Standard 1.3: Reading, Analyzing, and Interpreting Literature: Fiction and Non-Fiction... 83
Standard 1.4: Types of Writing 83
Standard 1.5: Quality of Writing 84
Standard 1.6: Speaking and Listening 85
Standard 1.7: Characteristics and Functions of the English Language 87
Standard 1.8: Research 87
Language and Literacy Development Glossary 88



**KEY LEARNING AREA:
 PERSONAL AND SOCIAL RELATIONSHIPS:
 EXPLORING SOCIAL INTERACTIONS AND COMMUNITIES 89**

Standard 20.1: Connections 90
Standard 20.2: Family Engagement 92
Standard 20.3: Supporting Children's Learning 93
Standard 20.4: Transition 95



**KEY LEARNING AREA:
 PERSONAL AND SOCIAL RELATIONSHIPS:
 EXPLORING SOCIAL INTERACTIONS AND COMMUNITIES 96**

Standard 25.1: Self Concept (Identity) 98
Standard 25.2: Self Regulation 101
Standard 25.3: Pro-Social Relationships with Adults 103
Standard 25.4: Pro-Social Relationships with Peers 105

Resources 107

Acknowledgements IBC

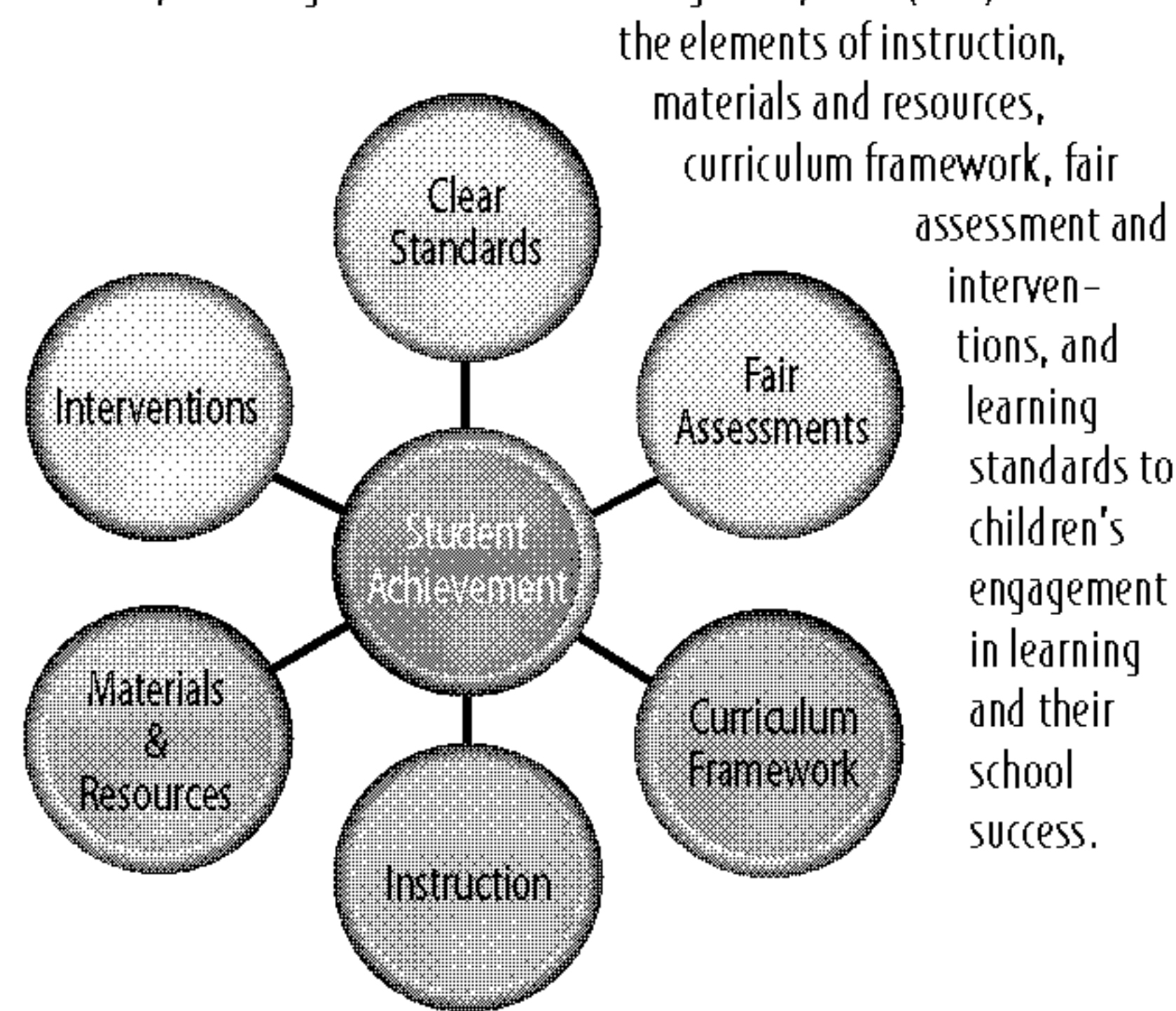
INTRODUCTION

Children are born with an incredible capacity and desire to learn. Over 30 years of research confirms the foundational importance of early education and care for children's school and life success. It is essential, then, that students' first school experiences are robust ones, steeped in expectations that develop critical thinking and problem solving skills, a deep understanding about themselves in a social society and age appropriate content.

Teachers' instructional practices must embed the domains of development: cognitive, social-emotional, language, and physical within the foundations or approaches to learning that enable children to explore, understand and reach beyond the "here and now" to challenge themselves and to experiment and transform information into meaningful content and skills.

Teachers of very young children have the awesome task of providing rich information and experiences that build skills and understanding in the context of every day routines and within intentionally-designed play opportunities that capture children's interests, wonder and curiosity so they want to know more. Pennsylvania's learning standards join hand-in-hand with the learning environment; the responsive relationships that have been built with children, families and the community; the age, cultural and linguistically-appropriate curriculum; and the practices being used to assess children, classrooms and programs to create the best possible experiences for learning success.

The Department of Education and the Office of Child Development and Early Learning utilize a Standards Aligned System (SAS) that links



1. MATERIALS AND RESOURCES

Every early learning classroom, whether it is in a home atmosphere or center-based setting, must be a comfortable, safe and nurturing environment where children can play with blocks, manipulatives, art materials, and dramatic play items to enhance skill development. Children discover and understand science, social studies, and math information when they actively explore materials and ideas that are guided by teachers who intentionally design activities that engage children in critical thinking and processing. Children also learn about their own abilities and learning styles, how to get along with others and how to appreciate others' contributions in classrooms that include a diverse set of materials and experiences.

School environments should be linked to a child's home environment, incorporating cultural and ethnic materials and children's home language and provide experiences that are inclusive for all children, regardless of ability, socio-economic status, or family background. Well-designed classrooms demonstrate a commitment to the whole child by offering materials and activities that promote social, physical, cognitive and language learning.

Classroom assessment instruments that help providers assess the arrangement of indoor and outdoor space, the provision of materials and activities, and their development of class schedules are useful in assuring best practice implementation and alignment to Pennsylvania's Learning Standards for early childhood.

2. INSTRUCTION

Instruction in the early years often looks different than in the older grades. Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery and in experimentation and interaction with materials, their peers and nurturing adults.

Teachers help construct knowledge during these active learning times by designing activities that build on children's prior knowledge to create new understandings and information. A limited amount of direct teaching combined with child-initiated play produce optimal conditions for young children's education. Teachers become facilitators or guides of learning who interact with children throughout the school day. They ask open-ended questions that encourage children to think about what comes next or want to know more and they support children's creativity, problem solving, intuition and inventiveness (approaches to learning) by challenging and encouraging them. Teachers design focused instruction that is based on the identified individual needs of every child and assure these experiences encompass their interests, abilities and culture.

3. CURRICULUM FRAMEWORK

A curriculum framework reminds us what information should be taught to young children within each of the Key Learning Areas. It assures the continuum of learning that begins at birth and continues through graduation. Pennsylvania's curriculum framework includes big ideas, essential questions, vocabulary, concepts and competencies that further define the learning standards.

4. FAIR ASSESSMENTS

Teachers must use both informal and formal assessments to understand children's progress. In early childhood, formative assessments that provide information about how children are progressing in the classroom allow teachers to make adaptations or adjustments in the individualized learning plans for every child.

Early childhood professionals observe and assess children in their classroom setting using the materials that are found in their school environment. Blocks that children count or stack, for example, provide the information teachers need to understand children's math or fine motor skills. Outdoor play or recess allows the adult to observe children's gross motor skills or the social interactions with peers.

Teachers must use the information they have documented during observation, along with information from the parent, to identify goals and next steps for children's learning through play.

5. CLEAR STANDARDS

Learning Standards provide the framework for learning. They provide the foundational information for what children should know and be able to do. Pennsylvania's learning standards build on information learned previously, creating a continuum of learning that assures consistent and linked learning that begins in infancy, gradually getting more difficult as it extends through high school.

Pennsylvania also uses program standards that assure children's experiences are being offered in high-quality settings. Keystone STARS, PA Pre-K Counts, ABG, HSSAP all use similar sets of standards that provide guidance on program operation that exhibits best practices.

6. INTERVENTIONS

When teachers are observant and assess children's abilities, interests and achievement using the standards as a guide, interventions become part of the teachers' everyday practice. Revising activities,

adjusting lesson plans and accommodating children's individual differences becomes matter-of-fact and the norm. Successful strategies that allow children to master skills at his or her own pace provide benefits for all children as they interact with others of varying abilities and cultures.

Early Childhood Special Education

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically developing peers. Teachers may need to adapt or modify the classroom environment, teacher interactions and/or materials and equipment to help children with disabilities fully participate.

Pennsylvania's Learning Standards for Early Childhood are designed to be used for all children. The content within these standards does not need to be specific to an age, grade or specific functional level, but instead provide the breadth of information from which to create goals and experiences for children that will help them reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children's accomplishments and focus on what all children can do.

English Language Learners

Children develop language much the same way they acquire other skills. Children learn native and second languages using an individual style and rate. Differences among English Language Learners such as mixing languages or a silent period are natural. Each child's progress in learning English needs to be respected and viewed as acceptable and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Pennsylvania's Standards for Early Childhood.

EARLY CHILDHOOD CONNECTIONS

High quality early learning programs also promote connections that assure children's school success. Programs that build relationships with children and families and coordinate their work with other early learning programs, school districts and grades within districts create strong partnerships for success.

1. CONNECTIONS TO CHILDREN

Relationships are the key to successful connections between a teacher and the students. Teachers must take time to know every child, to understand the way in which they learn best, to identify the

special talents and skills each child possesses and the interests that excite them to learn more. Adults who work with young children must be students themselves as they learn about children's home experiences and culture so they can design learning environments that support the home-school connection and expand prior learning and experiences into new achievements and acquisition of knowledge.

2. CONNECTIONS TO FAMILIES

Parents of young children have much to offer in the learning process. When a partnership is formed between teacher (or school) and the family, the connection between home and school has been strengthened, assuring that children receive consistent messages about learning and skill development. Parents should be given opportunities to learn about their children's day at school, to provide input into the information they want children to learn and master, and to understand what they can do at home to enhance the school experience. Frequent informal conversations, invitations to participate in classroom life and voluntary take-home activities that relate to school experiences help to build the partnership.

At-home resources for parents such as *Kindergarten, Here I Come*, *Kindergarten, Here I Am* or *Learning is Everywhere* provide both teachers and families with tools to connect at home and school learning and to share age appropriate expectations and activities that support that connection.

Families' ethnicity and culture must be interwoven into the life of an early childhood program and classroom. Staff must embrace all children's heritages and provide activities, materials and experiences that help children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others'. Staff in high quality early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.

3. CONNECTIONS WITH OTHER EARLY LEARNING PROGRAMS

Children and families often have other needs and priorities in addition to participation in high quality early childhood learning programs. Families may need to coordinate their early learning program services with child care, health services or early intervention services, as well as with their other children's school experiences. Programs within a community that support families' single point of contact or help to

coordinate services for children demonstrate a strong understanding and respect for families. Providers that reach out to neighborhood schools to facilitate transition into the public school or who have developed a working relationship with their early intervention provider assure linkages that support children's school readiness and ongoing success.

4. CONNECTIONS FOR LEARNING

Young children make learning connections through play. Providers that allow children time to explore and discover, both inside and outside, have optimized children's capacity to internalize and generalize content by making their own connections to prior-learned knowledge. All children, regardless of age and ability, need opportunities to engage in practice activities and experiences that are steeped in play.

Adults must also use literature connections in all domains. Literature supports both content and social and cultural learning. It is a foundation for curriculum integration.

LEARNING STANDARDS TASK FORCE

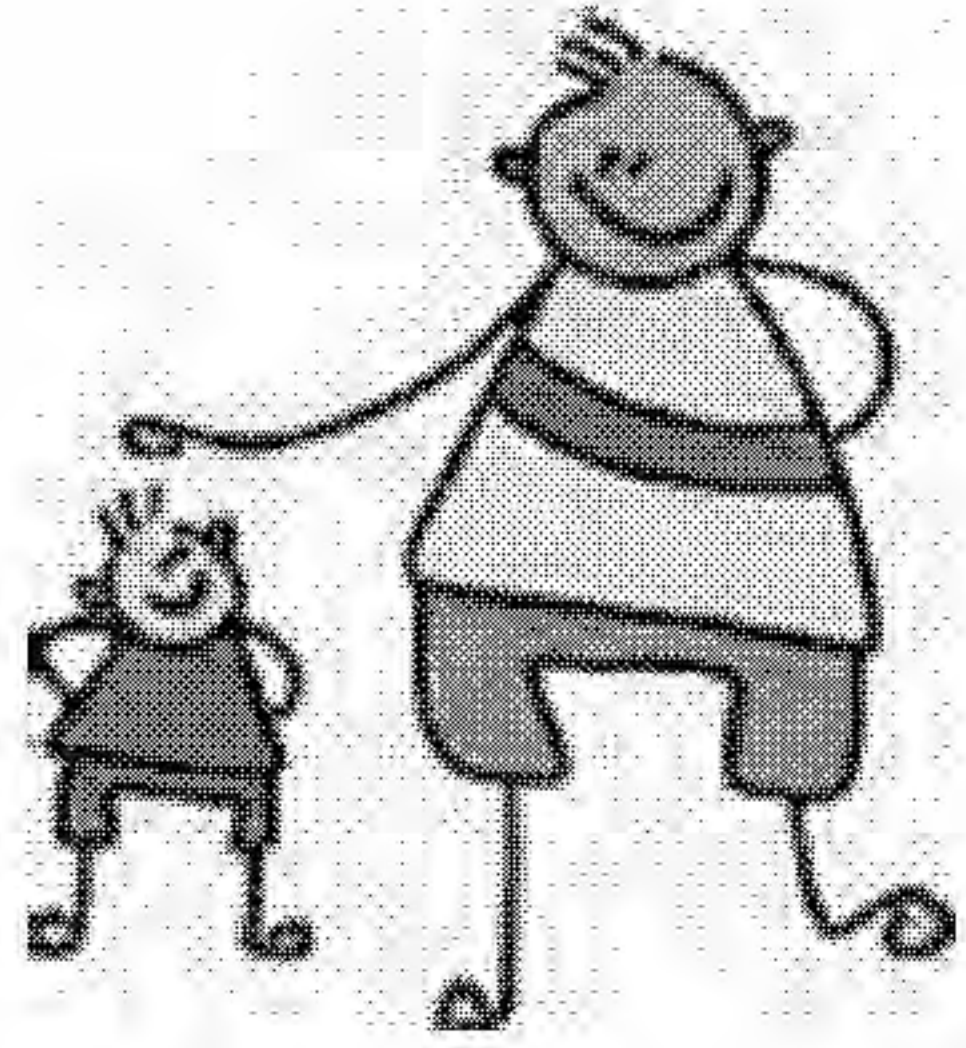
Pennsylvania's Learning Standards for Early Childhood were originally constructed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell's commitment to early childhood education. The Office of Child Development and Early Learning, established in 2006 to administer both Departments' early childhood programs, has overseen revisions to the standards.

Each set of Standards has been formulated with help and guidance from practitioners who represent early childhood programs and advocacy groups, higher education, and policy analysts and researchers. Support for the development of the Standards was provided through the national Build Initiative, a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of all young children.

THE LEARNING STANDARDS CONTINUUM

Within all of Pennsylvania's Early Childhood Standards, the Key Learning Areas define the domains or areas of children's learning that assure a holistic approach to instruction. All children, regardless of age and ability, should be exposed to experiences that build their skill development in approaches to learning, social-emotional development, language and literacy development, physical or motor development, creative expression and the cognitive areas of mathematics, science and social studies. The Standards within each Key Learning Area provide the information that children should be able to know and/or do when they

CONTINUED...



THE LEARNING STANDARDS FOR EARLY CHILDHOOD FORMAT

Key Learning Area: The domains of learning that assure child's holistic development.

Standards: Organizes the content within Key Learning Areas into smaller specific topics.

CREATIVE THINKING AND EXPRESSION
COMMUNICATING THROUGH THE ARTS

STANDARD 2.1: PRODUCTION, PERFORMANCE AND EXHIBITION: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses

ESSENTIAL QUESTIONS: How do I respond to music through my expressions? How do I respond to music by moving my body?

INFANT	YOUNGER TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <p>Respond to music</p>	<p>STANDARD STATEMENT</p> <p>Show pleasure and excitement when exposed to music</p>	<p>STANDARD STATEMENT</p> <p>Sing songs in responsive ways</p>
<p>EXAMPLES (EXEMPLARS)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Respond to music with hand and body movements Respond to music with facial expressions Respond to music with vocalizations 	<p>EXAMPLES (EXEMPLARS)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Respond to familiar songs Respond to rhythmic patterns Respond to music through movement 	<p>EXAMPLES (EXEMPLARS)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Learn words to simple songs Participate in group singing activities for short periods of time Attempt to imitate dance movements
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Hold infants and work on movement to music Includes movement to music in daily routines Provides opportunities for singing, clapping, water playing Sing, hum, and chant to infants 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage young toddlers to explore music through movement Encourage young toddlers to explore music through movement Encourage young toddlers to explore music through movement 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provides ample opportunities to sing and learn songs Provides opportunities to select songs and dances for the group Encourage use of rhythmic instruments with songs or during play Encourage toddlers to dance to music Provides opportunities to imitate movement responses

Big Idea: Describes the primary information that children should acquire across all age levels.

Essential Questions: Linked to the Big Ideas and provide the questions that support children's inquiry.

Numbered: Links to Big Ideas. A general statement for further description.

Standards: Areas of learning within each standard that inform the information. The standards are similar from birth through age 5.

Supportive Practices: Define strategies and materials professionals can use to help children learn or progress.

Examples: Or competencies identify ways children may demonstrate mastery of skill development.

Standard Statements: The specific indicators that provide the skills for children to learn and master. In the younger years when a skill is still emerging, this area will be identified as "emerging"; in other years, there will be just one statement.

LEARNING STANDARDS FOR PRE-KINDERGARTEN

Teachers will find the skills that pre-kindergarten children will be expected to demonstrate. Young children will be expected to demonstrate skills that are appropriate for their age and developmental level. The standards are designed to be used as a guide for curriculum development and to provide a common framework for community-based work on curriculum and transition.

LEARNING STANDARDS FOR KINDERGARTEN

The standards are designed to be used as a guide for curriculum development and to provide a common framework for community-based work on curriculum and transition. The standards are designed to be used as a guide for curriculum development and to provide a common framework for community-based work on curriculum and transition.

LEARNING STANDARDS FOR EARLY CHILDHOOD

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LEARNING STANDARDS FOR EARLY CHILDHOOD DO:

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THE LEARNING STANDARDS FOR EARLY CHILDHOOD ARE NOT USED:

The standards are designed to be used as a guide for curriculum development and to provide a common framework for community-based work on curriculum and transition. The standards are designed to be used as a guide for curriculum development and to provide a common framework for community-based work on curriculum and transition.

AGE GROUPINGS IN PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD

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INFANT-TODDLER LEARNING STANDARDS

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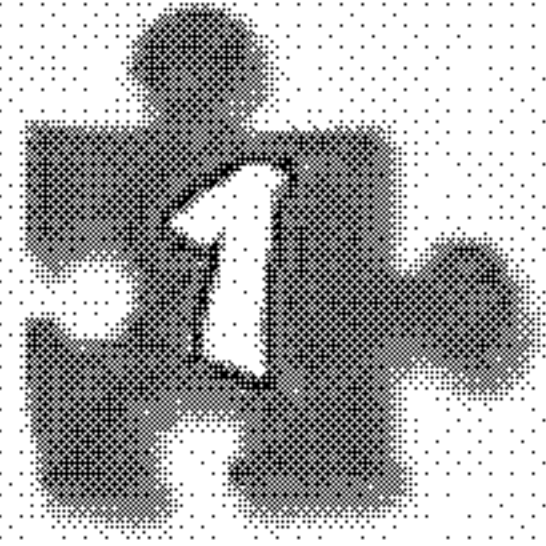
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PENNSYLVANIA'S EARLY CHILDHOOD CONTINUUM OF STANDARDS

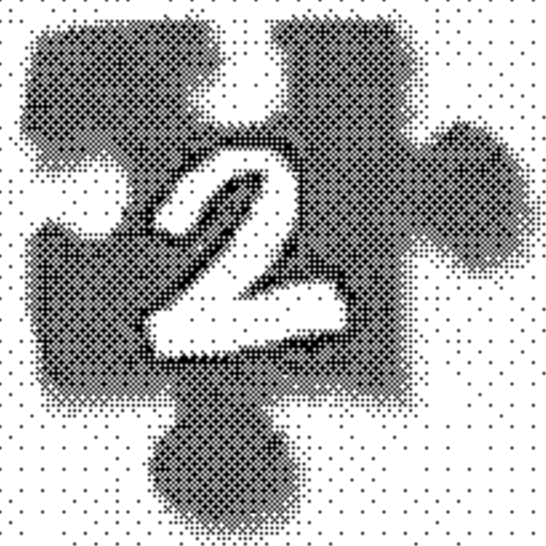
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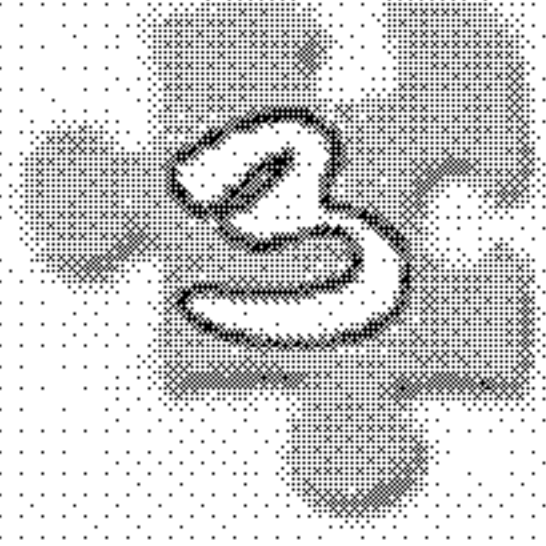
GUIDING PRINCIPLES



All who care for and educate infants and toddlers, whether in formal or informal early learning settings, have a significant impact on children's future successes.

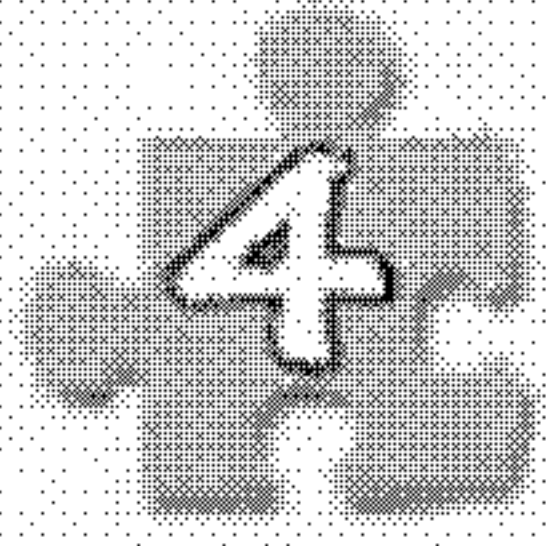


Healthy attachment relationships are critical for successful early learning during the infant and toddler years and provide the essential foundation on which all subsequent learning occurs.

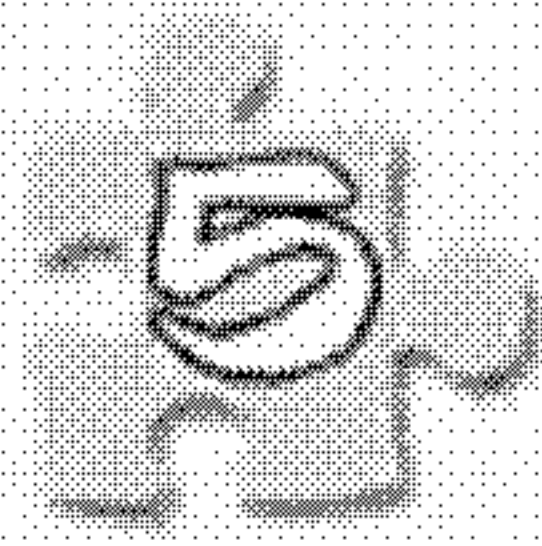


All infants and toddlers can learn and deserve suitably high expectations that are age, individually, and culturally appropriate.

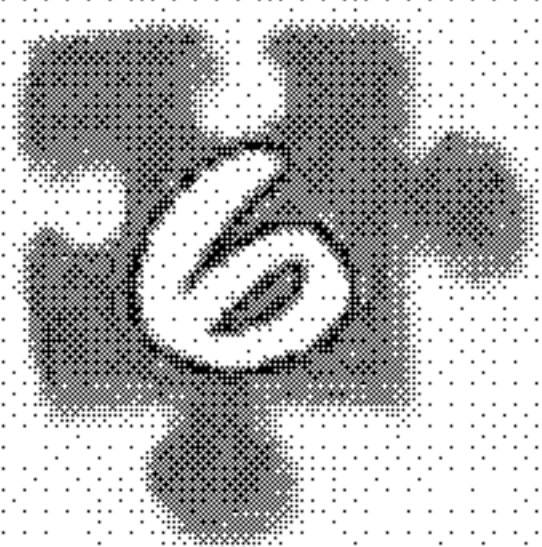
**Footnote: Young children with disabilities will meet standards consistent with their individualized family service plan (IFSPs) goals developed by IFSP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA), 22 PA. CODE Chapter 14, and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).



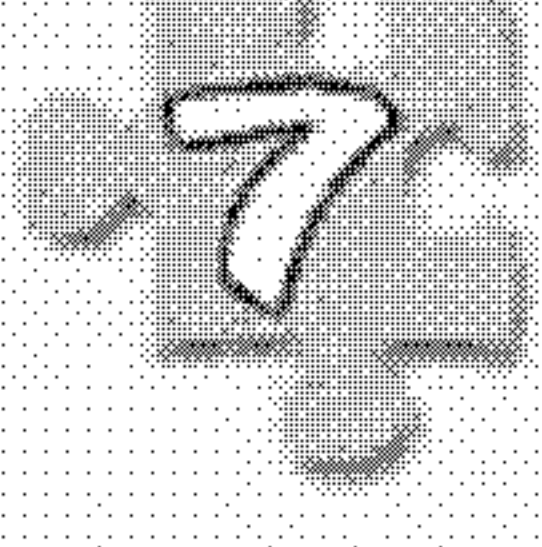
Infants and toddlers learn best through meaningful play, concrete sensory interactions and intentional activities, experiences, and active exploration of their environment as well as through interactions with adults in the context of routine care.



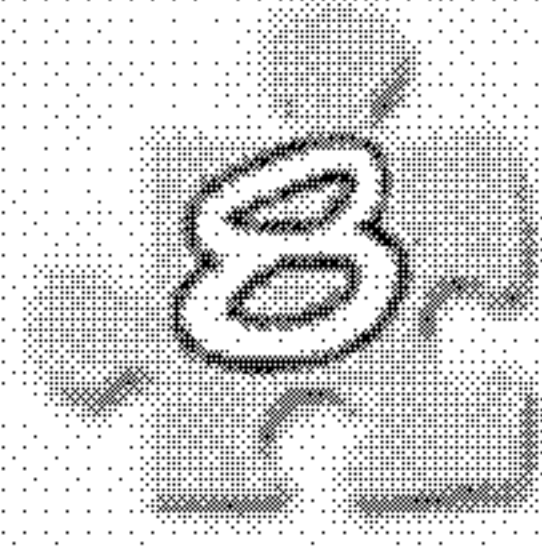
The multiple learning environments for infants and toddlers should stimulate and engage their curiosity of the world around them and meet their needs in all domains so children are and feel healthy, safe, secure and nurtured.



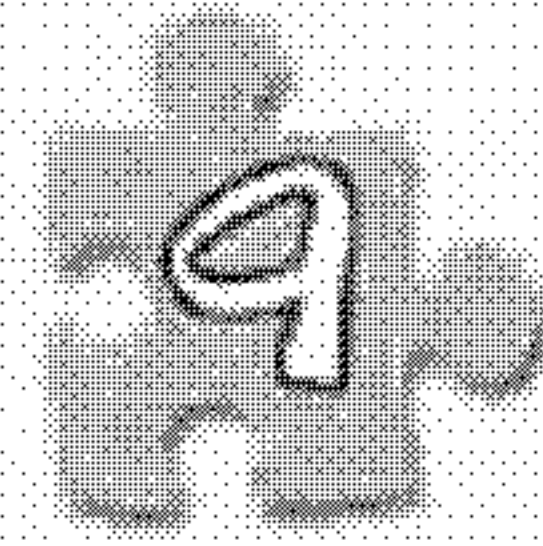
Language and early literacy development must be supported and integrated throughout all aspects of formal and informal early childhood care and education programs for infants and toddlers.



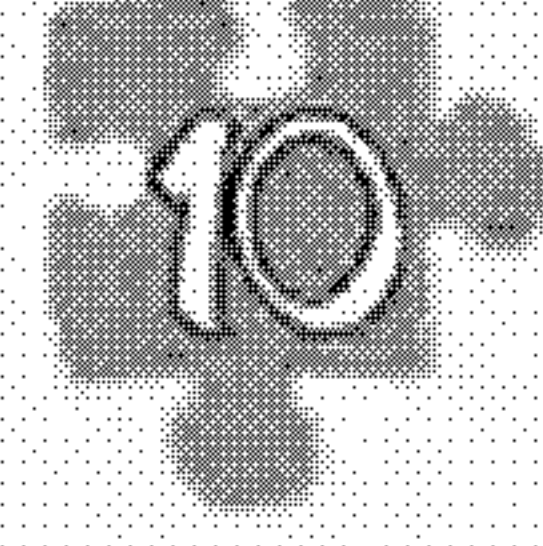
Infants' and toddlers' learning, development, and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development specific to infants and toddlers; are intentional in their relationships; and work with families to increase knowledge and support of child development.



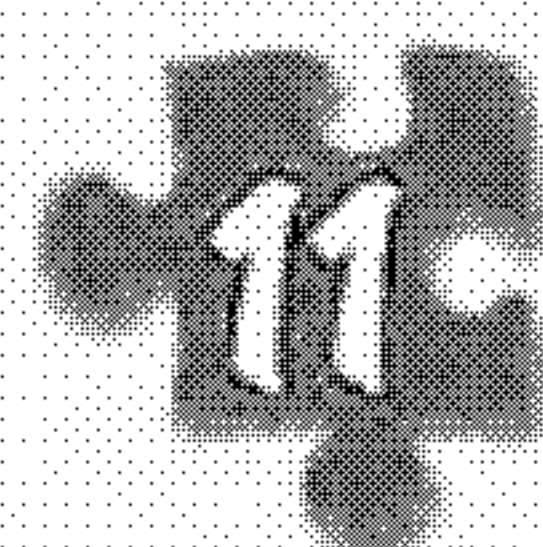
Early childhood care and education programs must address the individual needs of all infants and toddlers (e.g. with special needs, from diverse cultural backgrounds, from all socio-economic groups, etc.) and respect their families.



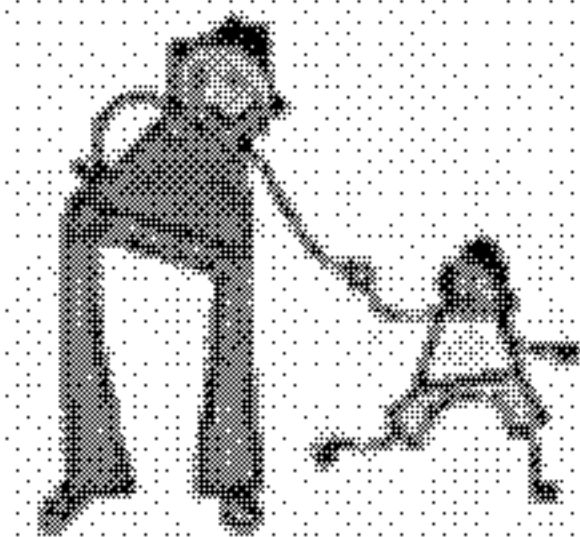
Early childhood care and education programs are defined by a set of comprehensive standards that maximize an infant's or toddler's growth and development across all domains and that recognize that the domains are dynamically inter-related, especially during the infant and toddler years.



Effective support for infant/toddler development requires a system of research-based assessment that documents infants' and toddlers' growth and development in relationship to a refined set of standards and is used to inform practice.

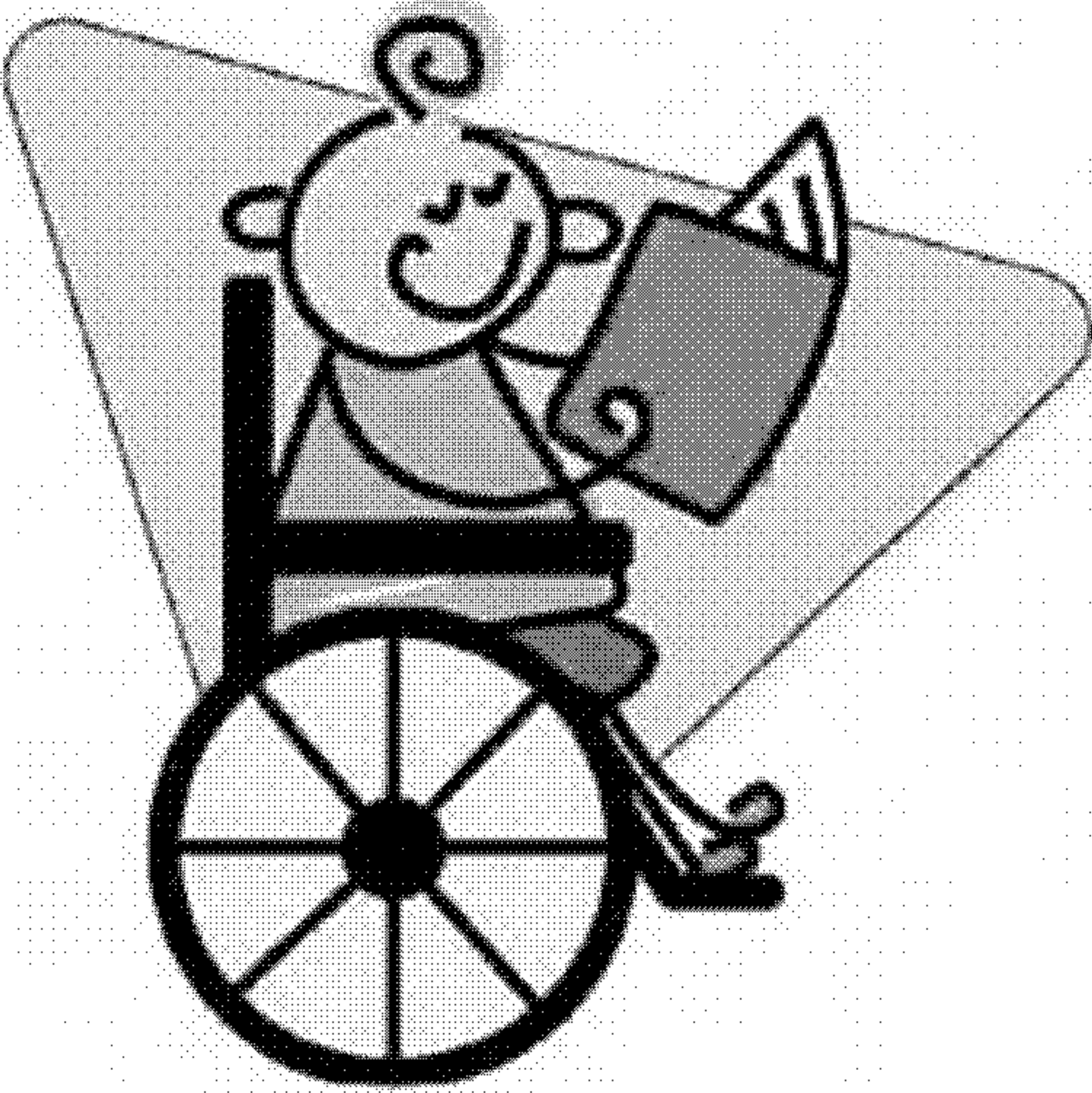


Infants' and toddlers' learning is enhanced when families, early learning environments/settings, and communities work together to provide continuity of high quality care.



APPROACHES TO LEARNING THROUGH PLAY

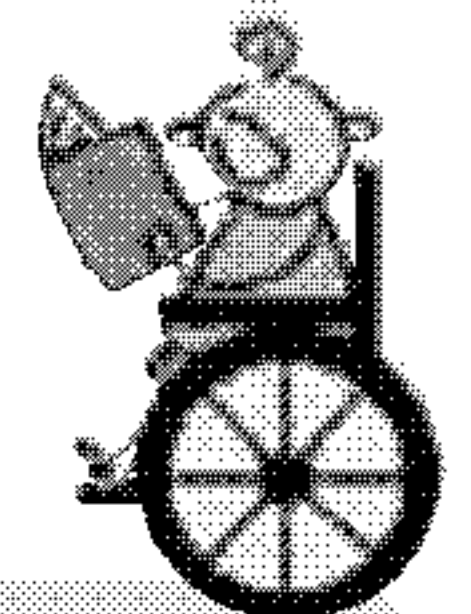
CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE



Children must demonstrate proficiency in both academics and their approach to their learning environment. These approaches are most effectively learned in the context of an integrated effort involving parents, educators and members of the community. The acquisition of these approaches is a developmental process that encompasses an individual's entire lifetime. Teachers must help students feel successful by supporting and understanding their individual differences, allowing them to explore the world in a safe and caring environment, and enhancing their curiosity and knowledge about the world in which they live.

FAMILY RELATIONSHIPS

There is no greater gift for children's successful endeavors in school than for schools to create a strong relationship between home and school. The connections that teachers and schools form with parents and guardians, especially in the early childhood years, provide the link for learning and assures that children, teachers and families work together to support children's growth and development and skill mastery. Families can be invited to participate in many ways – volunteerism, donations of time, resources and materials, shared decision-making about children's educational goals, support and referrals – but the key is a reciprocal relationship that invites parent input about a child's school performance and information about the values and home culture, while sharing details of the child's school routine and perceived successes and challenges in the classroom. Parents who perceive themselves as an integral member of the learning team are more likely to provide ongoing support and encouragement for children's learning that will carry them through high school.



Standard	Page
15.1 Constructing Knowledge.....	8
15.2 Organizing and Understanding Knowledge	10
15.3 Applying Knowledge.....	13
15.4 Learning through Experience	14

STANDARD 15.1: CONSTRUCTING KNOWLEDGE

BIG IDEA: Children actively construct knowledge through routines, play, practice and language. They observe others and their environment, use their senses to manipulate objects and materials and develop their own individualized approach to learning.

ESSENTIAL QUESTIONS: How do I find out about things? What information do I need to learn new things? What do I learn when I am playing?

	INFANT	YOUNG TODDLER	OLDER TODDLER
15.1.1 CURIOSITY AND INITIATIVE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use the mouth as a primary means of exploring and learning from the environment Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings Manipulate in order to explore them 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show an interest in various environmental stimuli Use the senses to explore and learn from the environment Ask questions to obtain adult response 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore characteristics of objects, activities and environments Show interest in what others are doing Utilize non-verbal prompts to seek information Ask questions to seek information
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put objects such as books and blocks in mouth to learn about them Show interest in own body parts by playing with his/her feet or watching own hands Reach for a mobile that is moving with the breeze Transfer items from hand to hand to investigate the feel or appearance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Point to objects or people Move towards a new object or activity that interests him/her Show enthusiasm for an activity or toy Stop playing when a bell or siren goes off "Study" a specific object or toy to learn about it by touching, mouthing, shaking to listen, etc Ask simple questions such as, "what's that?" or "why?" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Become engrossed in how a tape recorder (or other mechanical toys) works, pushing buttons to stop and start it, turning it over and over, etc Show interest in new activities or materials in the environment by watching others or engaging on own Approach others at play and ask what they're doing or attempt to join in Make independent play choices Ask adults questions about a book, "Why is he crying?"
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Put colorful toys or objects around the room to capture children's interest When appropriate, use music or other sensory activities Show children how specific objects or toys work Describe what you are doing, "I am taping your diaper so it doesn't come off." Provide safe areas where infants can explore safely 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of activities and materials for exploration Name objects when children point to them Provide safe areas and opportunities for children to explore and experiment Encourage children to figure out how things work or do things, "I wonder what will happen if you put this block here." Answer children's "Why" questions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide time for children to thoroughly explore or become involved in specific activities or materials Provide a variety of familiar and unfamiliar objects and experiences Vary materials to capture children's interest Allow children time during the day to make independent choices about play Ask how specific objects or materials are the same or different from another familiar toy Ask open-ended questions about books, objects, and activities

15.1.2 RISK TAKING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore in the comfort of a familiar surrounding or adult Seek comfort in adults when faced with novel stimuli 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore the environment in close proximity to and in constant sight of caregiver Show interest in new activities and experiences 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore the environment independently but seek occasional approval from near-by adults Try new activities or experiences with adult encouragement
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Reach or approach a new object or toy with interest Engage in play routines with adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is near 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Try to take walking steps to reach a familiar adult Reach for or ask to play with a new toy or object after introduced by adult Approach an unfamiliar adult to show his/her new shoes Slowly try a new food after smelling it and looking at its characteristics 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Turn and look to adult for approval when approaching a new adult Bring new objects or materials back to adult to investigate Observe adult completing a new task, then try it Avoid participating in unsafe behavior and state consequences, such as "touch hot stove, hurt"
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Design classroom environment for safe exploration and interaction with materials Stay near children but encourage them to separate and seek out toys or objects Introduce new adults in the comfort of familiar adults and environments Avoid sudden changes to routine or adults 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Continue to observe children who leave the security of an adult in case support, encouragement and praise are needed for his/her independent efforts Introduce new experiences and people slowly, mixed in with familiar activities Offer new experiences multiple times before determining children's interest Announce changes in routines or schedules and give children time to adjust, sympathizing with their demonstrated distress where necessary, "I know we usually hang our coats in the cubby, but today we need to put them here - we won't lose them." 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Recognize children's individual temperaments and be prepared to support their attempts to try or learn new things accordingly Provide many opportunities for children to become familiar with new ideas, people or materials Introduce new concepts before asking children to participate

15.1.3 STAGES OF PLAY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use body and senses to engage in solitary play 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Play near others without interacting with them Imitate adult actions through play scenarios 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Interact with other children during play Use materials to represent everyday objects during play Engage in some simple play sequences based on an understanding of everyday events
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Feel, chew, suck, and look at objects of varying textures and surface types Inch along or crawl to reach an object Pull self up to standing 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure Color on paper with crayons while seated next to another child who is coloring or painting Feed a doll with a bottle Place phone to ear and pretend to listen 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Join others at the water table, first watching and later joining in Build a truck with small blocks and say, "I made a truck" Use a stick to represent a stethoscope Act out a store scenario by going to a pretend store, purchasing food items, paying for them

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STANDARD 15.1: CONSTRUCTING KNOWLEDGE continued

15.1.3 STAGES OF PLAY	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Provide opportunities for infants to explore the environment by giving them space to crawl, stand and move around • Offer toys and objects with different textures and surfaces for infants to explore • Allow infants to mouth, shake, and manipulate a variety of objects and toys 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Join in children's play and ask questions that extend their thinking about the play activity • Explain what is occurring while playing alongside a child • Ask questions about the children's actions, encouraging them to think about what comes next • Provide activities that encourage interactive play with others 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Participate in children's play, explaining what is happening and asking questions about what might come next • Provide choices for play • Provide materials and opportunities for children to play or work together to accomplish a task, with adult attention and support
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STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION

BIG IDEA: Children learn to organize complex information and thoughts into small steps and goals. They develop plans for completing tasks by establishing goals and carrying out plans to meet those goals.
ESSENTIAL QUESTIONS: How do I understand the steps of a task? How do I decide how to approach a task?

15.2.1 ATTENTION/ENGAGEMENT, AND PERSISTENCE	<p>INFANT</p> <p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Focus on people around him/her • Attend to adult during reciprocal interaction • Make repeated attempts to engage an adult to meet needs • Try to make things happen <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Gaze with interest at adult or child who is nearby • Engage in back and forth interaction with adult such as adult says "ga ga, baby responds, adult repeats, baby responds" • Cry, shout or move body to get adult's attention • Smile when adult is talking or interacting with them • Bat a mobile to make it move <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Organize environment and schedule to allow children to interact with objects or work on an activity for as long as they are interested • Offer help and respond to requests for help consistently and promptly • Seek to learn the type of help that is needed by watching and listening • Provide increasingly challenging tasks for children to investigate and master, offering support when appropriate 	<p>YOUNG TODDLER</p> <p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Interact with people, objects or activities for short periods of time • Repeat enjoyable activities • Complete short, simple task with adult support • Focus on a task to reach a goal <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Read a book with an adult from start to finish, showing interest in pictures and story, pointing to objects and turning the pages • Put together the same puzzle over and over • Choose the block corner every day during free play • Help to set the table for meal time with an adult • Focus on putting on a doll's dress for a long period of time <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Give children ample time to fully engage in a task or activity • Encourage children to repeat similar activities to gain mastery • Use similar activities to introduce new ideas • Be sensitive to children's needs and interest to attach to specific toys or activities by offering them repeatedly • Rotate toys and materials frequently, leaving many familiar objects while introducing some new ones 	<p>OLDER TODDLER</p> <p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Engage with peers in play for an extended time • Focus on an activity or toy while other things are occurring in the environment • Cooperate with others to complete a task or goal • Focus on a complex activity with adult encouragement <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Play with others in the housekeeping area through an entire scenario • Stay focused on putting together a puzzle while others are playing house or giggling in the music area • Work with others to move a chair from one table to another • Try a task or activity several times despite setbacks until mastered • Try a new, challenging task such as buttoning a shirt or spreading jelly on bread with adult support <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Encourage children to work together to accomplish a task • Praise and acknowledge a child's persistence to complete a goal • Provide spaces within the environment that allow for children's need for quiet or concentration • Support children's attempts to master a task by offering support and encouragement to try the next step • Provide ample time in the daily schedule for children to focus on and complete simple tasks • Provide challenging but achievable activities and tasks that build on previous knowledge while introducing new ideas
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15.2.2 TASK ANALYSIS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Use senses to discover properties of objects • Anticipate next step of a routine or activity <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Explore objects with eyes, ears, mouth, hands and feet • Lift legs for clean diaper placement during diaper changing or hold out hand for washing following diaper change <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Develop a system for toy sanitation that allows children to safely manipulate objects in various ways • Provide experiences using small steps that are achievable, acknowledging accomplishments of each step • Identify the steps to a task as it is being performed, such as "I'm warming the milk; I'm pouring the milk into the bottle; I'm checking to make sure the temperature is just perfect..." 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Discover characteristics of objects or materials through repeated actions with the toy • Know the sequence of certain tasks • Perform a behavior even when the consequences are known • Complete a common task or routine with adult support <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Find that shapes will fit into specific holes in the shape sorter after many tries • Show anticipation of the steps of feeding – when put into high chair or asked to sit at table, the child knows that meal time is occurring and can wait a short time for food • Watch for adult's reaction while pouring milk on table • Walk indoors, take off coat and hang it up in cubby, with adult's ongoing review of steps and encouragement <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Cooperate with children's repeated action on materials and describe the outcome • Provide materials multiple times and ways for children to learn the properties • Describe the steps of a task while performing the actions • Ask what should happen next – "I've got the spoons and plates, what should I do with them?" • Break down complex tasks into simple, achievable activities 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Purposefully act on objects to discover their properties • Identify the sequence of a routine such as "first we wash hands, then we have lunch" • Complete tasks in the teacher-taught sequence for adult approval • Complete a multi-step task with adult support <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Think ahead about how to interact with an object to achieve an outcome • Know that specific activities occur in order on the daily schedule, such as breakfast comes after morning meeting • Think ahead about the way to complete a task or activity and act on it, such as acquiring a crayon to complete a desired picture for Dad • Hold the water pitcher the way the teacher has demonstrated while pouring • Describe the sequential steps of basic routines and activities <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Display a daily schedule and refer to it during the morning meeting • Remind children what happens next throughout the day • Demonstrate successful strategies for task completion, giving children time to explore their own ideas or solutions • Ask questions such as "What will I need to stir the pudding?" • Use simple charts and graphs that describe the steps of a recipe or activity • Make simple books or charts that describe the way in which a task was completed
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STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION continued

15.2.3 REASONING AND PROBLEM SOLVING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Interact with a toy or object in more than one way • Repeat actions that have an interesting response • Play with a variety of objects to determine similar and different outcomes • Look for objects that are out of view 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Observe others' actions with materials to learn strategies for interaction • Imitate others' actions to determine if they work for them • Persist in working with materials that are challenging in order to master them • Solve simple problems independently, such as climbing on a chair to get an out-of-reach object 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Observe, imitate and remember previous information about an object or situation • Seek help to accomplish something that is challenging • Follow a teacher's suggestion to complete a difficult task • Use trial and error to accomplish a task • Change approach to reach a goal when the first try is unsuccessful
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Shake, beat, mouth and turn over a rattle to learn about how the toy works • Push the button on a pop-up toy to watch what happens • Shake a rattle, then shake a ball to determine if they have similar responses • Crawl under a table to find a dropped spoon 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Watch another child building with blocks and imitate the action • Use a spoon to make a small hole in the sand rather than a shovel • Place cups that are of graduated sizes on top of each other until they stack without falling • Move a chair out of the way to reach a ball 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Remember creations that others have made previously and try to reproduce them • Ask for an adult's help to zip coat after several failed independent tries • Place a board on top of several blocks to make a steeper ramp after teacher suggestion • Fit a puzzle piece into a puzzle board by turning it several ways until it fits
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Identify children's actions that help solve a problem such as "You squeezed that toy to make it squeak" • Provide toys that produce response to an action • Ask questions or make statements such as "I wonder if this ball rolls as fast as this one" • Read simple books where characters are engaged in problem solving <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">(b)(6)</div>	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Ask questions about how to solve a problem such as "How do you think we could reach that ball?" • Read books that demonstrate characters solving problems and then identify problem and solution with the children • Provide materials or activities with more than one way to interact or complete and acknowledge all solutions • Praise children's independent thinking and solution of simple problems 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Remind children of previous interactions or observations about the toy or material, "Remember how Jeannie fit that puzzle piece in here last time?" • Ask "what if" questions or "I wonder" statements • Give children time to discover their own solutions, providing guidance when appropriate • Read books and discuss the outcomes where characters solve problems

STANDARD 15.3: APPLYING KNOWLEDGE

BIG IDEA: Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.
ESSENTIAL QUESTIONS: How do I relate new information to things I already know? How do I use what I already know to learn new things? How do I finish a task?

	INFANT	YOUNG TODDLER	OLDER TODDLER
15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Imitate new sounds and movements • Respond to music or voices by comforting or showing pleasure • Try a new action with a familiar object 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Imitate simple actions, gestures, and words • Use body movements to respond to music and art • Use a single object in different ways • Discover unique solutions to basic problems 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Demonstrate complex imitation skills including imitation of peers • Engage in creative movement activities such as singing and chanting, dancing or painting • Use an object in a non-conforming manner • Use materials in new ways to accomplish a task • Show creativity in approaching and accomplishing tasks
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Repeat an animal sound (meow) after hearing an adult make it during a story or song • Kick legs and feet to music • Bounce to lively songs • Remain quiet during naptime to soft-playing music • Make a barking sound while holding a stuffed dog 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Use a toy lawn mower to cut the grass • Attempt to make the motions to Itsy Bitsy Spider • Use a pot to make music, put it on head for a hat, or as a way to collect and dump small objects • Climb on chair to obtain an out-of-reach object 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Imitate peers' actions or words when playing • Clap hands quickly to fast song and sway slowly to a slower-paced song • Put a blanket on a doll to represent a dress • Bang blocks together to make a musical instrument • Experiment with tape to discover how to fasten two items together
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Carefully pronounce words and provide time for children to repeat them back to you • Play different types of music and model body movements or response • Offer new materials for children to investigate • Model a new use for a familiar object such as clapping blocks together 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Offer new sounds during songs or stories and encourage children to repeat them, such as asking children to repeat the chug sound while reading the Little Engine that Could • Describe alternate uses for familiar objects, such as "I wonder if this small blanket could act as a shawl." • Describe alternate solutions for a challenge, such as "We're out of green markers, but I bet this green crayon will work too" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> • Provide materials and objects that can be used in more than one way • Encourage children to use materials that represent other things during play, such as a block to represent a car • Include a variety of materials that encourage creativity in many learning areas including dramatic play, art, blocks, music, books

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

BIG IDEA: Each child's biological make-up, family, history and learning style provide the important context in which learning is constructed.
ESSENTIAL QUESTIONS: How do my home experiences help me learn? How do I learn how to cope with difficult situations?

	INFANT	YOUNG TODDLER	OLDER TODDLER
15.1 IDENTIFY TOOLS-EMOCH 1-7-151	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show comfort in routines or experiences that mirror home experiences 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Prefer routines and activities that mirror home routines Separate school and home experiences Imitate mannerisms or behaviors of family 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Relay home experiences with teacher and school experiences to parent or guardian Recognize specific activities that are home or school functions
	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Soothe when caregiver uses familiar materials or processes during diapering, nap preparation or feeding Show recognition of phrases or descriptions about activities Display comfort about family arrival and departure process 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify things that can be done at school but not at home such as "I can serve my own food here, but mommy does it at home" Show pleasure when parent arrives at school and joy to see teacher during school arrival Use familiar phrases or behaviors from home during work or play Notice that other children sometimes do things differently 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Share information about an event or activity that occurred at home the night before Tell parent about the field trip or visitor that came to school Tell another that he/she is doing something wrong when it varies from his familiar routine Engage in play that reflects home culture
	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Become familiar with families' routines and incorporate into classroom routines Learn and use family phrases or descriptions for routines Learn parents' chosen strategies to support English Language Learners within the classroom Accept the family as the ultimate decision maker about services and supports for child Use an ongoing system for sharing and obtaining information about child's home and school behavior and events Invite family members to visit whenever possible Provide ample time for families to separate from child at beginning of the day 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Share school accomplishments and goals with family members and talk about at-home support activities Accept the family as the ultimate decision maker about services and supports for child Invite family members to participate in school or classroom events Acknowledge that families need routines and time for separation and arrival Accept and encourage children's individuality in the way they approach or accept experiences Accommodate parent requests for ways to support English Language Learners within the classroom 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Read books about a variety of families and family situations Modify communication strategies to reflect needs of families Accept the family as the ultimate decision maker about services and supports for child Invite family members to participate in school or classroom events Accept and encourage children's individuality in the way they approach or accept experiences Accommodate parent requests for ways to support English Language Learners within the classroom
15.2 RESILIENCE 7-7-151	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use comfort of familiar routines and activities to explore new ideas or routines Notify adults of need for comfort or help through cries or body movements 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Repeat difficult tasks or activities many times to achieve mastery Repeat familiar activity to gain comfort and confidence Seek out adult when frightened or unhappy Respond to limitations set by adult 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show confidence and pleasure in the completion of a task or activity Seek help in difficult situations Show basic understanding of limits and rules Manage basic impulses appropriately
	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Try new food during regular feeding time Cry to tell adult that diaper changing or feeding is needed Soothe after adult responds to expressed need 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Complete a familiar puzzle over and over to gain confidence Dump and fill the same truck multiple times, then add new materials to dump or try to dump materials from a different truck Cry or approach a familiar adult for help when needed Attempt to master putting on socks by trying over and over until they're on feet Respond (positively or negatively) to adults' rules or behavior limitations 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Show a teacher or another child a completed project with pride Ask for help to complete a difficult task Attempt a teacher-suggested alternate solution to accomplish a task Follow basic rules most of the time with reminders Behave appropriately at transitions and during child-child interactions
	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Develop and maintain routines consistently Introduce new materials or activities slowly within the comfort of familiar routines or people Respond quickly to cries for help or attention Offer new foods or objects multiple times to allow baby time to adjust and become familiar 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Break tasks into small steps that children can feel successful completing Read books that demonstrate children's approaches and responses to challenging behaviors Maintain consistent routines, allowing for occasional flexibility as needed Enforce rules consistently using gentle reminders and redirection Promote self esteem by praising accomplishments and helping children to identify their own strengths 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide acknowledgement and praise for efforts to complete difficult tasks Read and discuss books that demonstrate children's responses to challenging behaviors Engage children in conversations about how they might handle difficult situations Remind children of the classroom rules and enforce them consistently Role model appropriate ways to approach a challenging situation Promote self esteem by praising accomplishments and helping children to identify their own strengths
15.3 CULTURE 6-7-151	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate comfort in routines, objects and materials that reflect home experiences 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show awareness that others have attachments to different objects, people or routines 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate expectations and attitudes about others based on primary relationships Seek to learn about others' differences

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STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses.

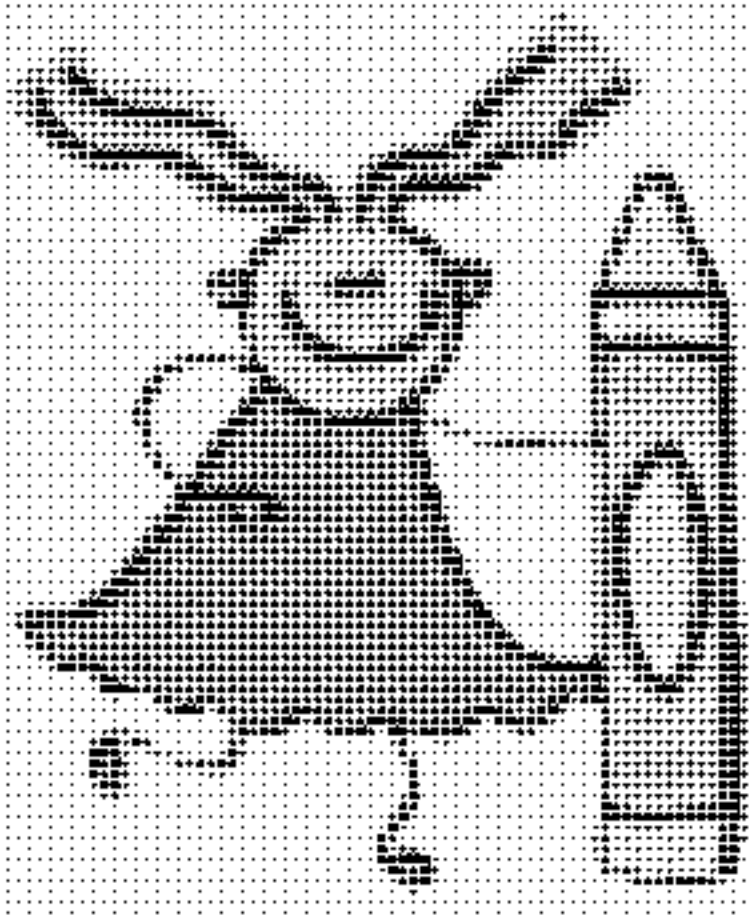
ESSENTIAL QUESTIONS: How do I make music? How do I express myself during music and movement activities?

	INFANT	YOUNG TODDLER	OLDER TODDLER
SENSE RESPONSE 9.1a.1	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to music 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show pleasure and excitement when exposed to music 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Turn head when hearing loud and/or soft tones Calm when gently sung to or when hearing soft music React to music with the entire body by moving arms, kicking feet, and/or rocking. Touch a mobile to play music Shake noisemakers or rhythm instruments 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Respond to familiar songs Recognize different tunes Join in singing the refrains of favorites songs Move, dance, clap, or sway to music (movements may not match rhythm) 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Learn words to simple songs Participate in group singing activities for short periods of time Play simple instruments, such as drums or bells with increasing coordination Move to music with more awareness of the rhythm Attempt to imitate dance movements
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Sing, hum, and chant to infants Provide soothing music, such as birds singing or water babbling Include movement to music in daily routine Hold infants and rock or move to music Play different types of music Provide sound-making toys and musical instruments that infants can use independently 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide musical experiences in a variety of ways, such as singing, moving and dancing, musical toys or recorded music Introduce new songs regularly and repeat old favorites often Expose children to a variety of types of music, such as lullabies, classical, jazz or folk music that reflect a variety of cultures, languages and backgrounds Encourage young toddlers' interest and participation in musical activities Model active responses to music 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide ample opportunities to sing and learn songs Ask children to select songs and song games Encourage use of rhythm instruments with songs or during play Include opportunities for dancing through the day Provide opportunities to mimic movement sequences

9.1a.2 EXPLORATION	<p>EMERGING</p> <p>Tell me, I forget. Show me, I remember. Involve me, I understand. —Ancient Chinese Proverb</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">(b)(6)</div>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show interest in singing, moving and dancing using body in creative ways Use props or tools, such as scarves, instruments, or wands to accompany music 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use instruments to create rhythm and sound Move body to different sounds or rhythms
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Wave scarves in the air in response to music Move body to music, such as swaying or shaking, depending on the beat Attempt to sing a familiar melodic pattern Create sounds with various materials and tools, such as banging blocks or wood sticks together 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use instruments more purposefully to produce specific rhythms and musical sounds. Experiment with a variety of sound-making objects Sing songs with made-up words or endings Play music with different rhythms or beats Provide a music center within the environment for children's independent access
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Clap, tap or move body with the rhythm of music Provide instruments for exploration Model use of instruments by using along with familiar songs or recordings Set up a music area with sound-making toys and instruments that can be used independently 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Clap, tap or move body with the rhythm of music Provide instruments for exploration Model use of instruments by using along with familiar songs or recordings Provide beans, rice or other objects that can be used to make new sounds

STANDARD 9.1b: PRODUCTION, PERFORMANCE AND EXHIBITION: DRAMATIC AND PERFORMANCE PLAY

BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy and to solve problems.
ESSENTIAL QUESTION: Can I use dramatic play to understand the world?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>EMERGING</p> 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use objects for intended purpose during play Act out real behaviors during play <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Use a cup to make tea or a fry pan to cook eggs Act out familiar scenarios, such as making breakfast or comforting a baby <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide toys that represent real objects in a child's life in all areas of the classroom Encourage children to discuss their play Ask in children's play, asking questions to extend their play or thinking related to the play 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use objects in a nonconforming manner during play Identify real or make-believe Begin to explore new situations through dramatic play <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Use a block to represent a car or a piece of paper to represent a ticket Use toys to act out scenes, such as checking a heart rate with a block as a stethoscope Act out experiences that are new or unknown like going to the dentist Pretend to be another person or animal <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Encourage imagination and pretending by suggesting "travel like a tiger through the jungle" Provide materials to encourage dramatic play both indoors and outdoors
<p>EMERGING</p> <p><i>A child is a candle to be lit, not a cup to be filled.</i> —Beretny Galyean</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to audience's appreciation of actions <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Repeat behaviors when praised Associate actions that produce applause and laughter from adults <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Praise children when demonstrating initiative play Laugh or applaud to show appreciation for actions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Imitate and repeat voice inflections and facial expressions to entertain others Seek an audience for one's actions <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Act out stories with help of the adult Imitate familiar phrases or ideas from stories Ask others to watch a performance <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide examples of character voice inflections and facial expressions during read-aloud Provide simple stories with limited characters and encourage recasting parts Watch performances and respond with comments, laughter and applause

STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS

BIG IDEA: Visual arts allow individual expression of interests, abilities and knowledge.
ESSENTIAL QUESTIONS: Can I create products using basic materials? Can I make works that represent real objects? Can I tell others about my product?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore art tools and materials <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Grasp pencil or crayon in hand, moving it from hand to hand Make marks on paper <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide safe materials and opportunities for child to scribble and draw with adult supervision Post completed products for children and adults to view 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Scratch or draw to create images <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Attempt to create basic shapes Attempt to draw self <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide safe materials for children to use during free play or centers Ask children to describe their work Post children's art work 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Create age appropriate representations of real objects and concepts in artwork <p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Make paintings, drawings and play dough forms into shapes, giving them names, such as "I made a snowman." Draw simple pictures to represent something <p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide materials for children to draw, paint and sculpt Ask children to describe and name their work Post children's art work

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STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS continued

9.1c.2 CONSTRUCTION	EMERGING	STANDARD STATEMENT • Use basic art materials to create an age appropriate product	STANDARD STATEMENT • Use a variety of tools and materials to create new products
		EXEMPLARS (EXAMPLES) The learner will: • Use a variety of drawing tools such as crayon, markers and paints • Demonstrate increasing control when using crayons, pencils and paint brushes • Create projects using a variety of textures and materials	EXEMPLARS (EXAMPLES) The learner will: • Use materials in non-traditional ways to create new paintings, drawings and sculptures • Punch, pat, roll squish and flatten play dough using hands or tools • More frequent use of art tools such as plastic safety scissors, sidewalk chalk, stampers, rubbing plates, markers • Try one medium many times in many ways
		SUPPORTIVE PRACTICES The adult will: • Provide several colors of markers, crayons and paints for use • Encourage creative expression and exploration of materials and tools • Expose young toddlers to books that provide examples of textures, shapes and colors • Provide experiences through play for children to use age appropriate art materials without expectations for a finished product	SUPPORTIVE PRACTICES The adult will: • Allow older toddlers to use art materials in their own way • Provide age appropriate materials for children to use • Adapt the environment to promote participation, engagement, and learn using a variety of textures • Provide materials that can be easily adapted for independent use • Make materials easily accessible to encourage use
9.1c.3 PERSONAL CONNECTIONS	EMERGING If a child is not learning the way you are teaching, then you must teach in a way the child learns. —Rita Dunn	STANDARD STATEMENT • Identify objects in own art products	STANDARD STATEMENT • Tell about own art products
		EXEMPLARS (EXAMPLES) The learner will: • Explain his/her painting, drawing or sculpture when asked	EXEMPLARS (EXAMPLES) The learner will: • Explain paintings, drawings and sculpture to others • Make personal connections to art
		SUPPORTIVE PRACTICES The adult will: • Ask about parts of a child's work • Make suggestions about what the child could create • Display work at eye level	SUPPORTIVE PRACTICES The adult will: • Ask child to explain their work • Display work at eye level • Make suggestions about what the child could create

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

BIG IDEA: Every culture has its own art forms.
ESSENTIAL QUESTION: How do I explore a variety of instruments and materials?

9.2.1 PATTERNS AND THEMES	INFANT	YOUNG TODDLER	OLDER TODDLER
9.2.1 PATTERNS AND THEMES	EMERGING (b)(6)	EMERGING Music gives to the child powers that cannot otherwise come to fruition. —Carl Orff	STANDARD STATEMENT • Use materials and instruments from other cultures to create a product
			EXEMPLARS (EXAMPLES) The learner will: • Explore sounds made by different instruments such as maracas, gongs or rain sticks • Listen to and dance to music with different styles, beats and rhythms • Show interest in different styles of drawing and painting, such as the use of water color or finger paint • Use different types of art materials and notice the different characteristics they produce, such as water color versus marker
			SUPPORTIVE PRACTICES The adult will: • Incorporate singing, story telling, dancing and visual arts into daily experiences • Play a variety of music and introduce varied musical instruments for children's use • Offer unique materials for use in creating art projects, such as lace, yarn, or wooden beads • Display posters, pictures and other materials that reflect different cultures • Read books that include illustrations and stories from other cultures and environments

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS

BIG IDEA: People use characteristics of art to make choices about the types they prefer.

ESSENTIAL QUESTION: How do I show interest in others' works?

	INFANT	YOUNG TODDLER	OLDER TODDLER
9.3.1 CRITICAL RESPONSE	STANDARD STATEMENT • Gaze at paintings, pictures or photographs with interest • Show pleasure when listening to music or viewing pictures	STANDARD STATEMENT • Show interest in others' work or products	STANDARD STATEMENT • Comment on characteristics of others' work
	EXEMPLARS (EXAMPLES) The learner will: • Look at a picture, painting or photo • Use facial expressions such as smiling and frowning • Attend to different types of music	EXEMPLARS (EXAMPLES) The learner will: • Stop and intentionally look at pictures displayed • Identify colors in pictures • Participate in group singing experiences • Watch others dance and imitate actions	EXEMPLARS (EXAMPLES) The learner will: • Point to and name items in pictures • Compare others' work to own, "You used blue and I used green." • Notice the way others are dancing or moving to music
	SUPPORTIVE PRACTICES The adult will: • Hang mobiles in visual line • Hang pictures and photos in visual line • Name, describe and point to items in pictures • Play varied types of music	SUPPORTIVE PRACTICES The adult will: • Display children's and professionals' art work at child's eye level • Talk about things you notice in art work • Ask children to identify colors in displayed work	SUPPORTIVE PRACTICES The adult will: • Display children's and professionals art work at child's eye level • Talk about things you notice in art work
9.3.2 IDENTIFICATION	STANDARD STATEMENT • Recognize and point to familiar objects or persons in photos or books	STANDARD STATEMENT • Identify basic art forms by name	STANDARD STATEMENT • Differentiate art forms
	EXEMPLARS (EXAMPLES) The learner will: • Point to self in photograph or mirror • Show interest in family photo, pointing or touching family members to indicate recognition	EXEMPLARS (EXAMPLES) The learner will: • Identify "I'm dancing" or "Let's paint"	EXEMPLARS (EXAMPLES) The learner will: • State, "I'm dancing" or "I'm painting" • Indicate understanding of the specific tools needed to perform a specific type of art, such as "I need crayons to make a picture"
	SUPPORTIVE PRACTICES The adult will: • Display family photos, art or objects in classroom • Ask family to share art that can be viewed with children • Describe objects pictured in books • Label objects in room	SUPPORTIVE PRACTICES The adult will: • Use correct terms to describe what children are doing • Confirm children's statements about their actions, "Yes, you are dancing"	SUPPORTIVE PRACTICES The adult will: • Identify children's actions while they are participating, "We're shaking and dancing" • Ask open-ended questions to help children identify the tools they need to complete a product, such as "I wonder what I would need to make a picture of this doll?"

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

BIG IDEA: Artists create works as a form of self-expression and to share thoughts and ideas.

ESSENTIAL QUESTIONS: Can I respond to art forms or materials? Do I prefer certain art forms or materials? Do I request certain art forms or materials?

	INFANT	YOUNG TODDLER	OLDER TODDLER
9.4.1 EMOTIONAL RESPONSE	STANDARD STATEMENT • Respond to various art forms	STANDARD STATEMENT • Choose art activities during free play	STANDARD STATEMENT • Ask for specific songs or materials during art play • Respond to specific pictures in a story
	EXEMPLARS (EXAMPLES) The learner will: • Sway to a beat or smile at a picture • Move body in response to others' dancing or movements	EXEMPLARS (EXAMPLES) The learner will: • Use crayons and markers to make pictures • Sing to songs • Dance to music • Play with rhythm instruments	EXEMPLARS (EXAMPLES) The learner will: • Request favorite songs • Ask for crayons, markers or scissors to use during free play • Ask for music to dance • Look at pictures or photos in books or magazines
	SUPPORTIVE PRACTICES The adult will: • Play soothing music, birds singing, water babbling • Use rocking and swaying motion when holding infant • Indicate pleasure when looking at pictures	SUPPORTIVE PRACTICES The adult will: • Expose children to art materials, sounds and movements that others use or make • Encourage exploration of all art forms • Play music throughout the day	SUPPORTIVE PRACTICES The adult will: • Sing and play music daily • Provide a variety of art materials for children to use during free play • Display books with photos or pictures throughout the learning areas • Include play dough or other materials that children can manipulate • Talk about how specific pictures make us feel
	(b)(6)		
	<p style="text-align: center;"> Every child has hidden away somewhere in his noble capacities which may be quickened and developed if we go about it in the right way. —Helen Keller </p>		

CREATIVE THINKING AND EXPRESSION GLOSSARY

Aesthetics – A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts and the inquiry processes and human responses they produce

Aesthetic Response – A philosophical reply to works in the arts

Artistic Choices – Selections made by artists in order to convey meaning

Arts Resource – An outside community asset (performances, exhibitions, performers, artists)

Assess – To analyze and determine the nature and quality of the process/product through means appropriate to the art form

Community – A group of people who share a common social, historical, regional or cultural heritage

Create – To produce works in the arts using materials, techniques, processes, elements, principles and analysis

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, customs, arts and behaviors

Elements – Core components that support the principles of the arts

Genre – A type or category (music – opera, oratorio; theater – tragedy, comedy; dance – modern, ballet; visual arts – pastoral, scenes of everyday life)

Humanities – The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment

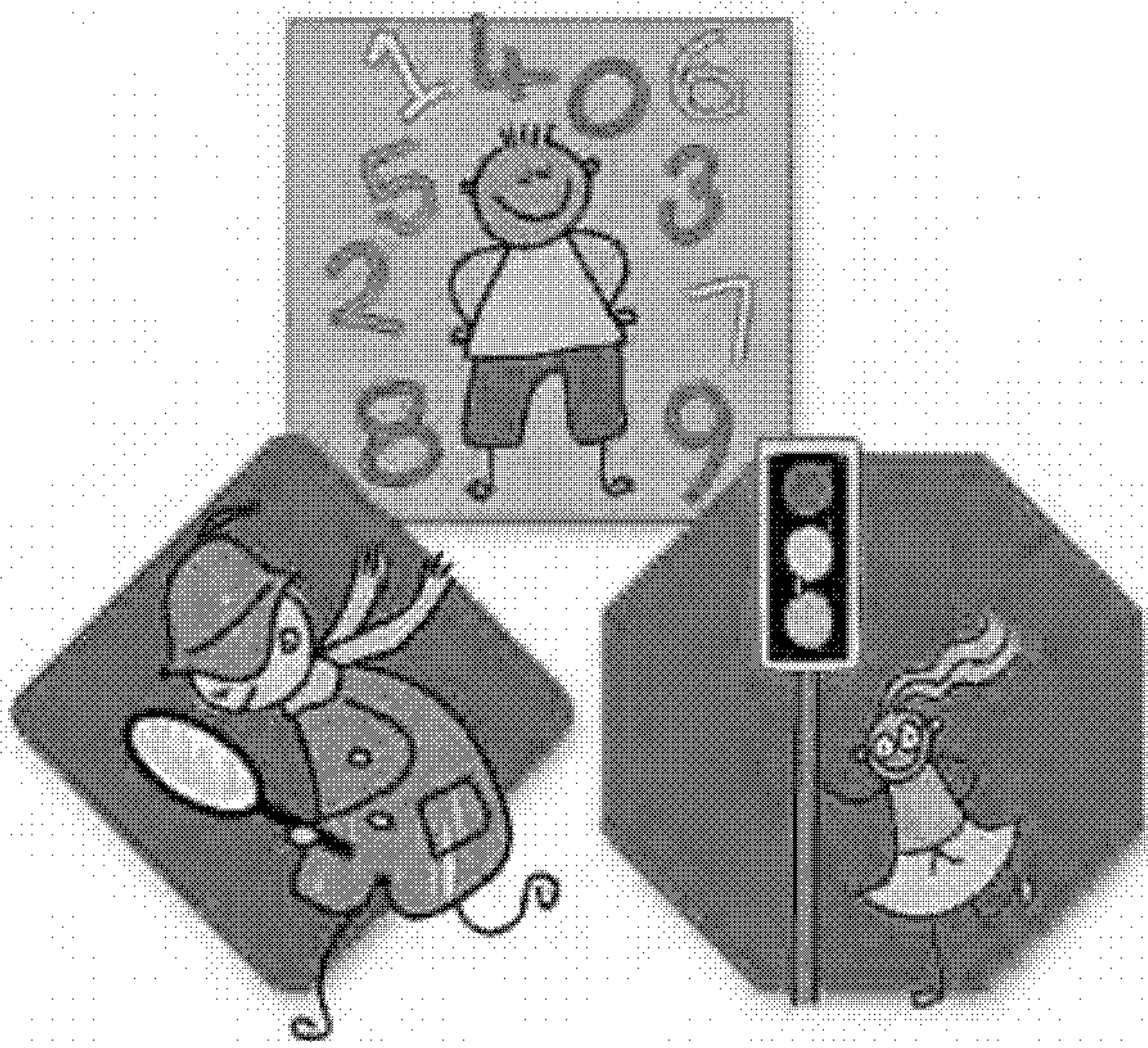
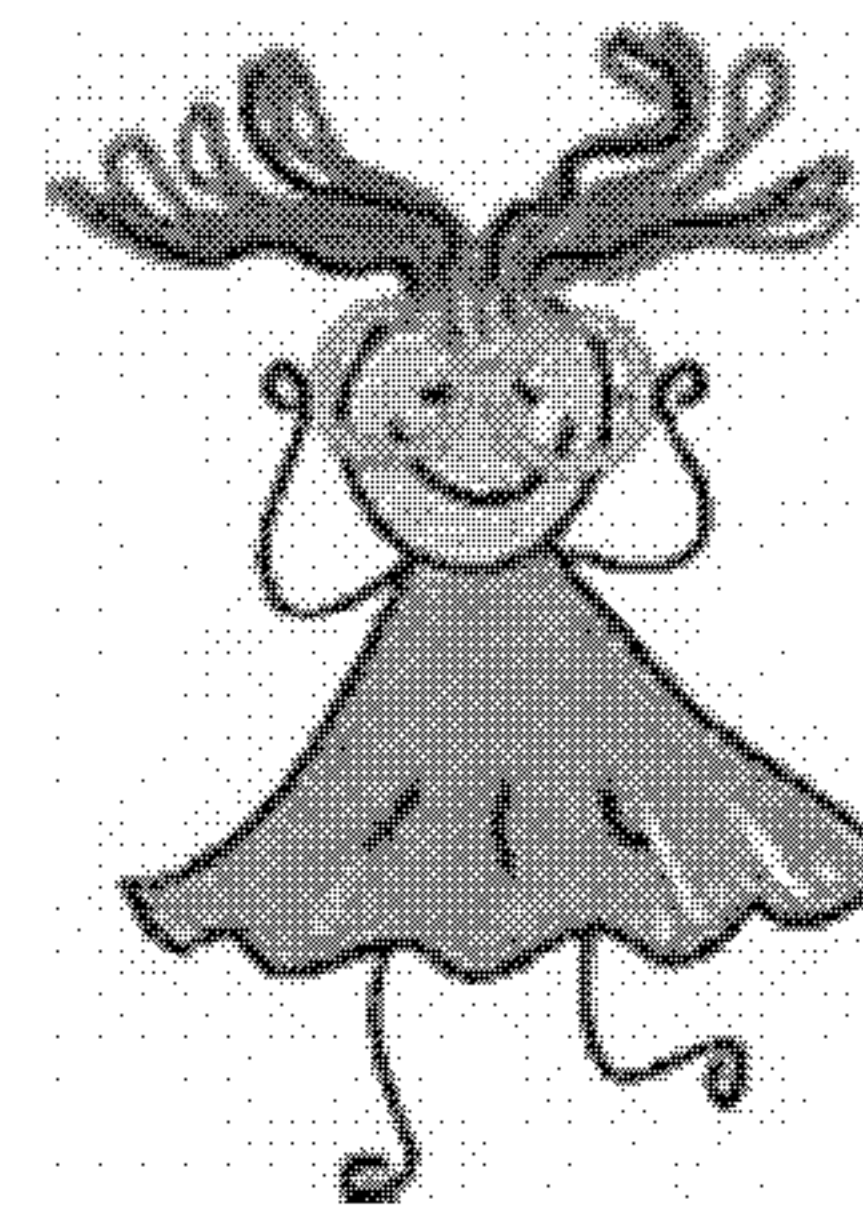
Multimedia – The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity

Original Works in the Arts – Dance, music, theatre and visual arts pieces created by performing or visual artists.

Style – A distinctive or characteristic manner of expression

Technique – Specific skills and details employed by an artist, craftsperson or performer in the production of works in the arts

Timbre – A unique quality of sound



Learning and development is typically divided into learning domains: Physical, Intellectual or Cognitive, Social-Emotional, and Language and Literacy. Cognitive learning refers to the brain's functions that develop thinking, learning, awareness, judgment and information processing. In early childhood, Pennsylvania's Cognitive Domain includes the standards for the Key Learning Areas of Mathematics, Science and Social Studies. While each Key Learning Area contains content-specific information, children learn this information best when activities and materials are integrated together. A science experience that uses graphing (math) and cooperative small group work (social studies) combines thinking and processing to enhance and expand problem solving and critical thinking. Units of study that incorporate all the domains of learning into connected activities and projects scaffold learning and build new understandings and connections.

COGNITIVE THINKING & GENERAL KNOWLEDGE

- **MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING**
- **SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY**
- **SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES**

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS continued

2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS	EMERGING	STANDARD STATEMENT - Identify symbols for familiar objects	STANDARD STATEMENT - Indicate number of objects
	(b) (6)	EXEMPLARS (EXAMPLES) The learner will: - Recognize symbols represent concept, such as McDonald's sign, Pizza Hut sign, Stop sign, symbols used in classroom centers - Play with toy telephones	EXEMPLARS (EXAMPLES) The learner will: - Recognize some quantities (2 blocks) - Hold up three fingers (how old are you?)
		SUPPORTIVE PRACTICES The adult will: - Provide a safe and stimulating environment for children to explore and discover - Provide symbols in classroom and review frequently (washing hands, listening station, shelf pictures, center symbols) - Play games that use objects as symbols	SUPPORTIVE PRACTICES The adult will: - Model using math and writing numerals in daily activities - Provide numeral activities in learning centers - Practice holding up number of fingers or showing a given number of objects in

2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS	STANDARD STATEMENT - Explore relationships between objects during play	STANDARD STATEMENT - Identify basic differences and similarities of objects	STANDARD STATEMENT - Show that numbers represent quantity - Identify groups of more or less
	EXEMPLARS (EXAMPLES) The learner will: - Stack and unstack nesting blocks - Pull out and play with kitchen pots and pans - Play pat a cake with adult	EXEMPLARS (EXAMPLES) The learner will: - Use simple vocabulary to describe who has more, such as "you have two, I only have one" - Hold finger up to show how many or how old he/she is - Recognize different shapes of objects - Notice that two children are wearing striped shirts	EXEMPLARS (EXAMPLES) The learner will: - Recognize who has more pretzels than another - Notice there are more red squares than blue ones - Use beginning counting skills to count objects
	SUPPORTIVE PRACTICES The adult will: - Provide experiences with materials that demonstrate the relationships of objects, such as stacking cubes or simple puzzles - Play games that encourage object permanence such as peek a boo	SUPPORTIVE PRACTICES The adult will: - Pair objects during activities, such as one child gets one snack cup - Pose questions that involve simple mathematical problems, such as "Who has more?" - Ask children how many objects they have - Demonstrate how to sort objects by common characteristics, such as gathering all the round ones in this pile and all the square ones in another	SUPPORTIVE PRACTICES The adult will: - Pose challenging questions such as "Do we have enough cookies? Who has more? Do we have too many...?" - Use numerical concepts in everyday routines, such as count children, snack, objects in groups, clock time, calendar dates - Provide math related materials in learning areas, such as stacking toys, foam numbers, cubes, number puzzles, counting books

STANDARD 2.2: COMPUTATION AND ESTIMATION

BIG IDEA: Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic to seek reasonable answers.
ESSENTIAL QUESTIONS: How do I build knowledge through problem solving?

2.2.2 COMPUTATION	EMERGING	YOUNG TODDLER	OLDER TODDLER
	Mathematics is an embodiment of the harmony of the universe. — Followers of Pythagoras	STANDARD STATEMENT - Sort manipulatives into sets - Compare objects by properties, such as size, shape, or weight	STANDARD STATEMENT - Place manipulatives into sets according to adult request - Order objects by size, height, or length, with adult assistance
		EXEMPLARS (EXAMPLES) The learner will: - Try to push Pop-It beads together - Attempt to pull toys or objects apart - Pull out and group all the bears from a pile of animal counters - Put the cups, napkins and spoons in separate piles - Compare everyday objects, such as the size of children's shoes to discover who has the biggest or smallest feet	EXEMPLARS (EXAMPLES) The learner will: - Engage in play with objects having similar attributes - Group counters, blocks
SUPPORTIVE PRACTICES The adult will: - Count and group objects in child's environment - Use a variety of objects for learners to manipulate - Help children notice the differences in objects' characteristics and show them how to sort them by a common characteristic - Sing finger plays that include animals adding on, such as Three Little Monkeys - Count during book readings - Provide multiple toys that have incremental sizes for stacking and sorting	SUPPORTIVE PRACTICES The adult will: - Talk about simple math equations that are relevant to daily life such as, "How many jars of jam are left?" - Engage students in finger plays, using concrete items that connect students in mathematical operations of addition and subtraction of items (5 little ducks). - Provide many objects and opportunities for comparing and contrasting objects		

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STANDARD 2.2: COMPUTATION AND ESTIMATION continued

2.2.4 NUMERICAL ESTIMATION	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Select an object that is perceived to be the biggest, heaviest, smallest (right or wrong) 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Guess which container holds more
	<p>Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.</p> <p>—Fred Rogers</p>	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose from a group of objects the one that is heaviest, biggest, smallest when asked by adult 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make guesses about bucket/cup; crayon box/tubs; teacher mugs/child cup
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of objects of varying sizes and colors Ask questions about size, weight, color Praise and encourage responses 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities and materials for comparison and estimation Count with learners Verbalize "I think ... will hold..." Ask simple probing questions to promote thinking

STANDARD 2.3: MEASUREMENT AND ESTIMATION

BIG IDEA: Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.
ESSENTIAL QUESTIONS: What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?

INFANT	YOUNG TODDLERS	OLDER TODDLERS
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Begin to predict daily routines Order a few objects by size with assistance 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Measure amounts of sand and water using non-Standard units Identify daily routines and changes in routine Compare sizes of objects
EMERGING	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use size words, such as: many, big and little appropriately Fill and empty containers (with sand, water and other objects) Select between 2 items which is predicted to be heaviest Arrange a set of objects into tall, taller, tallest <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Pose questions to children about what happens next Maintain daily routines Provide opportunities for explanation of objects of various sizes and weights Provide picture books/board books with mathematical concepts Read the Three Bears or the Three Billy Goats Gruff 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use containers in sand and water tables Verbally and/or move bodies to classroom area where next activity will occur Follow routine when cleaning up the painting category by, matching and sorting Attempt to categorize quantities of objects by building or size, such as 2 puppets are more than 6 crumbers <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Describe the size, volume, weight and length of people, toys and objects Provide opportunities to develop an understanding of volume Encourage learners to put materials away by matching shelf pictures Engage in matching one to one to introduce the concept of number conservation versus size of object; repeated practice is needed Include different sizes of objects for filling and dumping Use cut stories with sequence, such as The Three Bears

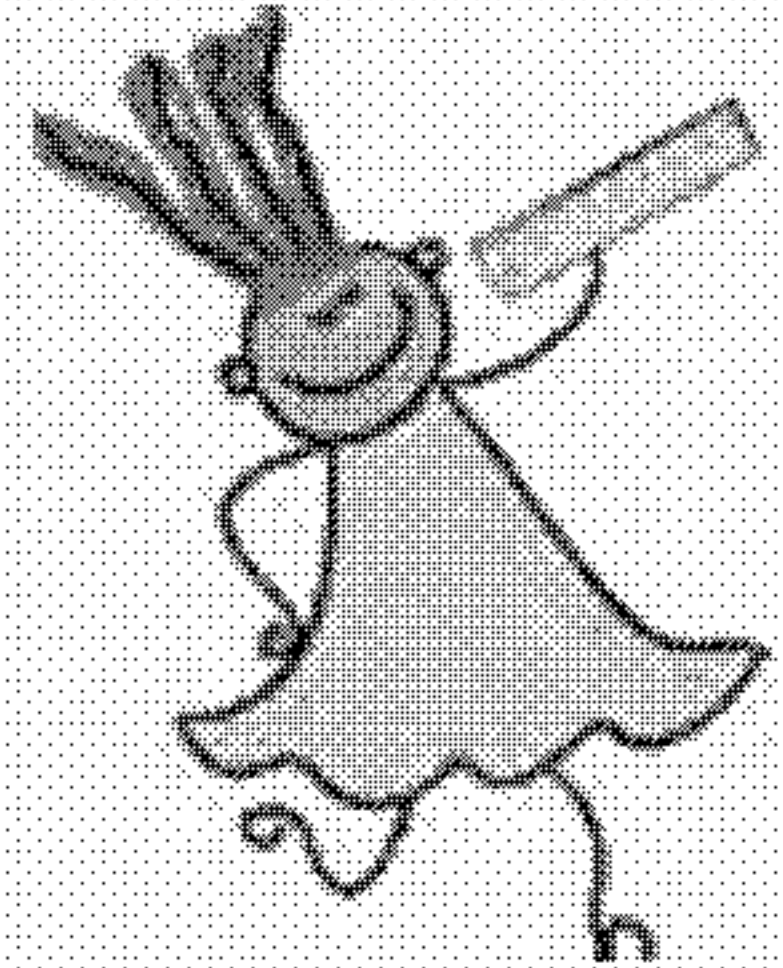
2.3.2 UNITS AND TOOLS OF MEASUREMENT	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify tools that are used for measurement Explore similar objects to determine size 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Measure objects with adult assistance Begin to use nonstandard tools to measure familiar objects
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Explore pegboard holes with fingers and then look for something to fit in holes Explore measuring tools Play with puzzles up to 6 pieces Practice describing the size, volume, weight and length of people, toys and objects Attempt to follow directions to games that require moving different distances or locations, such as hop 2 times towards me or take 1 step backward Measure children with growth charts and talk about how they've grown 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Engage in measuring objects in classroom environment with standard and nonstandard tools Use ruler to measure objects such as shoes or paper Use hand to determine size of objects
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide objects for learners to describe, weigh and measure Provide toys that will allow children to explore and discover what fits together Engage learners in measurement activities Engage learners in gross motor activities involving distances, locations, heights Provide encouragement and praise for accomplishments 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for measuring objects in classroom Model how to measure using standard and nonstandard tools Post children's growth charts Put measuring tools throughout the classroom that support children's independent exploration, such as scales, rulers or tape measures

Imagination is more important than knowledge.
—Albert Einstein

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STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS

BIG IDEA: Learners use inductive and deductive reasoning. Learners make, check and verify predictions and demonstrate the process of mathematics by making connections and using reasoning to solve problems.
ESSENTIAL QUESTIONS: Why do I think my estimation is appropriate? How do I decide what connections there are between objects? How do I make an "educated guess"?

	INFANT	YOUNG TODDLER	OLDER TODDLER
2.4.1 REASONING	STANDARD STATEMENT • Interact with environmental objects to understand them	STANDARD STATEMENT • Participate in activities that have a cause and effect	STANDARD STATEMENT • Experiment with objects to solve a problem
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Use senses and body to search the environment • Pick up one toy, examine its characteristics, and put it aside to pick up another • Repeat an action with an object until it gets a desired effect, such as squeezing a stuffed animal until it squeaks 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Use objects and materials in multiple ways to understand how they work, such as roll, throw, squeeze or kick a ball • Experiment with blocks to make a tower without falling • Manipulate a piece of a puzzle until it fits into the puzzle frame, with teacher assistance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Fit shapes into a shape board, matching the sequential growth in the size of the opening • Identify the specific stacking ring to go on the tower first, second or last • Give each child one crayon, going back to the basket or box to get more if needed
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Demonstrate and provide opportunities for children to manipulate objects • Provide children with objects in a variety of shapes, colors and sizes in which to interact 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Allow children opportunities to perform an action repeatedly, even if it requires repeated response by the teacher • Provide children with the questions or information to consider the weight or size of an object when stacking or sequencing 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Talk about alternative solutions for basic problems, such as "How could we make sure everyone has one ball of play dough?" • Provide materials that require thinking and strategizing for using them • Ask open-ended questions that stimulate thinking and reasoning

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

BIG IDEA: Learners solve and interpret result in various ways. They identify the problem and explore solutions to achieve an end result.
ESSENTIAL QUESTIONS: How do I apply a variety of concepts, processes and skills to solve problems? How do I present mathematical ideas using words, symbols visual display or technology

	INFANT	YOUNG TODDLER	OLDER TODDLER
2.5.1 PROBLEM SOLVING	STANDARD STATEMENT • Begin to problem solve	STANDARD STATEMENT • Attempt to problem solve with objects by stacking, nesting, and fitting	STANDARD STATEMENT • Practice problem solving through exploration of new and familiar materials • Experiment with new uses for familiar objects • Find objects that have been hidden in nearby locations
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Move little items one hand to another to make noise • Use mouth and hands to learn about object proportions • Gesture to adult for a second cookie or cracker 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Practice organizing objects to stack, nest or pile • Sort by shape or color when asked, such as "Can you find a brown bear? Can you find a red circle?" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Explore materials in familiar contexts • Practice problem solving using prior knowledge with adult assistance • Practice answering questions from adult • Hunt for objects
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Ask questions • Provide time to manipulate objects <p style="text-align: center;"><i>Success is won by the person who does today what others are thinking of doing tomorrow.</i> — Rose L. Ewartkin</p>	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Use open-ended questions - "What if...? What do you think...? How could you...?" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Explore mathematical concepts in books; converse with young learner while solving problems • Investigate a plan to solve a problem with the assistance of the young learner • Encourage dramatic play with props that promote problem solving • Ask open-ended questions to promote thinking • Engage child in explanation and explanation, supporting imaginative play • Demonstrate, explain and engage child in activities that show how objects not seen can still exist

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

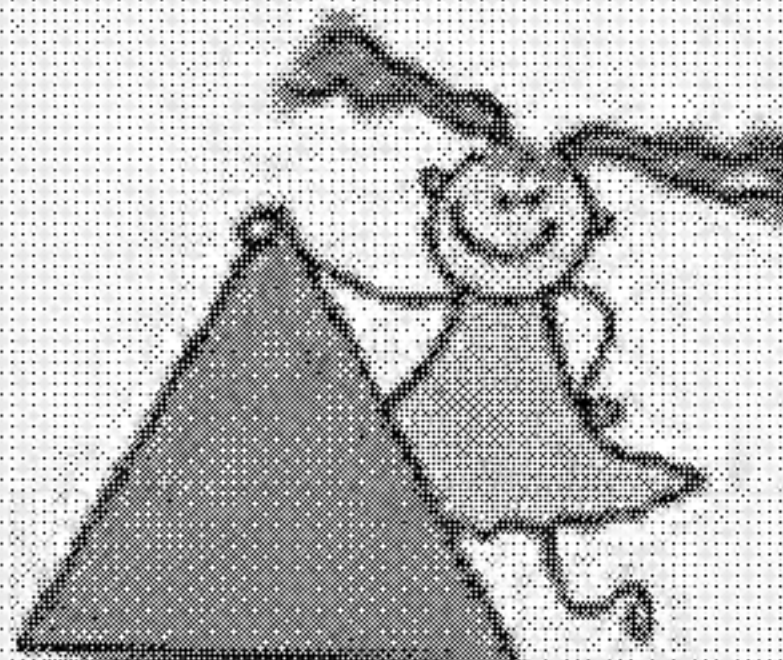
BIG IDEA: Learners collect, represent and analyze data to answer questions, solve problems and make predictions.
ESSENTIAL QUESTIONS: How do I collect data? How do I explore and display data?

2.6.2 ORGANIZATION AND DISPLAY OF DATA	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Participate in sorting objects 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Organize and display objects by attributes with assistance
	(b)(6)	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Begin to sort objects by size or shape (pegs, beads, blocks, counting bears) with teacher support 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Sort objects by preference, color, size, shape, or gender with assistance Complete a simple graph with adult assistance (hair color, lunch preference)
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide children with objects of various sizes and shapes Play sorting games with children Incorporate sorting and classifying activities in daily routine 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use mathematical words that describe attributes such as size, shape, color. "You made a big pile of blue blocks." Provide opportunities to sort learners by height, birthday month, eye color Provide opportunities for conversation about groups

2.6.3 NUMERICAL SUMMARIES	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Begin to point to data on simple bar graph
	<p>Education is a social process... Education is growth... Education is not preparation for life; education is life itself. — John Dewey</p>		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Answer questions about a class-created graph, such as "Are there more children with blue or brown eyes?"
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Make graphs frequently to demonstrate how information or data can be classified Talk about the outcomes of experiments or data compilation, such as "How many shoes did we have when we put them all together?"

STANDARD 2.9: GEOMETRY

BIG IDEA: Children use basic shapes and spatial reasoning to learn about themselves in relation to the environment.
ESSENTIAL QUESTIONS: What makes shapes different from each other? What shapes can we see in our world? How do shapes fit together and come apart?

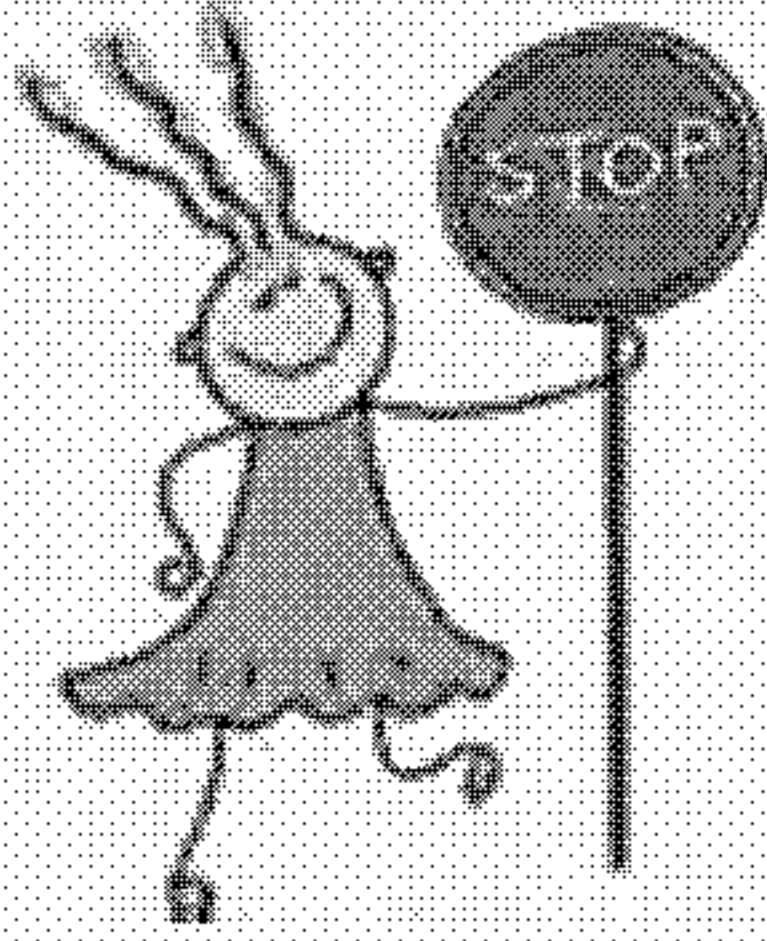
2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	EMERGING	YOUNG TODDLER	OLDER TODDLER
		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore the ways that shapes and objects fit together Notice similarities and differences in the shape of objects 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize basic shapes in the environment Sort objects by shape
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put together simple puzzles with assistance Stack and build with various block sizes and shapes Manipulates soft, foam or hard shapes Put together snap beads, magnetic blocks or other objects that fit together and are taken part with adult assistance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put together pop beads, snap beads or magnetic blocks Complete simple puzzles Manipulate shape toys, such as shape puzzles or shape sorters Notice that circles and squares are different from each other Sort objects by shape
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Offer puzzles, shape sorters and shape blocks that can be put together and taken apart Describe objects by shape and name Demonstrate how shapes are similar and different 		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Offer toys and objects that can be put together and taken apart Provide a variety of blocks of different shapes, such as wood, foam, or cardboard Identify shapes and their characteristics in the environment, such as "Look at the round ball" Sort circles and squares from a pile of shapes 	

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STANDARD 2.9: GEOMETRY continued

2.9.3 COORDINATE GEOMETRY

EMERGING



STANDARD STATEMENT

- Move body in different directions, such as up, down, around or under

EXEMPLARS (EXAMPLES)

The learner will:

- Play movement games during the daily routine
- Identify direction while children are moving, such as "Let's look under the table for the spoon"
- Play hide and seek games by hiding toys and describing where they are hidden, using directionality terms, such as "Look on top of the shelf"
- Provide large muscle toys that encourage climbing and crawling

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities for movement of body during the daily routine
- Model the movements
- Provide music for young learners to move bodies

STANDARD STATEMENT

- Imitate basic directionality with adults and peers
- Follow basic directions

EXEMPLARS (EXAMPLES)

The learner will:

- Move objects in space as directed, such as up, down, behind, under or inside
- Follow directions related to directionality, such as move sideways, stretch hands up and down
- Climb up and down and crawl in and out of large motor equipment

SUPPORTIVE PRACTICES

The adult will:

- Provide experiences that use the concepts of up, down, around, inside, in front of, behind, outside
- Provide activities that require learners to follow basic directions
- Create simple obstacle courses where children crawl into or climb over
- Play simple relay races where children can follow directions, such as hop or run

MATHEMATICAL THINKING AND EXPRESSION GLOSSARY

Addends – Numbers used in mathematical operation of addition

Algebraic Expression – A group of numbers, symbols and variables that express a single series of operations

Angle – A geometric figure consisting of two rays with a common endpoint

Ascending Order – A listing in which numbers or terms are organized in creasing value

Bar Graph – A graph in which horizontal or vertical bars represent data

Concrete Objects – Physical objects used to represent mathematical situations

Counting On – Given two sets of objects in which to find the sum, learner counts one set and then counts on from the first set to the second set (3 apples in one set; 1 apple in other set– learner says 1-2-3 and then 4; there are 4 in all)

Data – Information gathered by observation, questioning or measurement, usually expressed with numbers

Descending – An order in which numbers or terms are organized in decreasing value

Estimate – A close rather than exact answer

Fractional Part – Part of a whole or part of a group that is less than a whole

Function – A rule that describes the commonalities between two patterns

Graph – A pictorial device that shows a relationship between variables or sets of data

Manipulatives – A wide variety of physical materials, objects, and supplies that students use to foster mathematics

Non Standard Measurement – A measure that is not determined by the use of standard units (paper clips, blocks)

Numerical Operations – Place, value, number sense, counting, correspondence, comparison, ordering numbers, addition/subtraction (joining/separating sets)

Number Sense – Involves the understanding of numbers and their quantities

Ordinal Number – A whole number that names the position of an object in a sequence

Pattern – A set or sequence of shapes or numbers that are repeated in a predictable manner

Pictograph – A graph that uses pictures or symbols to represent data

Place value – The value of the position of a digit in a numeral

Predictions – Use of base information to produce an approximation of change or result

Probability – The measure the likelihood of an event occurring

Reflection – A transformation creating a mirror image of a figure on the opposite side of a line

Seriation – Arranging objects in order by size or position in space (arrange in a series of pattern)

Spatial Sense – Involves building and manipulating mental representations of two and three dimensional

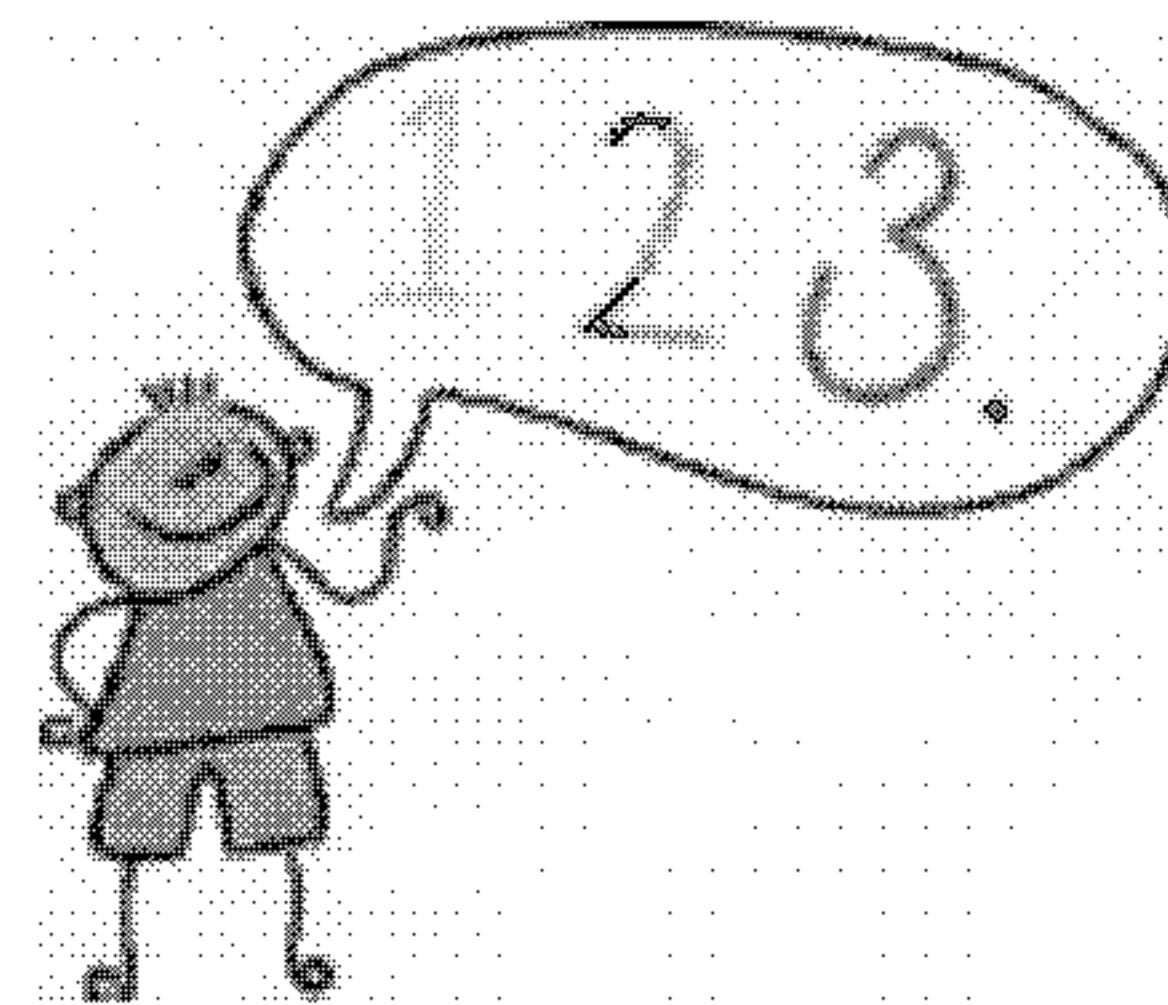
Standard Measurement – A measure determined by the use of standard unit such as, inches, feet, pounds, cups, pints, gallons

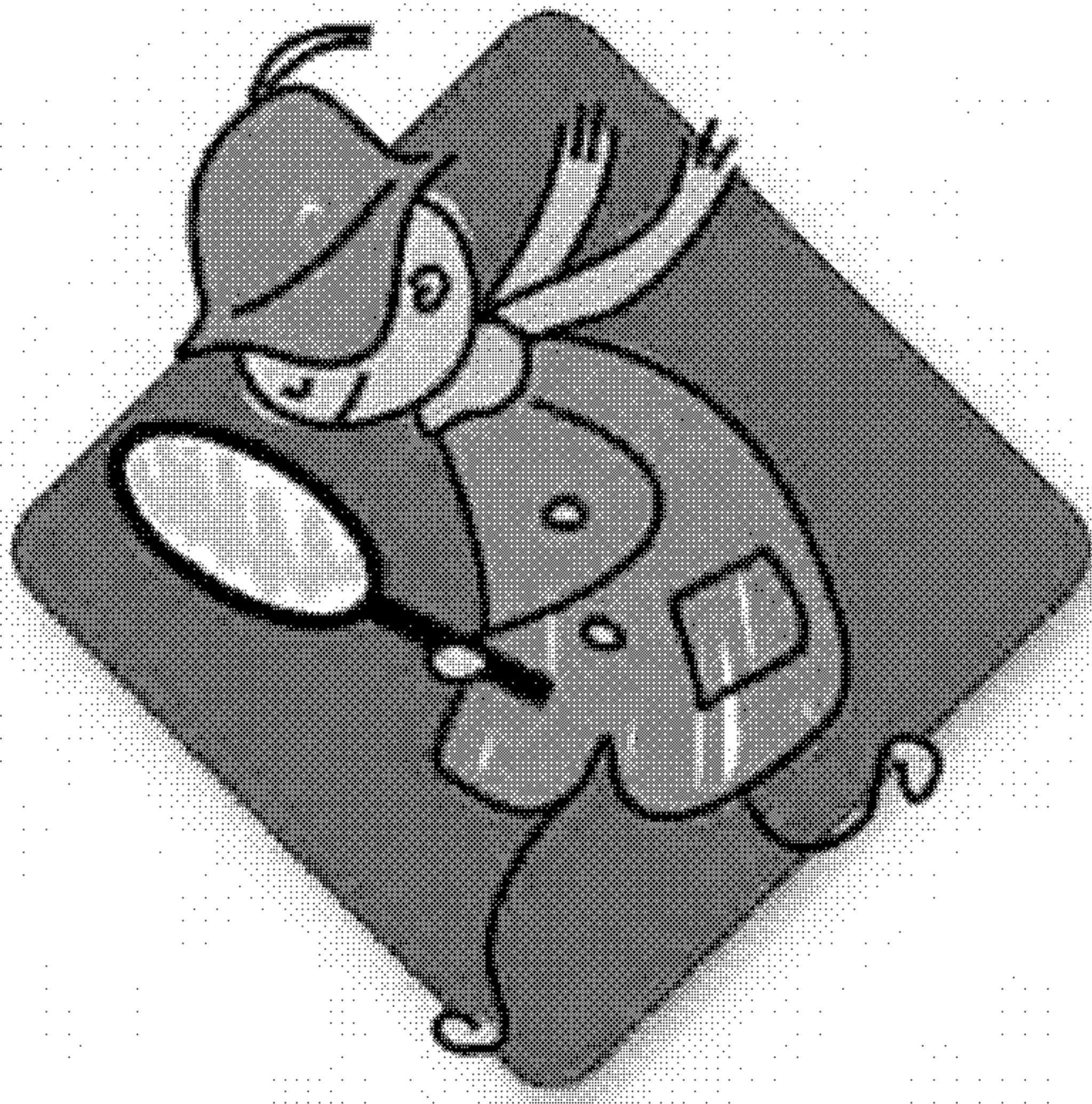
Symbol – A sign used to represent something

Symmetry – An attribute of a shape or relation; an exact reflection of a form on opposite sides of a dividing line or place

Trigonometry – Relationship between the sides and angles of triangles

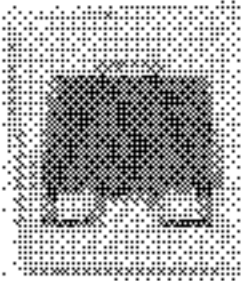
Whole numbers – The set of numbers consisting of the counting numbers and zero





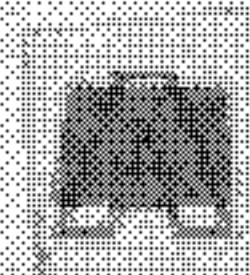
SCIENTIFIC THINKING AND TECHNOLOGY

EXPLORING, INQUIRY AND DISCOVERY



If young children are naturally curious about their environment and the world around them and learn best when allowed to actively explore using their senses. These experiences provide the foundation for abstract and scientific thought. Students, who are given opportunities to conduct experiments, gather data and make conclusions are developing skills that support discovery about the natural world and the scientific process. For the young learner scientific concepts can be incorporated throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to express their ideas, and literacy and language arts to research answers to questions.

ASSESSMENT



Child assessment is an integral component of early childhood programs. When combined with observation, curriculum development and appropriate teaching practices, assessment provides the foundation for understanding children's growth and development. Ongoing and frequent reviews of children's accomplishments and progress enable teachers to learn how children change over time and provide information for developing responsive and appropriate instruction. Teachers use authentic assessment when they combine observation, portfolio collection, and parent report with research-based, standards-aligned curriculum-embedded instruments to obtain a clear picture of a child's interests, abilities and areas for focus.

Standard	Page
01. Biological Sciences	
01.1 Living and Non-Living Organisms	41
01.2 Organisms	42
01.3 Ecosystems	43
02. Physical Sciences	
02.1 Matter	44
02.2 Forces	45
03. Earth and Space Sciences	
03.1 Earth's Surface Processes and Features	46
03.2 Stars and Galaxies (not included)	47
04. Technology, Engineering, Architecture and Design	
04.1 Architecture	48
04.2 Engineering and Design	49
05. Environmental Health	
05.1 Environmental Health	50
06. Agriculture and Science	
06.1 Structures, Management and Safety Systems	51
06.2 Structures and Environment	52

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON LIVING ORGANISMS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I use my senses to learn more about the world around me? Can I identify differences in plants and animals? Do I notice changes in plants and animals?

	INFANT	YOUNG TODDLER	OLDER TODDLER
PA DEPARTMENT OF EDUCATION STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS	STANDARD STATEMENT - Express a sense of wonder about the natural world - Show interest and curiosity in people	STANDARD STATEMENT - Differentiate between animal and plant - Show interest in and respond to plants, animals and other people in the environment - Explain the characteristics of living things	STANDARD STATEMENT - Identify the physical properties of some living and non-living things
	EXEMPLARS (EXAMPLES) The learner will: - Reach for objects - Put objects in mouth to discover its properties - Roll objects in hands - Reach for people - Touch and grasp faces, glasses, jewelry of adult holding infant	EXEMPLARS (EXAMPLES) The learner will: - Reach for a caregiver - Gaze at flower - Point and squeal at dog - Pick up an earthworm - Try to catch ants	EXEMPLARS (EXAMPLES) The learner will: - Use tools, such as a magnifying glass, to observe and describe objects - Identify the external characteristics of living things, such as the size, shape and color of leaves or insects - Identify the external characteristics of non-living things, such as the size of toy cars
	SUPPORTIVE PRACTICES The adult will: - Provide materials and toys for infants to explore and discover - Engage with infant while holding	SUPPORTIVE PRACTICES The adult will: - Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people - Include plants and, when possible, pets in the classroom - Read books about animals and their characteristics	SUPPORTIVE PRACTICES The adult will: - Provide tools and materials for children to investigate at a science area such as hand lenses and magnifying glasses - Discuss characteristics of plants and animals and encourage children to draw pictures - Display groups of objects that can be sorted into living and non-living
PA DEPARTMENT OF EDUCATION EMERGING	EMERGING The whole of science is nothing more than a refinement of everyday thinking. —Albert Einstein		STANDARD STATEMENT - Notice plants and animals growing and changing
			EXEMPLARS (EXAMPLES) The learner will: - State observable changes in plants and animals from day to day - Wonder what the bird will become - Wonder what will change on the tulip's stem
			SUPPORTIVE PRACTICES The adult will: - Plant seeds and keep in a place where children can observe daily - Point out changes to plants and animals when outside - Observe changes to classroom pet

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON LIVING ORGANISMS continued

NONLIVING ORGANISMS	STANDARD STATEMENT - Explore body parts of self and others	STANDARD STATEMENT - Identify own body parts when asked	STANDARD STATEMENT - Identify similarities and differences in body parts of animals and humans
	EXEMPLARS (EXAMPLES) The learner will: - Use hands to discover own body - Use hands to explore eyes, ears, nose, mouth and hair of others	EXEMPLARS (EXAMPLES) The learner will: - Point to legs, head, arms, hands feet when asked - Play simple body part games, such as "Where is Thumbkin?"	EXEMPLARS (EXAMPLES) The learner will: - Note the differences between the body parts of humans and animals, such as birds have wings and humans do not - Talk about the body parts that animals and humans have in common, such as dogs and babies both have legs - Note that animals (cows) use tails to swat at insects
	SUPPORTIVE PRACTICES The adult will: - Name body parts when playing or diapering - Recite simple rhymes or games that include body parts, such as "This Little Piggy"	SUPPORTIVE PRACTICES The adult will: - Name body parts when playing and diapering - Provide dolls and toys for children to identify body parts - Include songs, finger plays and games that include body parts	SUPPORTIVE PRACTICES The adult will: - Discuss similarities and differences between animals and humans - Ask children to move like animals, such as slither like a snake or fly like a bird - Provide dolls and stuffed animals where children can notice their characteristics - Display pictures and books that describe animals and their characteristics

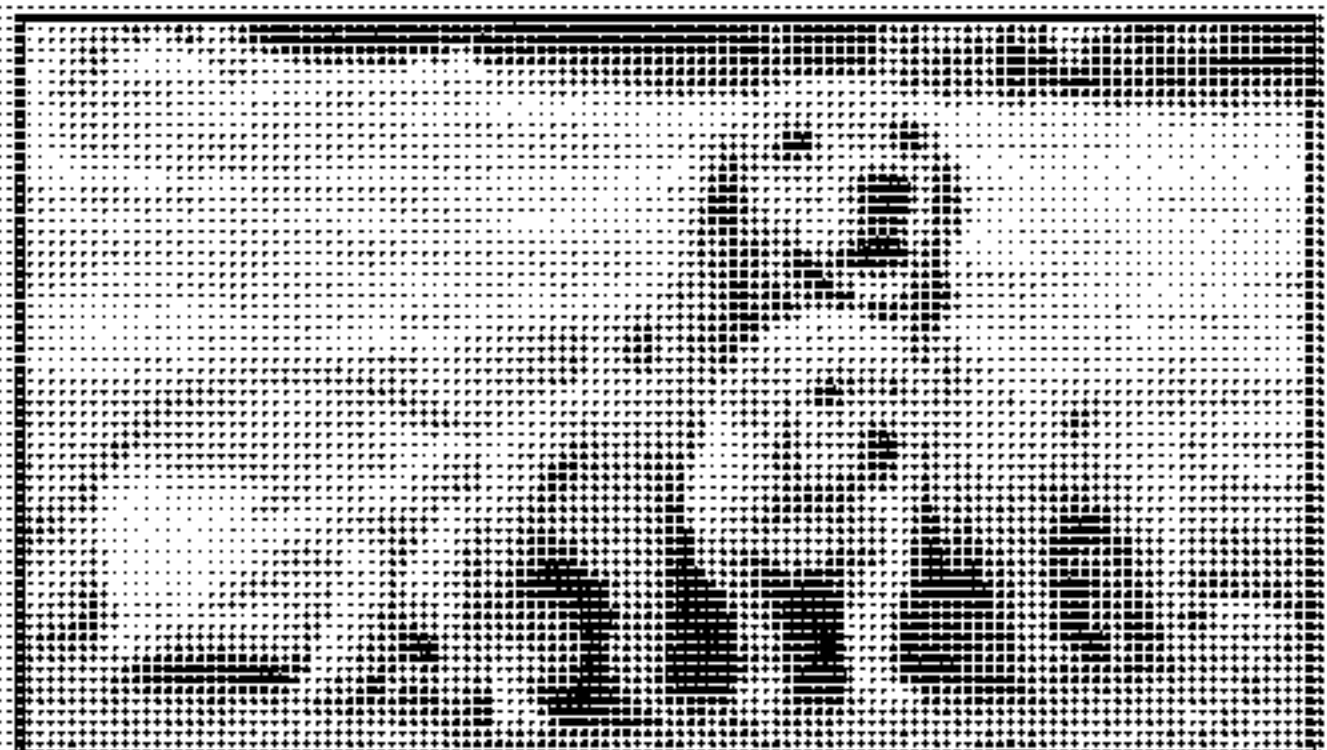
ANIMAL SCIENCES	STANDARD STATEMENT - Place object in mouth to discover its characteristics	STANDARD STATEMENT - Use the five senses as tools with which to observe and describe	STANDARD STATEMENT - Use the five senses as tools with which to observe, classify and describe
	EXEMPLARS (EXAMPLES) The learner will: - Place objects in mouth - Watch peers and adult activity - Roll, hold, shake, move toys - Turn head toward noise	EXEMPLARS (EXAMPLES) The learner will: - Say "food" after hearing food noise - Wobble nose and stick out tongue after tasting something new - Run hands through sand, beans, rice - Try to make a toy move	EXEMPLARS (EXAMPLES) The learner will: - Place all the open leaves together - Say "hot" when seeing a steaming dish of food - Pretend to answer a ring phone when the telephone rings - Try to identify objects using sense of smell - Squish mud through fingers and notice how it feels
	SUPPORTIVE PRACTICES The adult will: - Provide materials and toys for infants to explore and discover - Engage with infant while holding	SUPPORTIVE PRACTICES The adult will: - Provide materials and experiences for children to explore and investigate using all their senses - Include songs, finger plays and games that include body parts	SUPPORTIVE PRACTICES The adult will: - Encourage children to use words to describe their observations during play - Model vocabulary that includes senses such as "I hear" or "It tastes" - Provide many materials and opportunities for children to explore using all their senses

STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Do I recognize important people in my life? Can I tell the difference between adult and baby animals? Can I match adults with their babies?

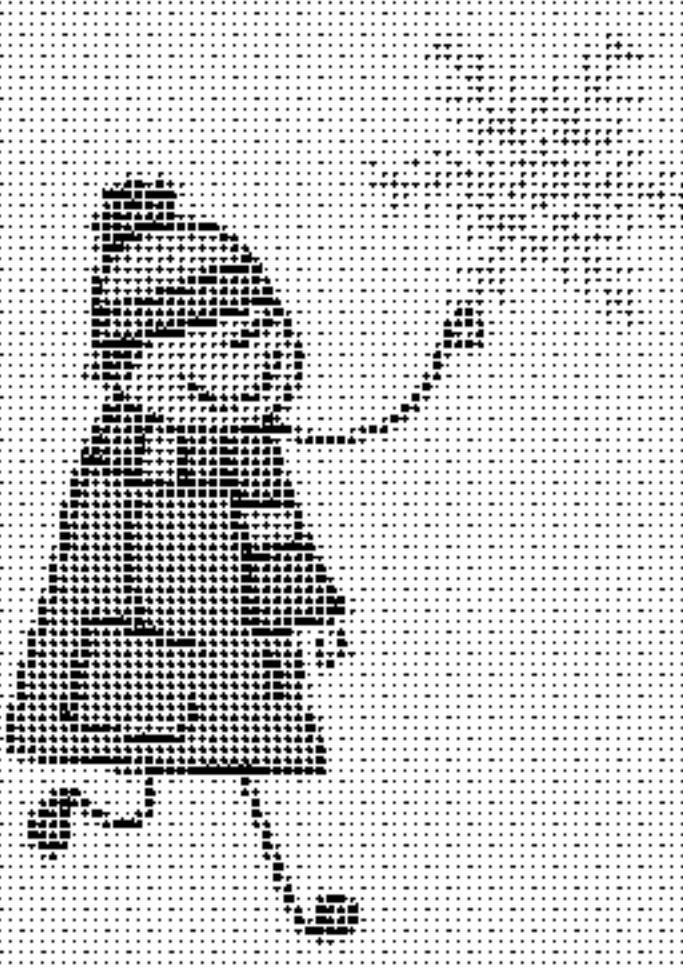
INFANT	YOUNG TODDLERS	OLDER TODDLERS
STANDARD STATEMENT - Recognize self and family members	STANDARD STATEMENT - Distinguish between adult and baby animals - Name some common animals and their babies	STANDARD STATEMENT - Identify adults and their offspring - Notice similarities and differences between adult animals and their offspring
EXEMPLARS (EXAMPLES) The learner will: - Look at self in mirror - Look for family member when caregiver says, "Here's Mommy!" - Give a quiz to named person when asked, "Where's your brother?"	EXEMPLARS (EXAMPLES) The learner will: - Point to adult or baby animals in pictures when asked - Identify the names of family members in pictures - Name a dog or cat when seen outside on a walk - Tell that a cow says, "moo" - Match a cat and kitten or a dog and puppy	EXEMPLARS (EXAMPLES) The learner will: - Recognize a puppy from a dog by the size or characteristics - Match animal picture cards, such as kitten to cat, calf to cow, baby to parent
SUPPORTIVE PRACTICES The adult will: - Provide mirror at eye level for infant to look into - Talk with infant while looking into mirror - Identify family members by name when they are present - Display family pictures and talk about who is in the picture and what they're doing	SUPPORTIVE PRACTICES The adult will: - Provide pictures of adult and baby animals - Use appropriate terms when identifying animals - Provide literature on common lines	SUPPORTIVE PRACTICES The adult will: - Provide pictures of adult and baby animals - Use appropriate terms when identifying animals - Provide literature connections

NONLIVING ORGANISMS	EMERGING	EMERGING	STANDARD STATEMENT - Observe that dogs have puppies and cats have kittens
			EXEMPLARS (EXAMPLES) The learner will: - Place a babies to parent such as puppy with dog or kitten with cat
			SUPPORTIVE PRACTICES The adult will: - Ask children to tell which animals belong together - Ask children whether a lamb is a baby one or a cub is a baby lion

STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I tell what kind of clothing I need for the weather? Do I recognize changes in my environment?

INFANT	YOUNG TODDLER	OLDER TODDLER
EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Notice changes that occur in animals to adapt to seasonal changes. Discuss changes humans make to accommodate weather changes.
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify whether they/he should wear a winter coat or shorts. Tell kinds of clothing worn when it rains or suns. Talk about the growth of fur on animals to keep them warm. Watch squirrels gather acorns or birds using a bird feeder.
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Read simple books about hibernation or migration. Take a walk to observe animals' preparation for winter, such as squirrels gathering acorns.

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTION: Do I interact with a variety of materials?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore the characteristics of objects. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage with objects to learn about their characteristics. Use tools to learn about the characteristics of objects and materials. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify differences in the properties of some objects or materials.
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put on his a toy that squeaks. Visually explore a toy in hand. Explore the different textures of objects, such as hard or soft and wet or dry. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use a stick to investigate a secret. Strike a rhythm instrument to hear its sound. Use a stick to put a comb to the nose. Try mixing red and blue paint with a brush. Notice the texture and feel of different objects and materials. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make something out of paper, cardboard or other materials that can be used for a purpose. Disassemble, take apart and reassemble items like building blocks, puzzles, Erector sets or block constructions.
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide toys that squeak or make noise when used. Use facial expressions to show pleasure and happiness when talking with an infant. Provide materials of different textures to explore. Talk about the way objects or materials feel, such as "This is really hard" or "New pair bottom is nice and dry." 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide new materials and instruments for children to explore, such as different textures of fabrics or a new vehicle in the block area. Encourage children to use the sand or water table to pour or scoop. Include a variety of tools throughout the environment for children to use in their play. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide various materials and recyclable materials for children to create new objects. Provide old flashlights, typewriters, mechanical toys for children to discover how the parts interact.

EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Combine materials to make a new substance. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe the result when two or more substances are combined.
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Mix water and sand together. Mix paint colors. Combine different types of blocks to create a structure. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice that soil and water combined make mud. Tell that mixing 2 paint colors make a different color, even if colors aren't identical. Use a variety of art materials to make a collage.
<p>It is not what is poured into the student, but what is planned, that counts.</p> <p>— Eugene P. Bertin</p>	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for children to mix water and sand or soil. Include simple cooking experiences where children can observe the changes, such as mixing water into jelly. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Conduct simple experiments where children can observe changes, such as adding oil to water or food coloring to milk. Include simple cooking projects that allow children to stir together ingredients, with adult guidance. Provide water and soil or sand in the sand/water table for children to combine. Encourage creative use of multiple materials for children's constructions.

STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTIONS: Can I move and manipulate toys? Do I identify familiar sounds and voices? Can I participate in an action/reaction sequence?

	INFANT	YOUNG TODDLER	OLDER TODDLER
3.1b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	EMERGING	STANDARD STATEMENT - Recognize she/he can move objects	STANDARD STATEMENT - Use complex motion to play with toys
		EXEMPLARS (EXAMPLES) The learner will: - Use push or pull toys, such as pretend vacuum cleaners or pull toys with strings - Use feet to push a wheeled toy around the play yard - Manipulate pop-up toys, such as jack in the boxes, and notice how the clown appears after moving the crank - Move small cars or trucks around during block play	EXEMPLARS (EXAMPLES) The learner will: - Push buttons on pop-up toys - Roll cars up and down ramp - Include tricycles or other self-propelled toys in outside play environment
		SUPPORTIVE PRACTICES The adult will: - Include push and pull toys for outside play - Encourage children to use string toys or inside push toys - Demonstrate how pop-up or other toys that change with movement work and include in play areas	SUPPORTIVE PRACTICES The adult will: - Provide toys that require pushing buttons, turning handles, winding or rolling - Provide toys that can be combined for play such as wheeled cars and ramps

3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	EMERGING	(b)(6)	EMERGING	STANDARD STATEMENT - Explore magnets
				EXEMPLARS (EXAMPLES) The learner will: - Play with magnets and magnetic items - Use magnetic letters /numbers on cookie sheet or refrigerator
				SUPPORTIVE PRACTICES The adult will: - Provide magnets, magnetic items and magnetic letters or numbers for children to explore

3.2b.5 NATURE OF WAVES AND SOUND	STANDARD STATEMENT - Notice familiar and unfamiliar sounds in the environment	STANDARD STATEMENT - Identify familiar sounds in the environment - Imitate sounds	STANDARD STATEMENT - Categorize and imitate familiar sounds
	EXEMPLARS (EXAMPLES) The learner will: - Startle to unfamiliar sounds, such as a vacuum cleaner or siren - Comfort to familiar sounds, such as parent's voice	EXEMPLARS (EXAMPLES) The learner will: - Say "dog" when she/he hears a dog barking - Look at telephone when it rings - Say "meow" after hearing a cat - Repeat a sound sequence, such as "ei-ei-o" - Imitate the school's doorbell after it rings	EXEMPLARS (EXAMPLES) The learner will: - Listen to an audio tape of sounds and guess what the sounds are - Use and imitate sounds when playing with cars, animals or other toys
	SUPPORTIVE PRACTICES The adult will: - Identify sounds, such as "There's the dog barking again" - Comfort children when they are alarmed by sounds	SUPPORTIVE PRACTICES The adult will: - Use sounds and give children time to repeat them - Talk about animals and their sounds and encourage children to practice the sound - Identify sounds or alarms that occur within the school day, "There's the doorbell again" or "That fire engine has a really loud siren"	SUPPORTIVE PRACTICES The adult will: - Create an audio tape of familiar sounds for children to identify - Discuss the sounds that vehicles make or that wild animals make

3.2b.6 UNIFYING THEMES	STANDARD STATEMENT - Initiate an action/reaction sequence without intent	STANDARD STATEMENT - Discover a reaction to an action	STANDARD STATEMENT - Repeat an action to cause a known reaction
	EXEMPLARS (EXAMPLES) The learner will: - Watch a ball roll that has been bumped - Bat a mobile and watch it move	EXEMPLARS (EXAMPLES) The learner will: - Complete an action such as rolling a truck down a slide over and over after discovering what happens	EXEMPLARS (EXAMPLES) The learner will: - Pour water on the water wheel to make it spin - Roll cars down a ramp to make them go faster
	SUPPORTIVE PRACTICES The adult will: - Recognize what the child has made happen and verbalize it, "You made the ball roll!"	SUPPORTIVE PRACTICES The adult will: - Talk about what is happening when the child discovers a new reaction	SUPPORTIVE PRACTICES The adult will: - Ask children to explain how they know what to do and the effects of the action
The larger the Island of knowledge, the longer the shoreline of wonder. -Ralph Waldo Emerson			

STANDARD 3.3a: EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

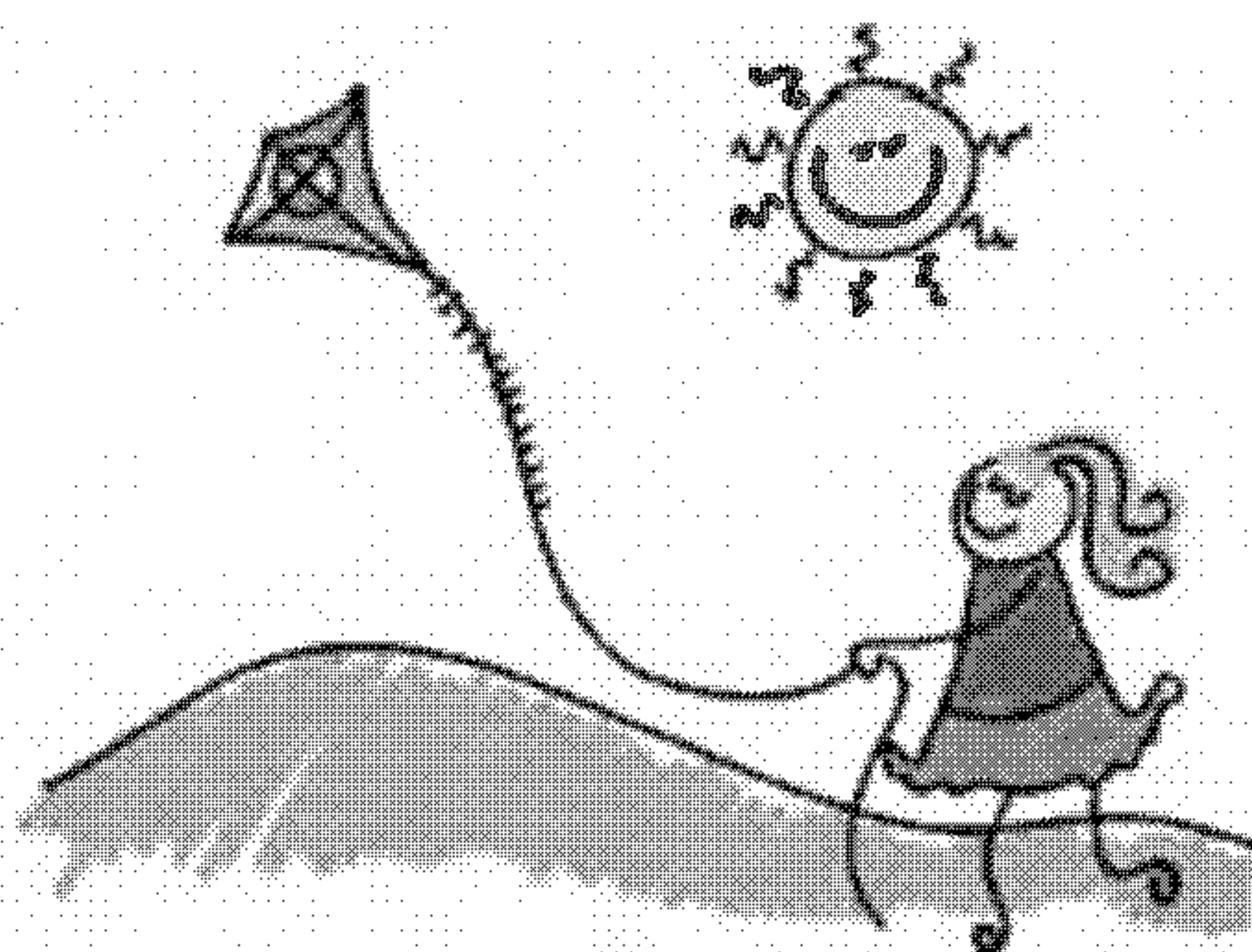
BIG IDEA: Interactions occur on Earth and in space.

ESSENTIAL QUESTIONS: Can I identify different types of Earth? Do I engage in water play? Do I know what I need to wear for the weather?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <p>EMERGING</p> <p>Set children up for success. Assume all children in your classroom are gifted on the first day of school and they will be... each in his or her own way.</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore rocks, sand and soil using senses 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify different types of earth
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use hands, eyes and mouth to explore sand and dirt Pick up stones and pebbles and notice their characteristics, with careful teacher guidance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Point to rocks, soil and sand when asked Sort dirt through a sieve to find rocks
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to dig in sand and soil Carefully supervise children's interaction with soil and stones for safety, assuring they stay out of their mouths 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask children to identify different types of earth when playing

<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in water play in the bathtub or during hand washing 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in water play activities in the sink or water table 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe and explore water in liquid state
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Splash water with hands Look surprised when water splashes face 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Pour and attempt to fill containers at water table Splash hands in water 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Float and sink objects at the water table Use water to make the water wheel spin Sput water through a basket or a pump
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Supervise water play at sink Allow children to splash water with hands 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide water play materials that encourage pouring and filling, such as sieves, pitchers and cups Introduce children to hand-washing, allowing them to wet their own hands With supervision, provide opportunities for children to splash water with their hands 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of toys for exploration at the water table Rotate toys regularly Introduce simple water experiments, such as sink and float

<p>STANDARD STATEMENT</p> <p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe weather conditions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify types of clothing needed for current weather conditions Identify the characteristics of weather change
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Look outside when she/he hears thunder Say "snow" when it begins to snow 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> See snow and get boots and mittens to go outside Notice the temperature gets colder during the winter months Talk about the changes in animal behavior when it is cold or hot, such as many frogs like to get wet to stay cool in the summer or some birds fly away to warmer locations
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Discuss the kinds of clothing that are needed for specific weather conditions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use a thermometer to show measurement of temperature Read books about animals' preparation for the winter With children, sort different kinds of clothing for the weather Name the seasons and their characteristics, displaying related pictures and books



STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE

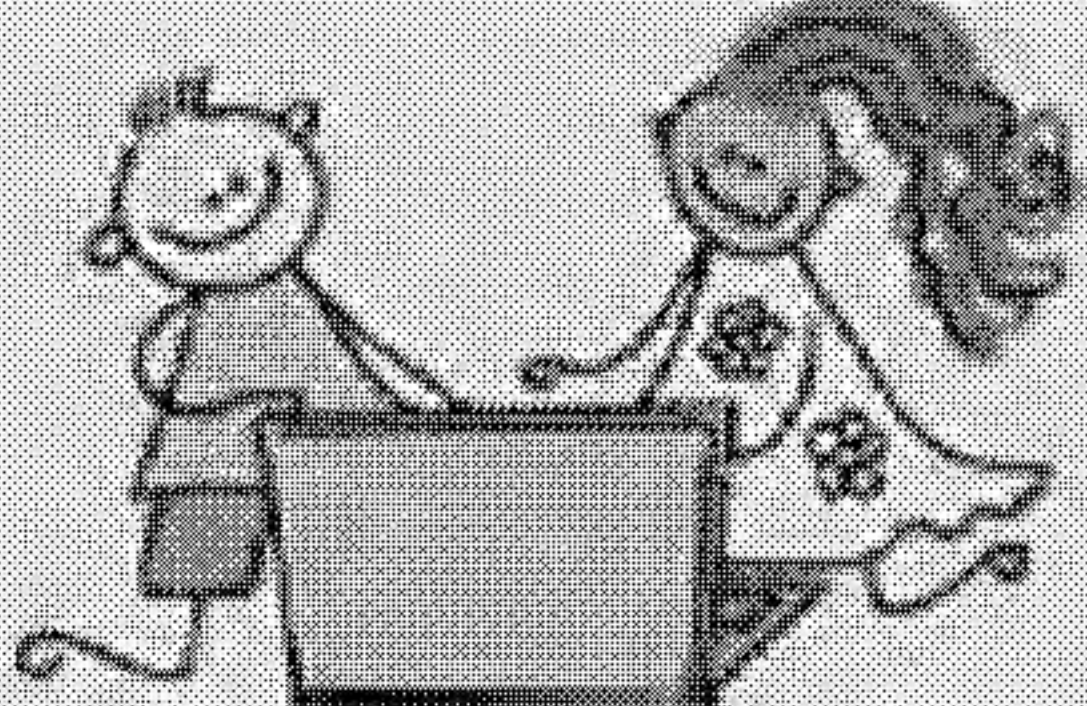
BIG IDEA: Interactions occur on Earth and in space.
ESSENTIAL QUESTION: Can I identify features in space?

	INFANT	YOUNG TODDLER	OLDER TODDLER
3.3b.1 COMPOSITION AND STRUCTURE	EMERGING	STANDARD STATEMENT • Differentiate between night and day • Name sky, sun, cloud, star, moon	STANDARD STATEMENT • Identify the sky's different characteristics during night and day • Notice differences in cloud patterns
		EXEMPLARS (EXAMPLES) The learner will: • Notice that the sun is bright • State that clouds are in the sky • Tell that the moon and stars appear during the night time	EXEMPLARS (EXAMPLES) The learner will: • Note that stars only come out during the nighttime • Observe that the moon and sun are both round or circles • Tell about the sky turning dark to indicate nighttime and light during the day
		SUPPORTIVE PRACTICES The adult will: • Talk about the sky's conditions and changes, such as, "It's raining today, the sky was really dark" • Read books about the moon and sun • Point out the sun and clouds during a walk • Sing songs and finger plays about the sky, such as "Twinkle Twinkle Little Star"	SUPPORTIVE PRACTICES The adult will: • Display pictures of night and day and talk about the characteristics • Show pictures of the sun, earth, and moon and help children identify how they are the same or different • Take walks to look for the sun or clouds • Talk about the different shapes and colors of clouds

STANDARD 3.4e: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTIONS: THE DESIGN WORLD

BIG IDEA: Technology impacts daily living.
ESSENTIAL QUESTION: Do I interact and engage with toy vehicles? Do I explore medical equipment? Can I use a computer and other technology with teacher assistance?

	INFANT	YOUNG TODDLER	OLDER TODDLER
3.4e.1 MEDICAL TECHNOLOGIE	EMERGING (b) (6)	STANDARD STATEMENT • Explore medical equipment and materials	STANDARD STATEMENT • Associate medical equipment with the people who keep us healthy
		EXEMPLARS (EXAMPLES) The learner will: • Play with real or model medical equipment such as a stethoscope and blood pressure cuff in the dramatic play area	EXEMPLARS (EXAMPLES) The learner will: • Identify that health care workers use specific medical tools to keep us healthy • Recognize the use and purpose of specific medical tools, such as a thermometer takes temperature or a stethoscope measures the heart
		SUPPORTIVE PRACTICES The adult will: • Provide a variety of toys or real medical equipment that children can explore safely	SUPPORTIVE PRACTICES The adult will: • Describe that a doctor or nurse will use a thermometer to check temperature • Imitate basic health functions, such as stepping on a scale to be weighed or having blood pressure taken

	INFANT	YOUNG TODDLER	OLDER TODDLER
3.4e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES	EMERGING 	EMERGING	STANDARD STATEMENT • Explore communication technology equipment such as a pretend cell phone or telephone • Use a computer with teacher direction
			EXEMPLARS (EXAMPLES) The learner will: • Use a pretend phone in the dramatic play area • Use a teacher-initiated program on the computer
			SUPPORTIVE PRACTICES The adult will: • Provide toy phones or deactivated cell phones for children to explore • Install developmentally appropriate computer programs that children can use with minimal keyboard or mouse use

	INFANT	YOUNG TODDLER	OLDER TODDLER
3.4e.5 TRANSPORTATION TECHNOLOGIES	EMERGING	STANDARD STATEMENT • Explore transportation vehicles such as truck, car, bus, train	STANDARD STATEMENT • Identify types and uses of transportation
		EXEMPLARS (EXAMPLES) The learner will: • Seek out toy trucks or cars during play to move around floor • Hold pretend keys and pretend to make vehicles turn on	EXEMPLARS (EXAMPLES) The learner will: • Name bus, car, train, airplane, bus and how they are used
		SUPPORTIVE PRACTICES The adult will: • Provide a variety of wheeled toy vehicles for children to explore	SUPPORTIVE PRACTICES The adult will: • Provide a variety of transportation toys in the block and dramatic play areas for children to use during play

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STANDARD 3.4e: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTIONS: THE DESIGN WORLD *continued*

3.4e.7 CONSTRUCTION TECHNOLOGIES	EMERGING Reason can answer questions, but imagination has to ask them. —Ralph Gerard	STANDARD STATEMENT • Explore simple construction tools and vehicles	STANDARD STATEMENT • Use construction tools and vehicles to represent real life structures and events
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Stack blocks to make a house or school Use play hammers and accompanying materials to hammer or pound, such as a pounding bench Wear a hard hat while playing in the dramatic play area 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Combine a variety of blocks and say "I made a house!" Use play hammers, screwdrivers and measuring tapes during pretend play Stack blocks in the back of a dump truck to transport them Explain why a construction worker might need a hard hat or safety goggles
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide play hammers and screwdrivers for children to explore Include different types of vehicles in the block area, such as dump and cement trucks or bulldozers Take a walk to observe a construction site, talking about the different workers or equipment 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a variety of block types for play, such as wood, cardboard and foam Identify different kinds of construction vehicles that are seen on a walk and describe each one's purpose Set up a construction zone with play hammers, screwdrivers, safety goggles and hard hats Take pictures of children's block structures and post them. Display pictures of construction sites, workers and equipment

STANDARD 4.3: ENVIRONMENT AND ECOLOGY

BIG IDEA: We are impacted and have impact on our environment.

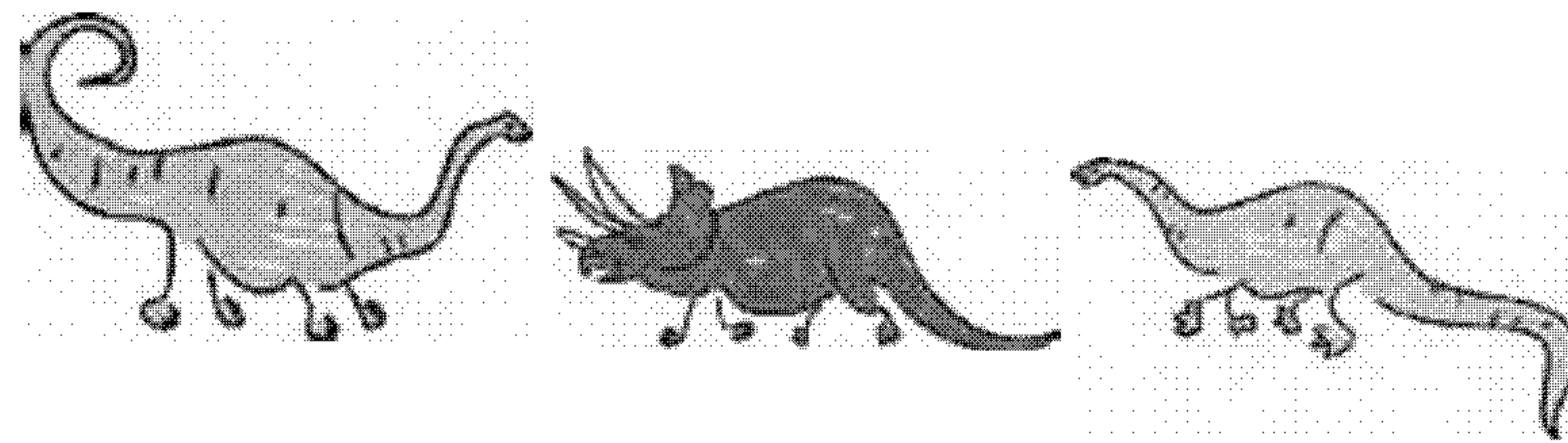
ESSENTIAL QUESTION: Can I put trash in the right place? Can I engage and name farm animals and structures? Can I name where I live?

	INFANT	YOUNG TODDLER	OLDER TODDLER
4.1 WATERSHEDS AND WETLANDS	EMERGING (b)(6)	EMERGING	STANDARD STATEMENT • Recognize differences in types of water • Identify some animals that live in water
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Notice the size difference between a puddle and an ocean in pictures Discuss that fish live in water Talk about the different uses for water, such as swimming or boating
4.3 ENVIRONMENTAL HEALTH	EMERGING	EMERGING	STANDARD STATEMENT • Identify and use appropriate trash receptacles
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Place trash in trash can Tell someone else where the trash should go
4.4 AGRICULTURE AND SOCIETY	EMERGING	STANDARD STATEMENT • Manipulate farm animals and structures during play	STANDARD STATEMENT • Identify basic farm animals and structures
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Interact and engage with toys representing farm animals and barns and silos during play 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Name some farm animals when playing with toys Name the barn and fences
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide farm toys for children to use Read books about farms and farmers Use the correct names to describe animals and farm structures 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide farm toys for children to use Read books about farms and farmers Use the correct names to describe animals and farm structures

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STANDARD 4.3: ENVIRONMENT AND ECOLOGY continued

SCIENCE THINKING AND TECHNOLOGY	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe that some animals are no longer alive
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> State that there aren't any dinosaurs living today Talk about what animals need to stay alive, such as food and water
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide dinosaur toys for children to use Read books about dinosaurs Use the correct names to describe dinosaurs



ENVIRONMENTAL DEVELOPMENT	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Name the type of housing in which she/he lives
	<p>To look at the world from a new perspective is to discover a world of new possibilities.</p> <p>—Stanislaw Grof</p>		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify whether she/he lives in a house, an apartment, a mobile home or other type of shelter with adult questioning and assistance
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask child about the type of home in which she/he lives Provide examples of shelters for child to select from Read books about types of shelter

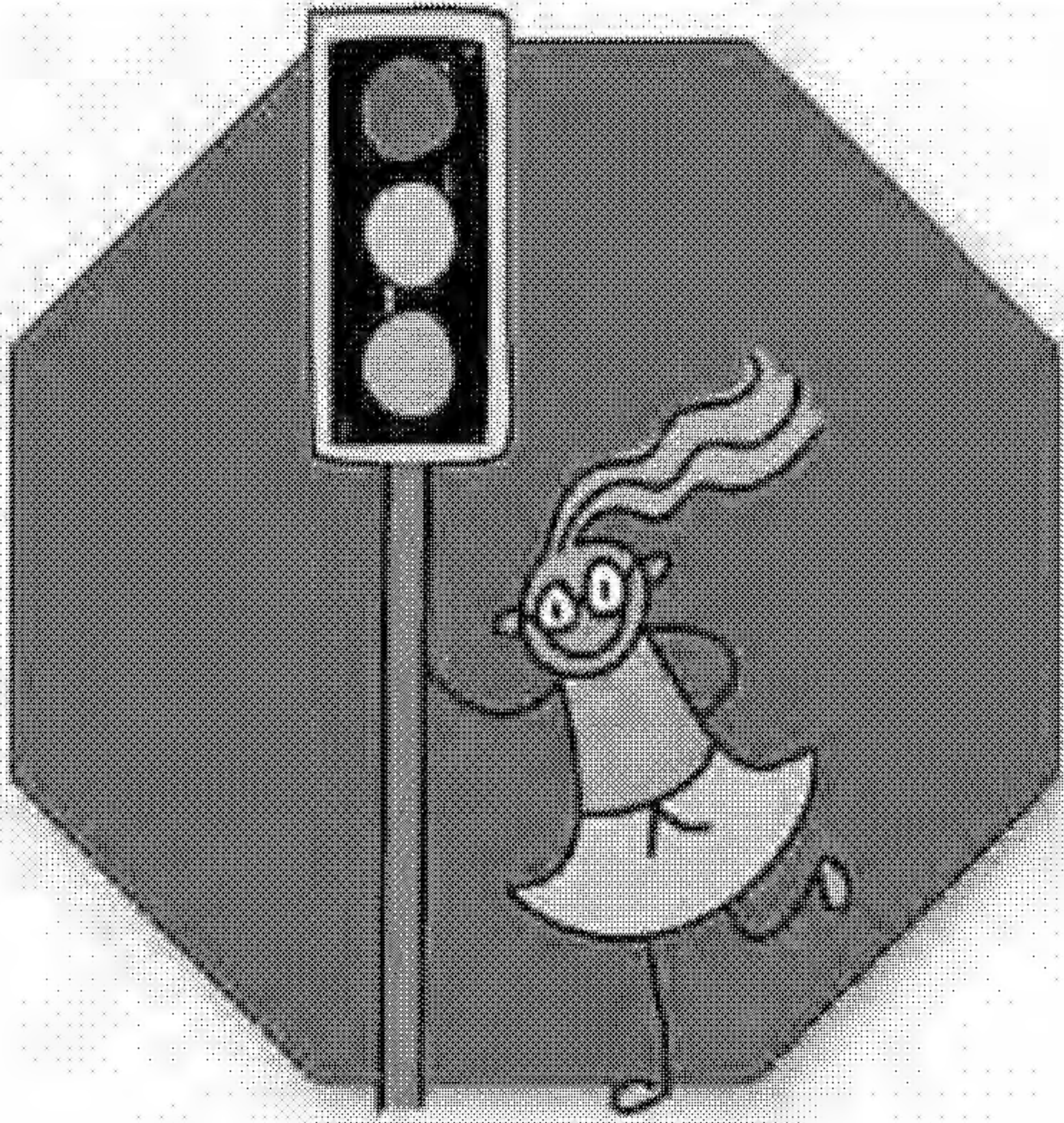
SCIENCE AND TECHNOLOGY GLOSSARY

- Construction Technology** – The ways that humans build structures on sites
- Fact** – Information that has been objectively verified
- Hypothesis** – An assertion subject to verification or proof as a premise from which a conclusion is drawn
- Information Technology** – The technical means that humans create to store and transmit information
- Inquiry** – A systematic process for using knowledge and skills to acquire and apply new knowledge
- Law** – Summarizing statement of observed experimental facts that has been tested many times and is generally accepted as true
- Manufacturing Technology** – The ways that humans produce goods and products
- Model** – A description, analogy or a representation of something that helps us understand it better (e.g., a physical model, a conceptual model, a mathematical model)
- Patterns** – Repeated processes that are exhibited in a wide variety of ways; identifiable recurrences of the element and/or the form
- Science** – Search for understanding the natural world using inquiry and experimentation
- System** – A group of related objects that work together to achieve a desired result
- Transportation Systems** – A group of related parts that function together to perform a major task in any form of transportation
- Transportation Technology** – The physical ways humans move materials, goods and people
- Tool** – Any device used to extend human capability including computer-based tools



ENVIRONMENT AND ECOLOGY GLOSSARY

- Ecosystem** – A community of living organisms and their interrelated physical and chemical environment
- Endangered species** – A species that is in danger of extinction throughout all or a significant portion of its range
- Environment** – The total of the surroundings (air, water, soil, vegetation, people, wildlife) influencing each living being's existence, including physical, biological and all other factors; the surroundings of a plant or animal, including other plants or animals, climate and location
- Extinction** – The complete elimination of a species from the earth
- Nonrenewable resources** – Substances (e.g., oil, gas, coal, copper, gold) that, once used, cannot be replaced in this geological age
- Recycling** – Collecting and reprocessing a resource or product to make into new products
- Regulation** – A rule or order issued by an executive authority or regulatory agency of a government and having the force of law
- Renewable** – A naturally occurring raw material or form of energy that will be replenished through natural ecological cycles or sound management practices (e.g., the sun, wind, water, trees)
- Wetlands** – Lands where water saturation is the dominant factor determining the nature of the soil development and the plant and animal communities (e.g., sloughs, estuaries, marshes)



SOCIAL STUDIES THINKING

CONNECTING TO COMMUNITIES

The foundation of social studies, economics, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

PLAY, PLAY AND PLAY SOME MORE!

The best way to support children's learning in the early years is to provide hands-on, active learning experiences that include play activities. Play enables children to weave together past knowledge and new information in order to acquire new understanding and skill development. A child who discovers the characteristics of apples through manipulating, investigating and exploring them understands the depth of apples better than a child who colors a worksheet picture of an apple. Children who learn together in the dramatic play or block areas how to cooperate in order to figure out how many blocks can be added to a structure before it falls have stronger social and creative thinking sequences. Play sequences and activities expand across all Key Areas of Learning and can build social, cognitive and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to scaffold children's thinking and problem solving.

Standard	Page
5.1 Principles and Documents of Government	57
5.2 Rights and Responsibilities of Citizens	58
6.2 Markets and the Functions of Governments	59
6.3 Scarcity and Choice	60
6.5 Work and Earnings	60
7.1 Basic Geographic Literacy	62
7.2 Physical Characteristics of Places and Regions	63
7.3 Human Characteristics of Places and Regions	64
7.4 Interactions Between People and the Environment	65
8.1 Historical Analysis and Skills Development	66

STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

BIG IDEA: Good citizens follow rules to keep them safe.
ESSENTIAL QUESTION: How can I show that I can follow rules?

	INFANT	YOUNG TODDLER	OLDER TODDLER
WAVY SOURCES, PURPOSE AND FUNCTIONS I.T.5	STANDARD STATEMENT • Learn acceptable and unacceptable behavior	STANDARD STATEMENT • Understand one word rules such as "no" or "stop"	STANDARD STATEMENT • Follow rules with teacher support
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Stop a behavior and look at the speaker when told "no" • Look at adult questioningly before attempting behavior again 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Stop behavior when told no or stop • Indicate that behavior should not be done by saying "no no" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Put toys away at clean up time • Keep toys in a specific location • Participate in word and game songs such as Ring Around the Rosey • Join the group for circle time • Get in line to go to another location
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Model acceptable behavior • Provide other alternatives for inappropriate action • Use re-direction • Design the room environment for safe and independent exploration 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Use the word no or stop to keep children from harm • Provide other alternatives for the inappropriate action 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide models and positive reinforcement when assisting with clean up • Invite and encourage children to participate in circle time or other group activities such as group games and songs such as The Farmer in the Dell • Encourage children to line up when moving out of the classroom

(b)(6)

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

BIG IDEA: Citizenship involves responsibility to myself and others.

ESSENTIAL QUESTION: How do I understand my role as a family member? How do I attempt to solve conflicts?

	INFANT	YOUNG TODDLER	OLDER TODDLER
5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify self as a member of a family Identify other family members <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about others in the family Identify himself in relationship to others in the family such as brother, sister, son, daughter Talk about things the family does together Nurture a baby doll Adopt different family roles in play <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Display pictures of families Provide props and costumes for family members in dramatic play area Talk about people in families Read books about families that include a variety of family structures Find out about and discuss at-home events and activities Talk about the roles of specific family members, such as grandma takes care of the baby at night
	(b)(6)		
5.2.2 SOURCES AND RESOLUTION OF CONFLICT	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Express emotion related to a problem or conflict <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration or unmet need, such as grab a desired toy from another Seek help from adult to resolve conflicts Attempt to share with another when asked by adult <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Intervene when needed to help children resolve conflict by giving them the words or actions to use Model the use of words to express a need Describe the appropriate responses to problems or conflicts, such as "Ask Bobby if you'd like to use the truck" 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Think about a problem and figure out a solution <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Call for help from an adult when another child takes a toy Announce that they want to make a surprise for a parent and go to the easel to make a picture Ask for help moving blocks to create a roadway for a vehicle Put play dough cake on a plate and take it to the housekeeping area to put in the oven <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide suggestions for dealing with another child Encourage children to think about challenges and to solve them independently Ask children why they decided to act in a certain way
	<p>Profound curiosity happens when children are young.</p> <p>—I.I. Rabi, Nobel Laureate Physicist</p>		

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

BIG IDEA: Money and resources impact our lives.

ESSENTIAL QUESTION: Can I identify where some food products originate?

	INFANT	YOUNG TODDLER	OLDER TODDLER
6.2.5 CHANGES IN SUPPLY AND DEMAND	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize that food products found in the grocery store originate from other places <p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify that milk comes from cows and eggs come from chickens State that apples grow on trees and pumpkins grow on vines <p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about different crops or products and where they originate, such as milk from a cow on a farm or bananas from trees that only grow where it's warm Read books about the process of shipping products to the grocery store Provide play food items in the dramatic play area Cultivate a school garden where children could plant bean seeds
	(b)(6)		

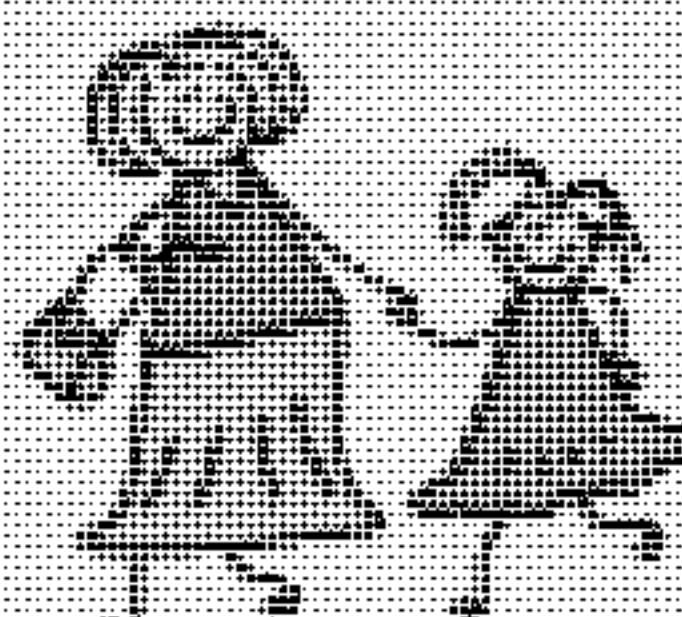
STANDARD 6.3: SCARCITY AND CHOICE

BIG IDEA: There is a difference between wants and needs and how we acquire items.
ESSENTIAL QUESTION: Can I indicate that I need more?

	INFANT	YOUNG TODDLER	OLDER TODDLER
6.3 SCARCITY AND LIMITED RESOURCES	EMERGING	EMERGING	STANDARD STATEMENT • Notice when there are engaged materials or supplies and ask for more
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Ask for more snack or more toys when wanted • Use hands to indicate more • Notice when the materials are dried up and ask for new ones
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Praise children's verbal requests for more • Give explanations when there are no more materials to provide, such as "There are no more cookies for today" • Acknowledge children's disappointment when materials can't be replenished • Offer substitutes when there are no more materials
	<p>Nothing happens unless first a dream. — Carl Sandburg</p>		

STANDARD 6.5: WORK AND EARNINGS

BIG IDEA: People work to earn money.
ESSENTIAL QUESTION: Can I state that mommy or daddy has to go to work? Can I relate work to getting money?

	INFANT	YOUNG TODDLER	OLDER TODDLER
6.5 WORK AND EARNINGS	EMERGING	EMERGING	STANDARD STATEMENT • Identify that adults go to work to earn money • Describe how money is needed to purchase materials
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Play act purchasing materials or goods in the dramatic center • Ask parent to buy them a specific toy • Describe that parent is going to work to earn money
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Provide pretend money in dramatic play area • Include props from adult work places in the play area • Talk about the work places that parents go to after they drop off children • Read books about different types of work
			

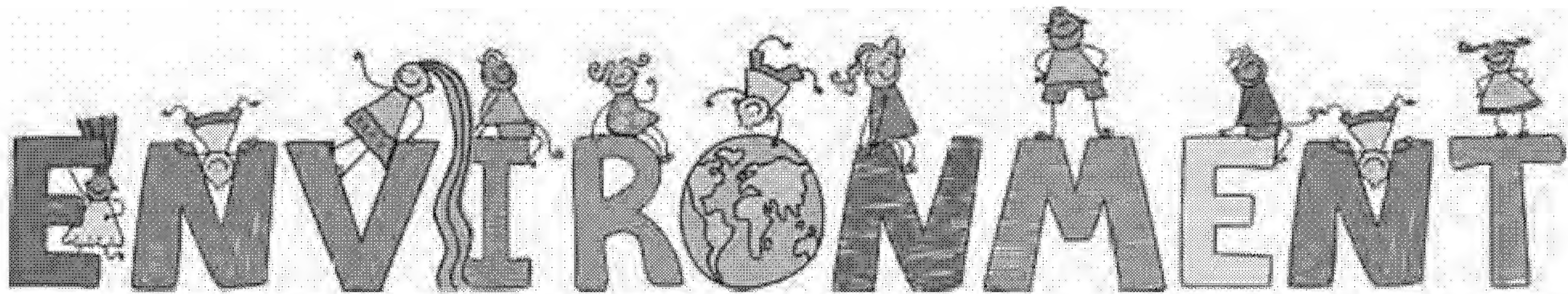
6.3 TYPES OF BUSINESSES	EMERGING	EMERGING	STANDARD STATEMENT • Identify that businesses provide goods or services
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> • Talk about getting hair cut at the barber or beauty salon • Describe going to the doctor to get a shot • Play act scenarios that relate to specific businesses, such as going to the pet store to get pet food
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> • Engage children in discussions about where they go to get specific products • Include a variety of workplace props in the dramatic play area • Read books about workers and their jobs • Point out different businesses during walks
	<p>The object of education is to prepare the young to educate themselves throughout their lives. — Robert Maynard Hutchins</p>		

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

BIG IDEA: Each individual is a member of a larger community.

ESSENTIAL QUESTION: How do I use or create a simple map? Can I describe basic features of places I've visited?

	INFANT	YOUNG TODDLER	OLDER TODDLER
7.1.1 GEOGRAPHIC TOOLS	EMERGING	EMERGING	STANDARD STATEMENT - Follow a pathway or roadway on a large car mat
			EXEMPLARS (EXAMPLES) The learner will: - Use cars and other vehicles to follow a roadway on a mat - Indicate stopping at certain businesses on mat
			SUPPORTIVE PRACTICES The adult will: - Provide large car mat with roadways, buildings and grass indicated for play - Engage in play with children and discuss a pretend "trip" using the mat locations



STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Every location can be described by its physical characteristics.

ESSENTIAL QUESTION: Can I talk about locations in my home?

	INFANT	YOUNG TODDLER	OLDER TODDLER
7.2.1 PHYSICAL CHARACTERISTICS	EMERGING	EMERGING	STANDARD STATEMENT - Identify the characteristics of one's home - Describe the locations of important areas within the home
			EXEMPLARS (EXAMPLES) The learner will: - Talk about the different rooms in the home - Talk about what happens in different rooms such as "I take my bath in the bathroom, I sleep in the bedroom, I eat breakfast in the kitchen" - Identify the room in which certain items might be found such as the TV in the living room, refrigerator in the kitchen - Describe information about the place she/he lives, such as door color or if more than one family lives within (apartment)
			SUPPORTIVE PRACTICES The adult will: - Point out where things are located at school - Ask silly questions like, "Would you find the stove in the garage?" - Encourage children to draw their homes and the rooms within, identifying what is drawn - Post pictures about different houses and places to live

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Everyone needs to appreciate differences and respect each other.

ESSENTIAL QUESTION: Can I show that I know my hair and eye color? Can I draw pictures using colors that represent me?

	INFANT	YOUNG TODDLER	OLDER TODDLER
7.3.1 HUMAN CHARACTERISTICS	<p>EMERGING</p> <p>I found that I could say things with color and shapes that I had no words for. —Georgia O’Keefe</p>	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Begin to recognize own physical characteristics and those of others
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Indicate own color of hair, color of eyes and that of friends Use colors to represent hair and eye color in drawings Recognize boys and girls Notice two eyes, one nose, two ears Ask about words Chinese or Spanish speaking classmates might use
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Discuss similarities and differences in dress, customs, tools and transportation as seen in books, pictures Provide skin tone crayons and markers for children to use Talk about similarities and differences that are represented by children

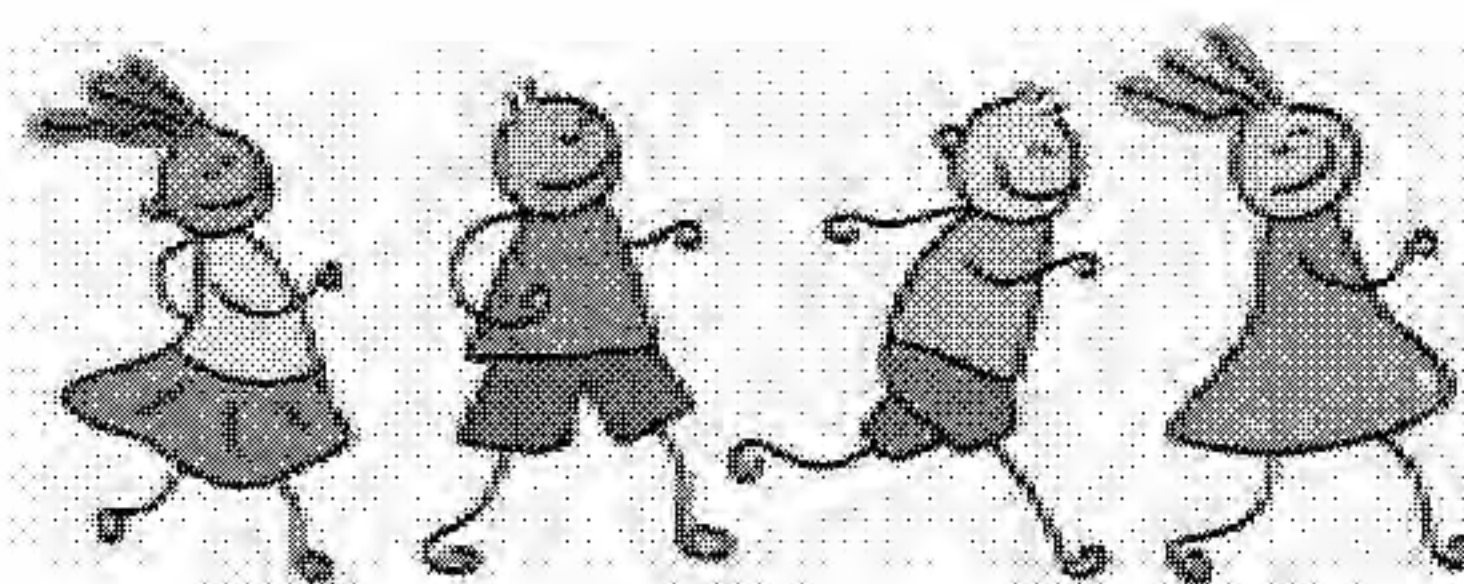
(b)(6)

STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

BIG IDEA: People and the environment affect each other.

ESSENTIAL QUESTION: Can I describe the environment outside? How do I show that I know what is around me?

	INFANT	YOUNG TODDLER	OLDER TODDLER
7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	<p>EMERGING</p> <p>In this classroom you will find sunshine – we radiate the goodness of the earth, Rainbows – we are different Flowers – we are blossoming Children – we are the future. —Sheila Simyak</p>	<p>EMERGING</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize characteristics of their environment
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice and point out objects, posters, pictures and people in the classroom or school Notice and comment on the weather Help to pick up paper and throw in the trash can Wipe off tables after snack
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Take children for walks around the neighborhood, pointing out signs and landmarks Provide opportunities for children to explore their environment, indoors and outdoors Talk daily about the weather Ask children to assist in helping to clean up



STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

BIG IDEA: Past and present experiences and ideas help us make sense of the world.
ESSENTIAL QUESTION: Do I state that I want something now? Can I tell when important things happen during my day?

8.1.1 CONTINUITY AND CHANGE OVER TIME	INFANT	YOUNG TODDLER	OLDER TODDLER
<p>EMERGING</p> <p>The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole. – Krishnamurti</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to changes in routines or schedule 		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> State periods of day when events occur
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Remind adult that a specific activity is next Refuse to clean up or transition if unready Ask "When is storytime?" 		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell when things occur, such as going to bed at night or eating breakfast in the morning Repeat the classroom daily schedule with adult assistance Show ability to wait for upcoming event, such as snack will come after reading
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Respond to children's questions about routines Display picture schedule in the classroom so children can become familiar with the sequence of the day Consistently follow the sequence of events within a daily schedule, avoiding change as much as possible Use words such as "remember" or "next" when describing the daily schedule; "remember, after we eat, it's time for outside play" 		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about the part of the day when things are happening such as "This morning we will..., This afternoon we will..." Ask children to tell you when daily events occur using morning, afternoon, night Post and describe the daily schedule, following it consistently Read books and talk about what might happen next Use vocabulary, such as today, tomorrow or yesterday

8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	EMERGING	EMERGING	EMERGING
<p>(b)(6)</p>	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize changes in objects such as plants or trees over time 		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize changes in objects such as plants or trees over time
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice that a plant is blooming Notice new items in the classroom Talk about changes that happen to trees in the winter 		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Notice that a plant is blooming Notice new items in the classroom Talk about changes that happen to trees in the winter
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures that show changes over time Include blooming plants in the classroom Observe a tree near the classroom that changes with the seasons 		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures that show changes over time Include blooming plants in the classroom Observe a tree near the classroom that changes with the seasons

SOCIAL STUDIES THINKING GLOSSARY

CIVICS AND GOVERNMENT

- Authority** – Right to control or direct the actions of others, legitimized by law, morality, custom or consent
- Citizen** – Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government
- Community** – A group of people who share a common social, historical, regional or cultural heritage
- Conflict Resolution** – The process of attempting to solve a dispute or conflict
- Country** – The acceptable political boundaries or borders recognized throughout the world
- Decision-making Process** – An organized approach to making choices
- Government** – Institutions and procedures through which a territory and its people are ruled
- Leadership** – State or condition of one who guides or governs
- State** – A commonwealth; a nation; a civil power

ECONOMICS

- Community Helpers** – Any group or individual who plays a role in the community such as doctors, nurses, dentists, teachers, parents, firemen, policemen, trash collectors, animal control officers
- Competition** – The rivalry among people and/or business firms for resources and/or consumers
- Consumer** – One who buys or rents goods or services and uses them
- Cost** – What is given up when a choice is made; monetary and/or non monetary
- Demand** – The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various prices during a specific time period
- Goods** – Objects that can satisfy people's wants
- Household** – The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated
- Money** – A medium of exchange
- Natural Resource** – Anything found in nature that can be used to produce a product (e.g., land, water, coal)



- Price** – The amount people pay in exchange for a particular good or service
- Producer** – One who makes goods or services
- Profit** – Total revenue minus total costs
- Services** – Actions that are valued by others
- Supply** – The different quantities of a resource, good or service that potential sellers are willing and able to sell at various prices during a specific time period
- Wants** – Desires that can be satisfied by consuming goods, services or leisure activities

GEOGRAPHY

- Climate** – Long-term patterns and trends in weather elements and atmospheric conditions
- Environment** – Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist.

Geographic Tools – Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs)

Place – An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas

Resource – An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value

HISTORY

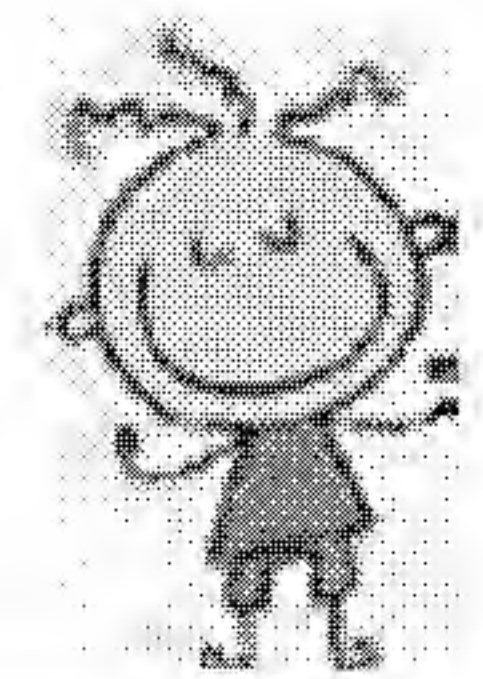
- Conflict** – The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.
- Culture** – The beliefs, customs, practices, and social behavior of a particular nation or people
- Document** – A formal piece of writing that provides information or acts as a record of events or arrangements
- Media Sources** – Various forms of mass communication such as television, radio, magazines, newspapers and internet



HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT

LEARNING ABOUT MY BODY

Children's future health and well-being are directly related to the development and strengthening of their gross and fine motor muscles. Children must have opportunities to experience active indoor and outdoor play in which they can use their bodies to explore the environment while acquiring muscle control, balance, coordination, strength, eye-hand coordination and other related skills. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.



GET UP AND MOVE!

Obesity is a growing concern even for very young children. Research indicates that even young toddlers are eating inappropriate foods with too many calories. Early childhood programs have a unique opportunity to influence children's healthy eating and physical activity habits. Teachers need to plan adequate opportunities for children to exercise and engage in outdoor play, weather permitting. Including active movement games and songs as part of the indoor routine can also extend the amount of time children are exercising each day. Providers must carefully plan menus that offer healthy foods and limit snacks and extras, like dessert, to nutritionally-appropriate selections. Teachers who work with their program administrators and their families to introduce and sustain good healthy choices and habits influence children's ongoing development and school success.

Standard	Page
10.1-3: Healthy and Safe Practices	69
10.4: Physical Activity: Gross Motor Coordination	77
10.5: Concepts, Principles and Strategies of Movement: Fine Motor Coordination	77

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES

THIS STANDARD HAS BEEN COMBINED BUT IS ALIGNED TO THE GRADES 3-12 STANDARDS 10.1 AND 10.3.

BIG IDEA: Children need to be able to make healthy choices physically and nutritionally. Children's ability to learn is dependent on healthy habits including good nutrition, physical activity and safe practices. Teachers need to model, demonstrate, instruct, and provide opportunities on ways to make good decisions about their health, wellness, and physical development.

ESSENTIAL QUESTION: Can I begin to locate body parts? Can I practice health and safety routines? Can I make food choices?

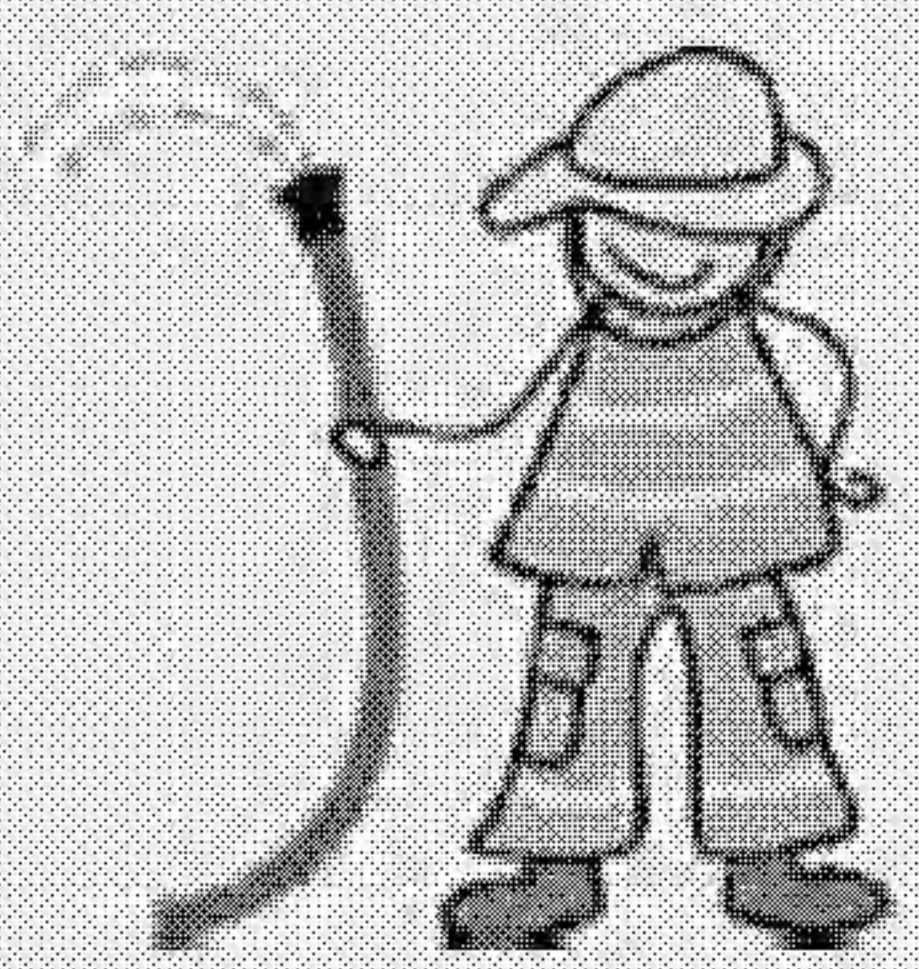
	INFANT	YOUNG TODDLER	OLDER TODDLER
10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	EMERGING	STANDARD STATEMENT <ul style="list-style-type: none"> Attempt or complete basic hygiene practices with adult support Recognize basic health care workers in books, pictures or photographs 	STANDARD STATEMENT <ul style="list-style-type: none"> Attempt hygiene routines independently Name people who keep us healthy
		EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use tissue to wipe nose Wash hands with adult help Attempt to pull up pants Point to doctor in story and say, "doctor" 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Wash hands with assistance, attempt independent toileting, begin to brush teeth with assistance, use tissues to wipe nose Identify doctor and nurse in pictures or when playing
		SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities in daily schedule to practice hygiene routines (washing hands, tooth brushing, flossing teeth) Create opportunities to explore healthy practices through play (doll/toy washing) Give child time to accomplish hygiene routines independently before stepping in to assist Describe health care workers and how they keep us healthy Talk about the importance of healthy and safe practices, such as "Apples taste so good and they help build our muscles so we can run and play" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities in the daily schedule to practice hygiene routines, such as tooth brushing, teeth flossing or handwriting Provide props in learning centers to explore hygiene practices through play, such as washing dishes, doing laundry or cooking Provide books and games focusing on good hygiene Discuss doctors, nurses and dentists Provide pictures, puppets and puzzles depicting health care worker

(b) (6)

CONTINUED...

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES continued

10.1-3.2 BODY AWARENESS	STANDARD STATEMENT - Point or touch basic body parts when named by adult	STANDARD STATEMENT - Find basic body parts when asked - Name basic body parts	STANDARD STATEMENT - Move basic body parts when asked - Identify additional body parts
	EXEMPLARS (EXAMPLES) The learner will: - Touch or move fingers, hands, toes, feet and head when asked where those body parts are located	EXEMPLARS (EXAMPLES) The learner will: - Point to fingers, toes, hands, feet, head and tummy when asked to locate on own body - Point to fingers, toes, hands, feet, head or tummy when asked to locate on doll or in picture - Can tell adult, "nose" or "mouth" when asked, "What's this?"	EXEMPLARS (EXAMPLES) The learner will: - Follow basic directions in a movement song, such as shake your feet or wiggle your arms - Point to additional body parts such as elbow, ankle - Participate in finger plays where children move fingers or hands, such as "Where is Thumbkin?"
	SUPPORTIVE PRACTICES The adult will: - Move and name fingers, hands, toes, feet and head when changing diaper or washing hands	SUPPORTIVE PRACTICES The adult will: - Point out fingers and hands during fingerplays and songs with motions - Identify fingers, hands, toes and feet when changing diaper or washing hands - Tickle tummy and call it by name - Play body part naming games such as Hokey Pokey - Ask child to identify body parts on dolls during play - Play body awareness games such as This Little Piggy	SUPPORTIVE PRACTICES The adult will: - Point out fingers and hands during fingerplays and songs with motions - Move fingers, hands, toes and feet when changing diaper or washing hands - Tickle tummy and call it by name - Play Simon Says or follow the Leader game indicating body parts such as "Bend your elbow"

10.1-3.3 SAFE PRACTICES	EMERGING 	STANDARD STATEMENT - Cooperate with basic safety practices	STANDARD STATEMENT - Use basic safety practices - Name people who keep us safe
		EXEMPLARS (EXAMPLES) The learner will: - Pick up toys when asked - Hold adult hand when crossing street - Try to follow basic safety directions when given	EXEMPLARS (EXAMPLES) The learner will: - Manage own behavior with guidance - Follow basic safety directions - Seek support when trying something new or meeting new people - Identify fire fighters and police officers through play or in picture
		SUPPORTIVE PRACTICES The adult will: - Provide verbal guidance and physical support, such as "nice touches" or "walk" - Give clear directions about playing and working in a safe way - Hold hand when crossing street - Model and practice putting away toys, such as providing labels to identify where toys belong	SUPPORTIVE PRACTICES The adult will: - Review and reinforce safety rules for classroom and playground - Provide community workers props for dramatic play, such as boots, fire fighter hats and hoses - Engage children in cleaning up and putting away toys and belongings, using labels on shelves to help identify where they belong - Read and discuss books about safety workers and safe practices

10.1-3.4 NUTRITION	EMERGING I know of no other manner of dealing with great tasks, then as play. -Albert Schweitzer	EMERGING	STANDARD STATEMENT - Select from healthy food choices
			EXEMPLARS (EXAMPLES) The learner will: - Try new foods - Choose between food options - Show preferences
			SUPPORTIVE PRACTICES The adult will: - Model healthy eating while sitting with child at the table - Provide a choice of two or more nutritional foods - Allow toddlers to choose options

(b)(6)

STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration.

ESSENTIAL QUESTIONS: Can I regularly demonstrate a variety of large motor movements? Can I show coordination of muscles as I engage in play?

INFANT	YOUNG TODDLER	OLDER TODDLER
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Develop control of head and back, progressing to arms and legs. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Control and coordinate movement of arms, legs and neck. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Combine and coordinate arm and leg movements when engaged in activity.
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use body to move, such as creep and crawl. Roll from tummy to back and vice versa. Stand and move, using furniture as support. Take walking steps, with adult assistance. Roll a ball while sitting. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Walk with increasing coordination and balance. Throw a toy, ball or stuffed animal in a forward motion. Roll ball short distances. Begin to run, backwards. Climb on crates and out of things. Stretch, kick, lift and extend arms and legs. Move push or pull toys around the environment. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Attempt to throw an object using an underhand toss. Attempt to catch a ball that is thrown below it hits the ground. Straddle a riding toy like a Koolha car and use feet to make it move. Run with increasing speed and skill. Attempt to jump, using two feet. Climb a short ladder with assistance. Crawl through a small tunnel.
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide ample tummy time for young infants to develop head and neck. Use colorful socks to encourage exploration of feet. Provide safe environment where infants can crawl and creep safely. Provide time for children to sit in high chairs or strollers, taking care to monitor the length of time they are seated in any one location. Move infants' limbs while diapering. Maintain furniture for safe and sharp edges and design. Call to children from a short distance to encourage them to crawl or take walking steps. Provide support while children are learning to walk, such as furniture they can hang on or hold hands. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Locate toys for child to discover when standing or seated. Provide plenty of outside time for children to practice large muscle control activities. Provide balls or beanbags for throwing and catching practice. Engage children in modeling practice. Provide simple wheel toys for children to push or pull. Offer opportunities for climbing. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide balls and beanbags with targets such as baskets for children to practice throwing. Use large balls to practice catching with toddlers. Provide daily outdoor play as weather permits. Include low swings and slides as part of outdoor play equipment. Provide riding toys and basic bikes for children to ride, push or pull. Set up safe and simple obstacle courses or opportunities for children to crawl through tunnels or climb over soft equipment. Introduce simple relay races, asking children to run or hop on the like tasks.

10.2 BALANCE AND STRENGTH	10.4	10.5
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Exhibit strength and balance in stationary body movements. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Exhibit balance and strength when moving from place to place. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate strength and stamina when performing gross motor activities. Engage in active play with a goal in mind.
<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold self in sitting position for short time. Move arms and legs forcefully when lying down or seated. Stand with support. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Pull to standing using table or chair. Walk with one foot in front of the other. Use steps with adult assistance. Bend or squat to pick up an object from the floor and return to standing without support. Climb from the floor onto the sofa or other low furniture. Run or hop to music. Move arms and legs to show excitement. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use two feet per step method to walk up and down stairs. Jump with both feet leaving the ground at the same time. Balance on one foot with assistance of furniture or adult hand. Stand for a brief time on tip toes. Join in games such as Follow the Leader or Ring Around the Rosy. Climb on a chair or step stool to reach an object. Climb a small jungle gym. Kick at a large ball that is stationary or rolled toward toddler.
<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use "Boppy" pillows to help support child. Hold hands against the soles of infants' feet to provide a base. Hang toys where infants can swat them using arms and hands. Hold infant under arms or around waist when practicing standing. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide stable furniture for young children to pull up on. Cover corners of tables and other sharp edges. Hold child's hands while trying to walk. Provide support for children on small sets of stairs (2-3). Provide mats at different levels for children to practice walking up and down with assistance. Play music for young toddler that encourages movement of limbs. Have young toddlers imitate up and down movements to music. Provide close supervision as young toddlers explore their environment. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for toddlers to practice climbing up and down stairs with assistance. Encourage jumping up as high as possible. Place lines on the floor for children to jump on. Model how to stand on one foot. Model how to stand on tip toes. Play movement songs like The Grand Old Duke of York that require toddlers to get on tiptoes. Play movement games with simple up, down or other movements. Provide leveled mats or short ladders for children to practice climbing. Provide supervision as children climb ladders and jungle gyms. Provide a variety of balls for kicking. Provide daily outdoor play as weather permits.

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength and controlled use of tools.

ESSENTIAL QUESTIONS: How do I use my hands to develop self-help skills? How do I develop eye-hand coordination? How well do I control my fine muscle movements?

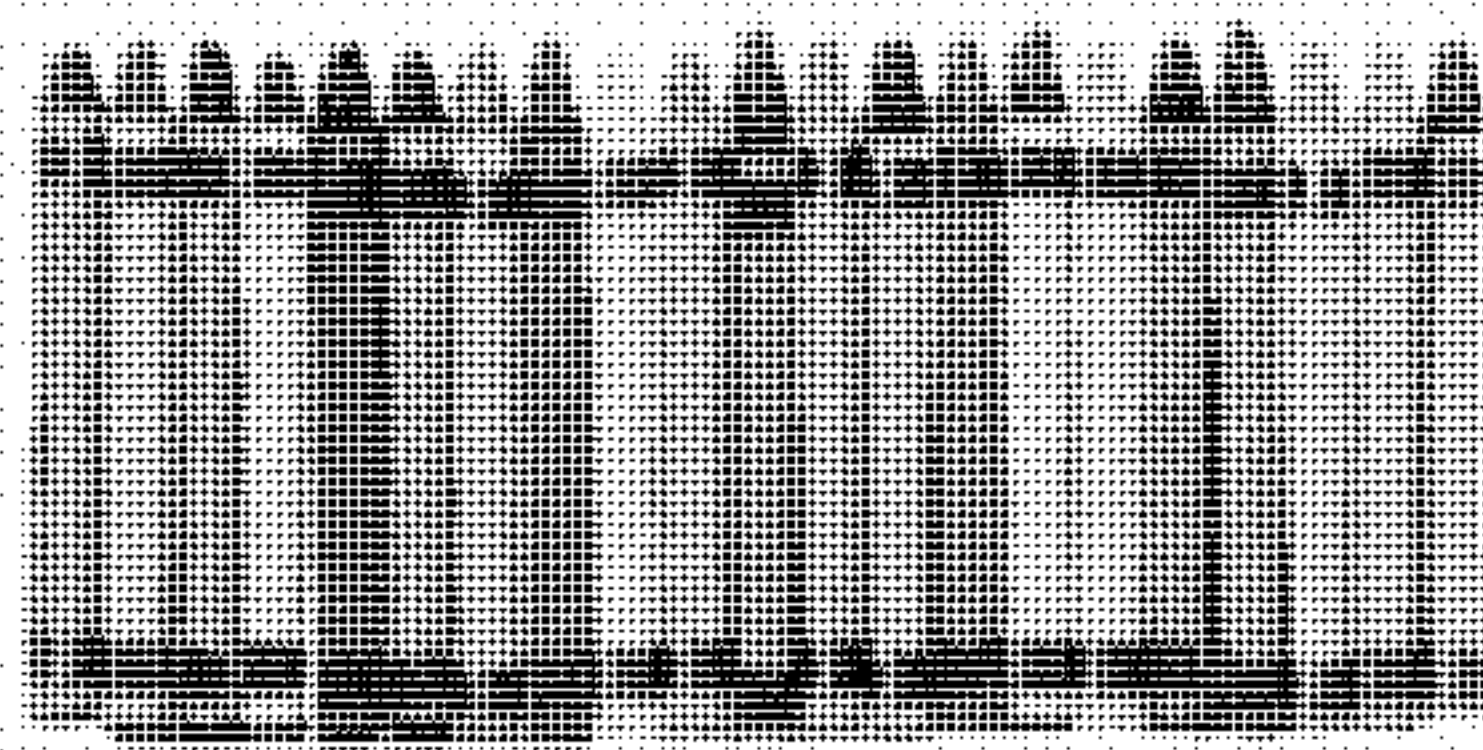
	INFANT	YOUNG TODDLER	OLDER TODDLER
10.5.1 STRENGTH, COORDINATION AND MUSCLE CONTROL	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use hands to accomplish actions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Twist the wrist to turn hands Hold an object in one hand and manipulate it with the other hand 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Twist the wrist to accomplish a task Refine grasp to manipulate tools and objects
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Briefly hold or shake a rattle placed in the hand Scoop up objects as if wearing a mitten Pick up and drop toy or food over the edge of high chair tray Pick up small objects, such as cheerios, banana slices or small toys Hold object in one hand while reaching for another Transfer objects from hand to hand Use pincer-grasp to pick up objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Manipulate door knobs, wind up toys, twist tops, and screw lids. Wind a music box Pick up more than one object in the same hand Hold objects without dropping Spin the blades of a toy helicopter Brush a doll's hair Connect beads, trains or blocks together Imitate motions of basic finger plays 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Attempt to snap, Velcro or button clothing Fold blankets or paper without accuracy Roll and play with play dough String large beads, using one hand to slide the bead on while the other holds the string Pound objects with intent and precision Complete simple puzzles Hold pencil or crayon Perform motions of simple finger plays Use thumb and forefinger to put pegs in holes with accuracy
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ensure objects are larger than 1.5 inches in diameter. If the object fits inside a toilet paper tube, the object is not safe for infants Provide a variety of rattles and objects Provide a variety of size appropriate objects to pick up 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide materials that require different hand and finger movements for toddlers to manipulate Provide safely sized objects for children to sort and gather Model how to hold an object such as a doll while feeding or brushing the hair of the doll Use fingerplays on a daily basis Provide linking objects for children to connect 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide dolls or doll forms with snaps, Velcro and buttons Provide a variety of art materials Provide toddlers with large beads with shoelaces or lacing cards Provide playdough, rolling pins, and cookie cutters Provide materials that require different hand and finger movements for toddlers to manipulate Provide pegs, pegboards, and wooden hammers Use fingerplays daily Provide puzzles with assorted pieces

10.5.2 EYE/HAND COORDINATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Pick up food and put it in mouth 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Stack toys and blocks Place objects into containers 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Build simple structures using small blocks Manipulate the pieces of a puzzle Write or draw on paper using crayon or pencil Hold book with one hand while turning pages with the other
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Pick up small pieces of fruit from tray and put in mouth Manipulate toys or objects to place in range of vision Attempt to turn pages of a board book using thumb and fingertips 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use nesting toys and place one inside another Stack 2-4 blocks or objects Drop wooden or plastic beads or shapes into a container 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put together duplos or stack small blocks into a tower Pour sand or water from one container to another Draw a simple picture Move a puzzle piece until it fits in a correct location
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Cut food into finger size pieces Prompt infant to turn the page while readings 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide blocks for children to stack Provide an assortment of different sized plastic containers for stacking/nesting toys Provide wooden or plastic beads and shapes with containers for collecting and dumping Provide children with board books Model turning pages Ask children to point to items on pages 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of blocks for stacking Include a variety of puzzles and other toys that require controlled hand movements to fit them together Provide books for children's independent use Offer art materials for children to draw, paint or write <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>(b) (6)</p> </div>

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STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Manipulate basic utensils. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use writing or drawing tools with limited coordination. Use spoon and fork for eating. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use writing or drawing tools demonstrating refined skill. Use basic household or classroom tools.
<p>EXAMPLES (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold a spoon by handle and bring on high chair or plate. Attempt to use utensil to feed self. Hold crayon and make marks on paper. 	<p>EXAMPLES (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold a large crayon in a fistful hand and use the tip to make marks on paper. Place a spoon into the mouth right side up so that food usually does not spill. 	<p>EXAMPLES (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use pencil or crayon to make recognizable shapes, lines or dots. Paint on paper using a fat point brush. Manipulate a spoon or fork so that food does not usually spill. Use safety scissors to make simple snips or cuts. Use age appropriate hammer to pound. Wipe table with cloth after eating. Roll play dough to make a ball or snake.
<p>SUPPORTIVE PRACTICES</p> <p>The teacher will:</p> <ul style="list-style-type: none"> Provide pots, pans and spoons for play. Provide utensils for feeding. Provide large, chunky crayons and paper while child is seated. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide young toddlers with age-appropriate writing utensils, such as chunky crayons or large pencils. Provide child-sized eating utensils. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide toddlers with age-appropriate writing instruments, such as chunky crayons, pencils or washable markers. Provide basic tools to use with play dough, such as rolling pin or plastic cookie cutters. Engage children in clean-up activities where they can use a cloth or sponge to wipe up a spill or clean the table. Offer age-appropriate tools such as hammers for pounding or screwdrivers. Introduce scissors, providing adult supervision and guidance for their use.



HEALTH, WELLNESS & PHYSICAL DEVELOPMENT GLOSSARY

Agility – A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy

Balance – A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

Coordination – A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately

Developmental Differences – Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners’ developmental status will affect their ability to learn or improve

Developmentally Appropriate – Motor skill development and change that occur in an orderly, sequential fashion and are age and experience related

Directions – Forward, backward, left, right, up, down

Flexibility – A health-related component of physical fitness that relates to the range of motion available at a joint

Food Guide Pyramid – A visual tool used to help people plan healthy diets according to the Dietary Guidelines for America

Health – A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity

Health Education – Planned, sequential K-12 program of curricula and instruction that helps students develop knowledge, attitudes and skills related to the physical, mental, emotional and social dimensions of health

Locomotor Movement – Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop

Motor Skills – Non-fitness abilities that improve with practice and relate to one’s ability to perform specific sports and other motor tasks (e.g., tennis serve, shooting a basketball)

Movement Skills – Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities

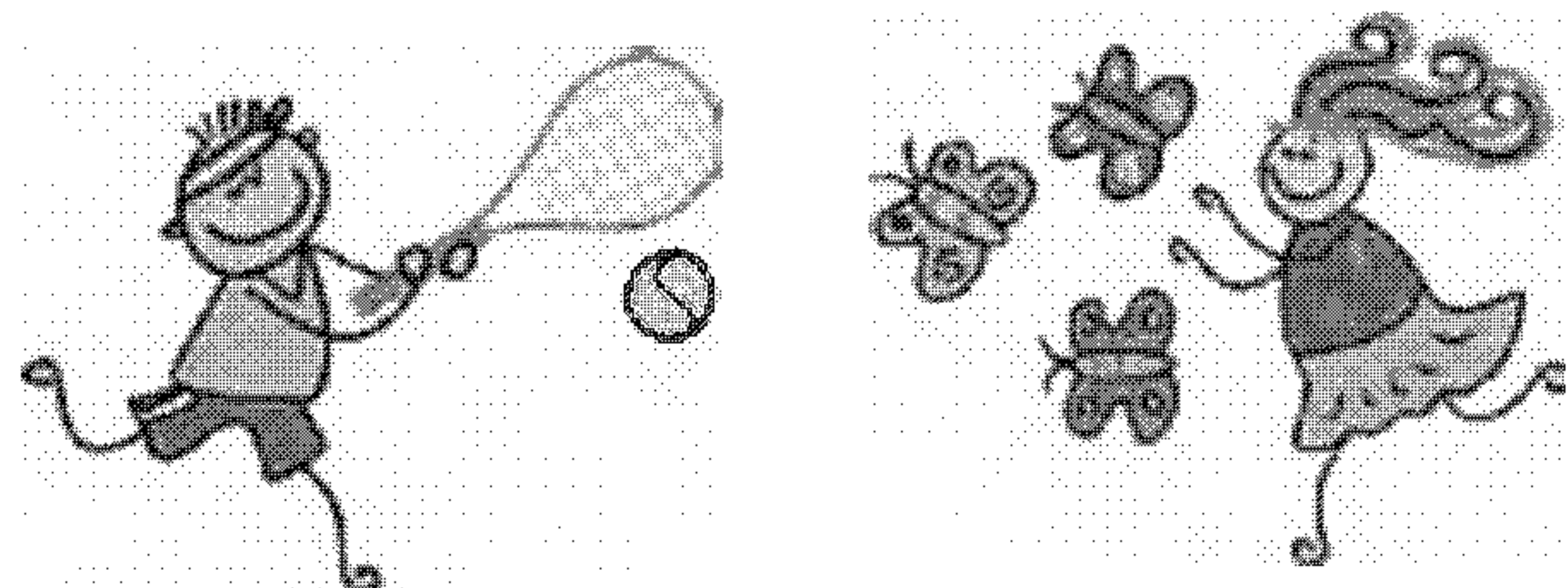
Nonlocomotor Movement – Movements that do not produce physical displacement of the body

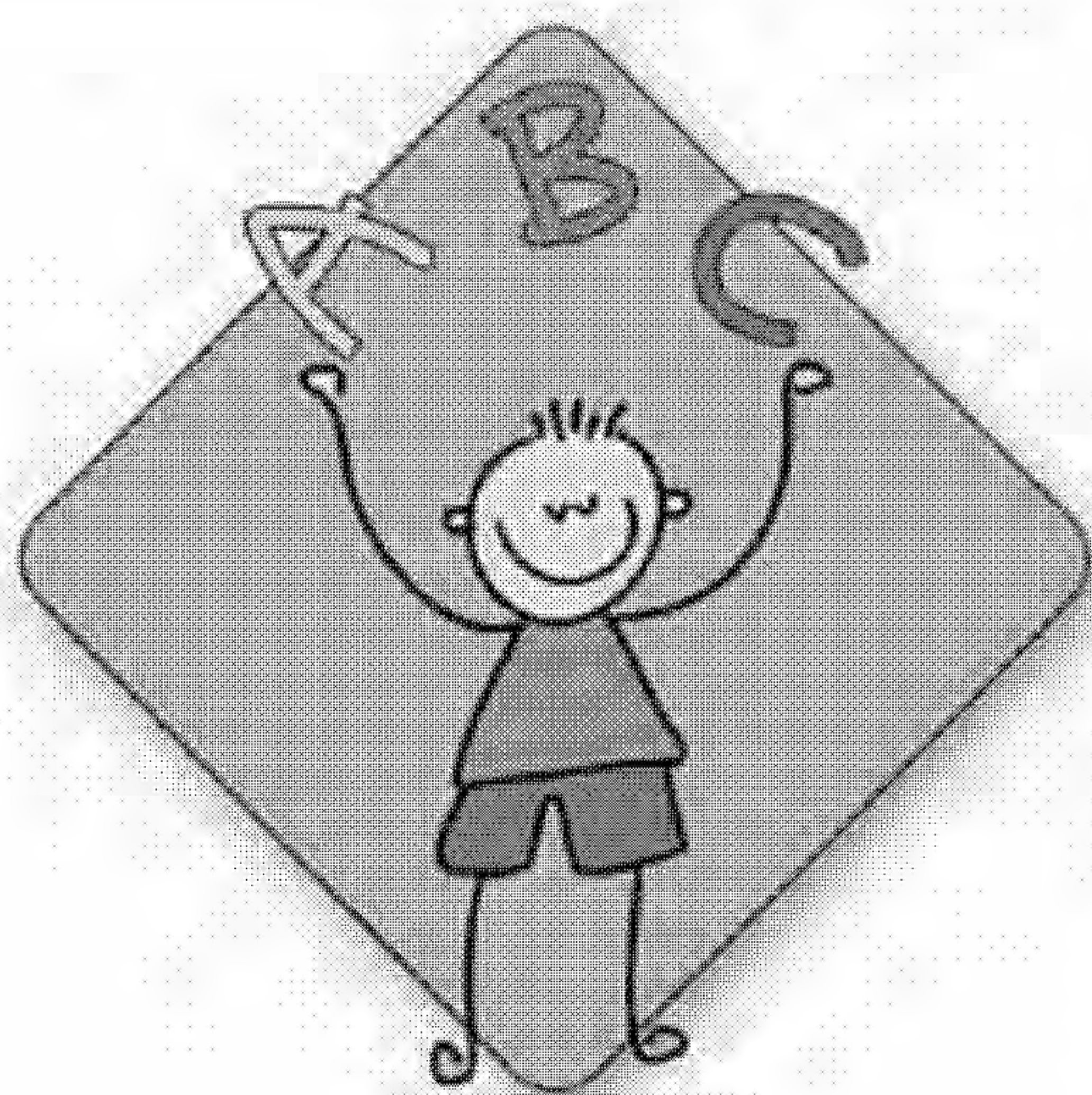
Physical Activity – Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure

Physical Education – Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life

Physical Fitness – A set of attributes that people have or achieve and that relate to their ability to perform physical activity. Generally accepted to consist of health-related fitness and skill-related fitness

Safety Education – Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury





LANGUAGE AND LITERACY DEVELOPMENT

EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes. Children should be exposed to a variety books to acquire new information and for personal fulfillment. Children apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text. Children draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning and their word identification strategies. Children vary their use of the spoken and written language to communicate effectively with others. One of the first building blocks of reading is phonemic awareness; this is one of the best predictors of early reading achievement. Children should be developing this awareness in the early years by listening to rhyming stories and songs and engaging in word play activities.

INCLUSIVE CLASSROOMS

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying classroom experiences alongside their typically developing peers. Teachers, specialists, and families must work together to understand all children's unique needs while adapting teaching strategies, materials and/or environment to assure that every child can learn and develop to his/her highest potential. Adults must celebrate all children's accomplishments and appreciate what children can learn and do.

Standard	Page
1.1 Learning to Read Independently	79
1.2 Reading Critically in all Content Areas	82
1.3 Reading, Analyzing, and Interpreting Literature	83
1.4 Types of Writing	83
1.5 Quality of Writing	86
1.6 Speaking and Listening	85
1.7 Characteristics and Function of the English Language	87
1.8 Research	87

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

BIG IDEA: Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes

ESSENTIAL QUESTION: Can I find a text when asked? Can I name some letters in my name? How do I increase my speaking vocabulary? Can I respond to show I understand? Can I participate in fluency activities?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.1 PURPOSES FOR READING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate a beginning interest in pictures and books that have color, pattern and contrast 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show a preference for favorite books or pages Demonstrate beginning book-handling skills 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Independently seek books to read during free play Point to pictures or objects in books when asked
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Gaze, babble, pat and point at books or photos Attend to pictures in a book during lap-reading with an adult 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose favorite book from collection of books Point to or frequently turn to favorite parts of a book Search for specific picture in book when asked Request adult to read 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose favorite books from collection of books Answer simple questions related to specific pages in book Find his favorite cereal by the picture on the box Use the stop sign in play with his cars and block building Try to put toys away in correctly labeled bins or shelves
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of cloth and sturdy cardboard books for exploration Engage children in lap-reading daily, showing and describing the pictures <div style="border: 1px solid black; padding: 5px; width: fit-content;">(b) (6)</div>	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide sturdy books for children to use independently through the daily routine Ask questions about the pictures when reading with a child Read quality books to children independently or in small groups Model book reading 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about some of the signs adults need to know when driving or playing Label the places where toys belong with simple signs that also have pictures cut from catalogues Read to children at least once a day Talk to children about story plots or characteristics Ask children questions about the story and pictures within

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STANDARD I.1: LEARNING TO READ INDEPENDENTLY *continued*

1.1.2 WORD RECOGNITION SKILLS	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify some letters in own name Recognize symbols and logos in the environment 	
	<p>Through the picture I see reality. Through the word, I understand it.</p> <p>—Sven Lidman</p>		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Name some of the letters in own name Recognize the school's logo or name or the logo from a familiar restaurant Pretend to read aloud to others and self 	
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Read books daily Use new vocabulary and ask questions to extend understanding of words Name letters when using them 	
1.1.3 VOCABULARY DEVELOPMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Communicate with gestures, sounds or baby talk Use a few simple words to indicate family members or familiar objects Babble, making word-like sounds 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Begin to speak in 2- word sentences lacking sentence structure Use a subject and verb Ask questions about a story that is being read Understand about 200 words and use about 50 in everyday speech 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use simple sentences with appropriate grammatical structure Understand as many as 900 words and use about 300 in everyday speech Carry on a conversation Speak in understandable words Use some personal pronouns 	
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Look at or move toward named person or object Repeat sounds initiated by adult Name mama, dada 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use short phrases such as "mommy go" Ask an adult about the bear in a story or about a new building that is being constructed while on a walk Name an object while playing with it, such as "block" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Describe characteristics of objects or materials, such as "This feels soft" Use prepositions, such as "the money is inside the purse" Use identifiable words to describe pictures Refer to self and surroundings by name Repeat new words 	
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Name objects when reading with child, introducing new words and objects Listen and respond to children's babble and attempts to say words Respond to infant's gestures and nonverbal signals 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Label objects and people Pause before ending a phrase in a song or story to allow child to say the next word Use words and gestures that correspond, such as moving the arms up high while saying "so big" Name new objects or events, repeating often to help children acquire the word or phrase 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Discuss words and meanings of words in daily use Use descriptive language Introduce new words on a regular basis Engage in conversation with each learner Name objects and describe actions in books 	
1.1.4 COMPREHENSION AND INTERPRETATION	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Attend to a picture or section of a book when reading with an adult Answer simple questions about a story 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to questions about a story Enact action word when asked Identify characters in story Make real-world connections between pictures and environment Relate story to personal experiences when asked 	
	<div style="border: 1px solid black; padding: 10px; min-height: 200px;"> <p>(b) (6)</p> </div>		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Point to picture in a book when asked by adult Answer a question about a book, such as "What is the little girl wearing?" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Respond to action in a story, such as jump when characters jump Name some of the characters in the story Ask and answer questions about the story such as who, where, what, why Share how the story is similar to own life experiences
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask simple questions about obvious detail Describe pictures to the young learner when you read Respond to a learner who demonstrates interest in a book by reading aloud Describe actions when sharing books Read same book repeatedly, pointing out pictures, characters and action Repeat simple rhymes, songs and finger plays with adult support Choose or sort simple books that capture children's interests 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Read at least once every day Ask questions related to stories, such as content and illustrations or "What comes next?" Sequence story events Engage learners in recreating familiar stories and tales Assist learners in making connections in stories Read same story repeatedly, checking for comprehension by asking questions

STANDARD 1.2: READING CRITICALLY IN ALL CONTENT AREAS

BIG IDEA: Children understand and respond to a wide variety of text.

ESSENTIAL QUESTION: Can I identify some characters and events in a story? Can I hold a book correctly? Can I guess what will happen next?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.2.1 NONLITERARY AND VISUAL MEDIA	EMERGING <i>Our greatest natural resource is our children.</i> —Walt Disney	STANDARD STATEMENT • Select a favorite book to read	STANDARD STATEMENT • Identify a book by its cover • Identify main character • Recall an event from a story • Make an "I like" statement about a favorite book or story
		EXEMPLARS (EXAMPLES) The learner will: • Ask adult to read a favorite book • Look at book covers repeatedly • Comment on specific events or characters from a book • Point to specific character or object in a story • Respond to what might happen next	EXEMPLARS (EXAMPLES) The learner will: • Recognize and select a book by its cover or title • Name main character in the story • Name one event in a story • Talk about what the story is about
		SUPPORTIVE PRACTICES The adult will: • Provide a variety of sturdy books for exploration • Ask child to identify characters or objects in books • Talk about what happened before or after a page or event	SUPPORTIVE PRACTICES The adult will: • Ask questions about the book, such as "Why did I like to pick the apple?" • Point out letters or sounds within a story
1.2.2 TEXT ORGANIZATION	EMERGING	STANDARD STATEMENT • Show interest in books or photos	STANDARD STATEMENT • Demonstrate book handling skills
		EXEMPLARS (EXAMPLES) The learner will: • Hold a book in hands • Mouth books	EXEMPLARS (EXAMPLES) The learner will: • Hold book in two hands and turn pages, one at a time • Pick up a book and turn it until the child faces the cover
		SUPPORTIVE PRACTICES The adult will: • Model book handling • Help child hold book while reading • Use book handling terms while reading, such as "Let's see what's inside" or "Look at the cover of this book"	SUPPORTIVE PRACTICES The adult will: • Model appropriate book handling skills • Introduce books to children, talking about cover, author or the character • Give children the opportunity to turn pages, one at a time • Orient books, talking about how print goes from left to right, reading from top to bottom

STANDARD 1.3: READING, ANALYZING, AND INTERPRETING LITERATURE: FICTION AND NON-FICTION

BIG IDEA: Children understand and respond to works of literature.

ESSENTIAL QUESTION: Can I recognize familiar characters?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.3.1 STORY ELEMENTS	EMERGING	EMERGING	STANDARD STATEMENT • Recognize pictures of familiar characters in book
			EXEMPLARS (EXAMPLES) The learner will: • Name characters
			SUPPORTIVE PRACTICES The adult will: • Talk about illustrations • Ask open ended questions about illustrations

STANDARD 1.4: TYPES OF WRITING

BIG IDEA: Children write for different purposes and audiences.

ESSENTIAL QUESTION: Can I tell a story?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.4.1 NARRATIVE	EMERGING <i>Every child is gifted; some just open their packages at different times.</i> —Bob Livingston	EMERGING	STANDARD STATEMENT • Tell a story about a picture • Describe how something works
			EXEMPLARS (EXAMPLES) The learner will: • Tell a make-believe story • Describe the shapes in a drawn picture, such as "This is the dog and here's her doghouse" • Finish a familiar story when adult pauses • Use descriptive phrases, such as "big dog" or "pretty shirt"
			SUPPORTIVE PRACTICES The adult will: • Relate stories that have real and make believe events • Ask questions about what is happening in a story • Ask children to describe their paintings or drawings

STANDARD 1.5 QUALITY OF WRITING

BIG IDEA: Children write for different purposes and audiences.
ESSENTIAL QUESTION: Can I talk about pictures? How do I practice pre-writing skills?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.5.2 CONTENT	EMERGING	EMERGING	STANDARD STATEMENT • Notice details in an illustration or picture
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Describe the details about a picture in a book, such as "He's running to get that ball" Find name on printed material or cards Make marks on paper to reproduce name Use scribble marks to represent a description of a drawing
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about the meaning of pictures in a book, such as "What do you think this picture is telling us about Jimmy?" Post each child's written name throughout the classroom Point out environmental print in writing
1.5.6 CONVENTION	EMERGING	EMERGING	STANDARD STATEMENT • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating letters and other forms
			EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Select markers, crayons, paints, chalk, pencils to draw and write Trace or create letters and other shapes using tactile materials such as sand, sandpaper, glue, foam and playdoh
			SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a variety of materials for writing Model conventional writing

STANDARD 1.6: SPEAKING AND LISTENING

BIG IDEA: Children communicate in many different ways to acquire wants and needs, to share their ideas, and listen to others
ESSENTIAL QUESTION: How do I use speaking and listening skills in everyday life?

	INFANT	YOUNG TODDLER	OLDER TODDLER
1.6.1 LISTENING SKILLS	STANDARD STATEMENT • Respond to adult verbalizations that indicate understanding of what is being said • Respond to repeated words or phrases • Connect voice to specific person • Follow simple direction	STANDARD STATEMENT • Focus attention on speaker and attempt to imitate speech • Respond to adults' requests showing understanding of what is being asked • Follow a one-step simple direction • Understand descriptions of activities or events	STANDARD STATEMENT • Demonstrate understanding of position words • Demonstrate understanding the sequence of time and events • Follow 2-step directions
	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Turn head, look at the face and eyes when an adult speaks or show expression Respond to "bye-bye" or "naptime" Look at phone when it rings Look at family member or caregiver and smile Point to a picture when asked Play pat-a-cake 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Listen and imitate words Point to the cat in a book when you say, "Where is the cat?" Answer a simple question with a nod of head Go to wash hands when caregiver says, "Get ready for lunch" Find a toy when asked to retrieve it 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Move arm or leg up, down, or over head Respond with understanding when adult says "we'll go outside after we eat" Follow the request to "pick up the crayon and put it in the bowl" Remember the events in a book previously read and notice if a section is omitted on a second-read
	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk to infant throughout the day describing actions and new sounds or experiences Use words or phrases over and over to increase language learning Engage baby in social games, such as Pat A Cake or This Little Piggy Respond to baby's babbles 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask open-ended questions Ask simple questions that offer children a choice Name objects and actions, introducing new words often Praise the learner when directions are followed 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read and re-read books to enhance understanding and vocabulary development Provide opportunities to re-tell stories or parts of a story Ask questions about books or stories

CONTINUED...

STANDARD 1.6: SPEAKING AND LISTENING continued

STANDARD 1.6.1 SPEAKING SKILLS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Babble and begin to use single words. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use 1-2 words to communicate. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Share experiences using simple 2-3 word combinations. Speak to be understood by a familiar adult. Participate in group rhymes and songs using a few words. Ask "why" questions repeated by.
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use voice to express happiness or unhappiness. Babble using strings of consonant sounds and sounds and rhythms of his native language. Actively imitate the sounds of speech. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use simple words to indicate wants or needs such as "juice" Use simple gestures. Use inflection when babbling or speaking. Use exclamation, such as "Uh Oh" when dropping something. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use words to express ideas and respond to others. Use pronouns more frequently. Use appropriate volume and words for a familiar adult to understand. Use some words in group recitation or singing. Begin to use the "Where", "What" and "Why" question forms.
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Follow infant's lead and use his sounds in real words, phrases and sentences. Speak to infant in native language. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Change pitch, tone and inflections when talking, singing or reading. Support toddlers' attempts at speech. Respond to nonverbal communication by using descriptive words. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model appropriate grammar. Ask open ended questions. Praise and encourage efforts. Model appropriate speaking voice. Repeat learners' words.

NOISSDISID 1.6.3 DISCUSSION	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Communicate using consistent sounds, words and gestures. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Enjoy conversing with others. Ask "why" as a way to continue conversation.
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Try to say basketball by stringing together "ba-kih-ba" when prompted. Use single words such as no and by appropriately. Start to put words together in phrases such as, "ma-, bye bye" Shake his/her head yes when asked "Are you ready to go outside?" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk to another child about what happened at home the night before. Talk with a friend about something that interests them at the art table. Talk to stuffed animals or dolls. Ask questions that prolong a conversation. Show enjoyment when chatting with another.
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Speak to young learner in clear adult language avoiding most baby talk. Get down on the floor or at eye level when conversing. Repeat and extend words and phrases used by young learner. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Engage children in conversation about feelings, past or future activities or classroom routines and events. Provide opportunities for children to interact and converse with each other. Ask open-ended questions that encourage discussion.

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

BIG IDEA: Communication occurs in many different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes.
ESSENTIAL QUESTION: How do I communicate using wants and needs?

1.7.1.1 INITIAL AND INFORMAL LANGUAGE	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met. 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants. Repeat words heard in a foreign language.
		<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use some words, crying, shouting or gestures to have needs met such as a drink, a blanket or to be held. 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants. Repeat words heard in a foreign language.
		<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Support learners by using words to describe the object or need they are asking to have filled. 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide words when children are unsure. Expose learners to languages other than native language. Encourage and support efforts to communicate in other languages.

Attitude is one of a teacher's greatest tools in the classroom. If you're enthusiastic, your children will be too.

STANDARD 1.8: RESEARCH

BIG IDEA: Children gather information from a variety of sources to answer research questions.
ESSENTIAL QUESTION: What can I learn from the resources in my environment?

1.8.1 INQUIRY-BASED PROCESS	EMERGING	EMERGING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Ask about a new toy or object in the classroom, such as "How does that work?" Use the senses to investigate objects.
			<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask about a new toy or object in the classroom, such as "How does that work?" Shake or bang a new toy to find out how it works.
			<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Introduce new materials into the classroom. Model researching an answer to a question by looking in a book, such as "Let's see if we can find the answer in this book about cats."

LANGUAGE AND LITERACY DEVELOPMENT GLOSSARY

Alliteration – The repetition of initial consonant sounds in neighboring words

Antonym – A word that is the opposite of another word

Characterization – The method an author uses to reveal characters and their various personalities

Compare – Place together characters, situations or ideas to show common or differing features in literary selections.

Context Clues – Information from the reading that identifies a word or group of words

Concepts of Print – Print goes left to right; one to one match with voice to print, concept of first and last; concept of letter, word, sentence, space, letter order in words is important; different punctuations have meaning

Conventions of Language – Mechanics, usage and sentence completeness

Decoding – Analyzing text in order to identify and understand individual reading

Echo Reading – Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line

Emergent Literacy – One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy

Expressive Language – Being able to convey messages using words

Evaluate – Examine and judge carefully

Fine Motor – Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay, pinching clothespins

Fluency – The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading

Genre – A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry)

Guided Reading – Teachers work with students at their instructional level to guide them in using context, visual and structural cues

Homophone – One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode)

Language Experience – Reading own writing; teacher takes dictation from students or students do own writing. Use student's own words as reading material; an effective way to encourage self-expression and build awareness of the connections between oral and written language

Learning Styles – Visual (learn through seeing) needs to see the teacher's body language and facial expression to fully understand the content of the lesson

- Auditory (learn through listening) learns through lectures, discussion and listening and needs to talk things through
- Tactile/kinesthetic (learn through moving and touching) learns best through a hands-on approach actively exploring the physical world around them

Literary/Story Elements – The essential techniques used in literature (characterization, setting, plot, theme, problem, solution)

Literary Devices – Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration)

Multiple Intelligences – Howard Gardner's theory of intelligences

- Visual-spatial (ability to perceive the visual)
- Verbal-linguistic (ability to use words and language)

- Logical/mathematical (ability to use reason, logic and numbers)
- Bodily/kinesthetic (ability to control body movements and handle objects skillfully)
- Musical/rhythmic (ability to produce/appreciate music, sound, rhythm)
- Interpersonal (ability to relate and understand others; other people's feelings)
- Intrapersonal (ability to self-reflect and be aware of one's inner state of being; self awareness)
- Naturalist (ability to recognize, categorize and draw upon certain features of the environment)

Narrative – A story, actual or fictional, expressed orally or in writing

Onset – A sound in word that comes before the vowel

Phonemic Awareness – Ability to hear and identify parts of spoken language and auditorily divide into phonemes

Phoneme – A sound unit of speech

Phonics – A way of teaching reading that stresses sound symbol relationship; refers to the relationship between the letters and letter sounds of a language

Phonological Awareness – A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables and onsets and rimes

Picture Walk – A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story

Point of view – The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told

Print Awareness – Ability to understand how print works

Reading Awareness – Uses the language of literacy, such as top, bottom, same, different

- Identifies the beginning, middle, and end of a story, with the main idea coming first and details added later
- Demonstrates awareness that language can be written down and read later
- Differentiates between pictures and words
- Shows curiosity about environmental print
- Differentiates between pictures and words

Reading critically – Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria

Receptive Language – Being able to receive and give meaning to message/words heard

Research – A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem

Rime – The part of a syllable that contains vowel and all that follows

Shared Reading – Teacher guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading or fill the gap reading)

Shared Writing – Teacher and learner work together to compose a message or story

Tone – The attitude of the author toward the audience and characters (serious or humorous)

Voice – The fluency, rhythm and liveliness in writing that make it unique to the writer



PARTNERSHIPS FOR LEARNING

FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

The school experience consists of much more than the academic content that teachers share with students every day. School success is also dependent on children's ability to learn, their interest in learning, and the connections between schools, community agencies and families that enable the child to learn in a way that supports his or her own learning style, needs and home experience. The partnership, links and connections that begin in the early childhood years between teachers and administrators and families, along with the other agencies in which a child or family interacts are critical to providing a holistic and seamless approach to children's learning. Schools and families should work together to share information about individualized learning plans and goals; assure positive transition to and from the current school setting; and identify and refer family members to other community agencies when appropriate.

WONDER AND DELIGHT!

Young children are curious, and from birth, they naturally seek out problems or questions to solve. They use their senses to explore materials and the environment and the search for answers to perceived problems or situations is motivational, holding their attention and creating their enthusiasm for learning. When classrooms or learning environments are structured to promote this curiosity or a sense of wonder and delight, they use instructional strategies that are based on inquiry. Inquiry is the active searching for knowledge and understanding of a specific idea and occurs most successfully when adults intentionally create activities and experiences that allow children to use previously learned knowledge to understand new information. The adults' role during this active exploration is to scaffold children's thinking by asking "open-ended" questions that encourage problem solving and support children's imagination and story-telling. Open-ended questions or statements such as, "I wonder why that's painted blue?" or "If you were Sally, what would you have done?" allow children to express their thoughts, think creatively and problem solve. They are a more successful choice to encourage learning and critical thinking than closed questions, such as "What color did you choose?" or "Did Sally make a good choice?" that typically result in short answers that don't ask or provide good insight into children's thinking.



Standard	How
21st Century Skills	21st Century Skills
Common Core State Standards	Common Core State Standards
Early Childhood Learning Standards	Early Childhood Learning Standards
Next Generation Science Standards	Next Generation Science Standards
21st Century Skills	21st Century Skills

STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

BIG IDEA: The relationship between the family and school personnel is a critical foundation to children's success in school.

ESSENTIAL QUESTION: How do schools understand families' home lives, their values, and attitudes towards learning? How do schools incorporate family preferences and interests into the life of the classroom? How do schools assure that families are familiar with and accepting of school values, attitudes and philosophies?

20.1.1 INFORMATION EXCHANGE

STANDARD STATEMENT

- Offer an on-site enrollment meeting where the family can meet school personnel and observe the classroom where the child will be attending
- Share family and school routines and any needed accommodations
- Provide and regularly review a Parent Handbook that outlines program expectations and operating details
- Offer parent-teacher school events that provide updates and give families opportunities to participate in school life
- Identify home culture, language, routines, and how they might impact a child's adjustment to school
- Discuss schedules, events or past experiences that may impact a child's school experience
- Share instructional philosophies that help families understand the school structure

THE FAMILY AND SCHOOL TOGETHER

- Participate in introductory enrollment meetings that enable both family and school representatives to share values, attitudes, philosophies about learning along with unique details and needs of the child and family
- Provide a classroom tour for child and family where they can meet the teacher and play for a while
- Discuss family's needs for drop-off and pick-up, food allergies, napping procedures, potential language barriers or infant feeding schedules
- Hold a "Back to School" or Open House night
- Talk about a recent event such as a divorce or death, which may be impacting a child's behavior at school and discuss ways to inform the family about school adjustment
- Discuss child guidance and management strategies so both family and school understand the similarities and differences in approach
- Talk about previous group experiences and child's reaction – what might be expected on the first few days
- Ask questions to learn about the child's temperament
- Ask child to bring to school pictures of family members, home environment or other important home elements that might make the adjustment to a new school easier
- Support family's apprehensions during the first few weeks of school by calling them on the first day to describe child's adjustment or by inviting the family to stay with the child for increasingly shorter periods of time prior to drop off
- Formulate a survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading
- Talk about the classroom structure and how children learn through play
- Learn about who the child considers 'family' and how the family defines itself, including extended family members if relevant

20.1.2 HOME TO SCHOOL CONNECTIONS

STANDARD STATEMENT

- Identify family practices and traditions that should be included within the classroom
- Work with families to identify books, songs, and finger plays, dances, foods, toys that should be included in the classroom or school environment; ask for donations
- Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly
- Invite family members into the classroom to discuss, related in transition with the child, to participate in classroom life, or to identify community locations or businesses that can be visited
- Work with families to determine child's best classroom placement including when to transition from one to the next, personality types

THE FAMILY AND SCHOOL TOGETHER

- Identify ways to assure the child's positive and comforting entry into a new classroom setting, such as a picture in the cubby, a stuffed animal or blanket
- Encourage volunteers and program participation from cultural groups in the community such as foster grandparents or other multigenerational connections
- Determine if child may eat traditional or served foods, celebrate holidays
- Use family or culturally specific phrases or words to describe activities or materials
- Ask about family members, calling them by name, such as how is the grandma, how grandpa is doing after return home from hospital
- Add culturally-specific materials and experiences into the schedule and environment such as adding a book to the reading area, or counting in both English and Spanish during morning message
- Invite a family member to teach a class, a culturally-specific song or to provide the words to the song
- Display family pictures inside and outside the classroom
- Seek out community and internet to share information about specific events or activities that are meaningful to children
- Invite family members to participate in classroom events, whenever possible
- Serve family cultural foods and introduce new traditional foods periodically – such as niguaní with cheese on bagels and cream cheese
- Encourage children to show pride in family-specific beliefs or practices by showing interest and describing them to the class

20.1.3 SCHOOL TO HOME CONNECTIONS

STANDARD STATEMENT

- Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, culture barriers
- Regularly send home information about the child's growth and progress and adjustment to the school setting
- Discuss the program and classroom operational procedures such as absences, snow delays, payment and learn if there are potential challenges for families, making accommodations as appropriate
- Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture
- Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school
- Where appropriate, complete home visit with family
- Support families' efforts to build the child-child or family-family connection

THE FAMILY AND SCHOOL TOGETHER

- Create videos, picture books and written schedules that depict the classroom daily routine and send home to families as requested
- Ask family members to identify successful accomplishments the child may have completed at home during the week and acknowledge them in school
- Provide connections between school and school activities such "We are learning about caterpillars and read The Very Hungry Caterpillar. Here's green paper and scissors for you to make a caterpillar at home"
- Take a picture of a child at school, such as sitting with a completed block structure or wiping the table after lunch, and send home to family or email it to family member, "Look what Tamika did today!"
- Disseminate newsletters that highlight key events in the life of the program and the classroom; identify key songs, books and recipes, and clarify a key program expectation
- Post the daily schedule in the parent information area for families to become familiar with the sequence of the day
- Regularly update classroom or program message boards to keep information current and fresh
- Create a classroom web page and provide family members with the link – include a bulletin board or question and answer section that is checked by classroom staff regularly
- Provide opportunities for families to meet each other and connect based on commonalities, such as "Miles' family lives in your neighborhood too" or "Sandy's mom just found out she's going to have a new baby also", being respectful of confidentiality

STANDARD 20.2: FAMILY ENGAGEMENT

BIG IDEA: Children's motivation to learn and succeed in school is impacted by family support and involvement in the life of the program.

ESSENTIAL QUESTION: How do families and schools work together to make decisions about the program? What kinds of school events and activities encourage family participation? How do we assure that information exchange is reciprocal?

20.2 SHARED GOVERNANCE OR DECISION-MAKING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Implement a family-school annual review of program operation Develop and update annually a Parent Manual that details operational procedures Establish conflict resolution policies that identify procedures for complaints or suggestions Post regulations, program requirements, in strategic locations within the school so family members can review it regularly Offer training to Advisory or Board on shared governance 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Invite family feedback from classroom observations and share summary of results Invite family members to participate in real interviews about the program experience Create a Parent Handbook committee which includes staff, families and community members who annually review information and suggest updates as needed Develop a joint family-school committee that investigates new state, federal or local initiatives that may impact the school's operation and recommends best steps Identify a procedure which includes family members and staff to consider complaints and make recommendations for improvement Distribute parent surveys or interviews to all or a percentage of the clientele which provides feedback about general program operation or about newly instituted policies Inform families of ways to share concerns or worries about school policy and develop a review process to handle issues Design a Screening Board or Advisory Committee whose members represent families, community agencies and school personnel Involve the families in program goal development and strategic planning
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20.2.2 SPECIAL EVENTS AND ACTIVITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Learn families' interest and capacity for participation in specific events such as a holiday party, graduation event Offer family education events such as parenting classes, sign language, health and safety, etc that reflect families' interests and needs Incorporate unique cultural events or beliefs into classroom life 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Inform families about community cultural events that may be occurring at specific times of the year and determine if/how the event could be expanded into the classroom Ask a family to share information about a specific event, such as Chinese New Year, and help you design a related activity Within classrooms or programs, come to consensus about how holiday celebrations or birthdays should occur at school Create a family resource area that contains books, toys, informational pamphlets, etc that families can access Design parent education events that families can do together after work, such as Parents as Teachers workshops, or ways to transition children into kindergarten Offer parent nights or events at mutually-agreed upon times, including meals or babysitting when appropriate Seek feedback from families to design field trips or big classroom events that may be of particular interest to the children Ask families if they'd like to volunteer materials or information about specific cultural events Increase awareness by finding locations in the community that will allow children's work to be displayed, such as a library or town hall
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STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

BIG IDEA: Early childhood programs must work closely with families to support children's development and learning, both at school and at home.

ESSENTIAL QUESTION: How do families and school work together to identify children's skills, interests and long-term and short-term goals for learning? How do I understand families' at-home learning attitudes and strategies? How do I provide individualized and meaningful at-home learning connections to the school experience?

20.3 SCREENING AND ASSESSMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify screening, assessment and referral processes that include family's involvement Utilize screening and assessment instruments that are aligned with the early learning standards Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families Be familiar with community agencies that provide additional screenings or assessments upon referral Provide information on child development and parenting that identifies age-appropriate skill development Conduct age appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, standardized checklists 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Assure families' understanding of the purpose and prepare them for the process, including their input and shared decisions about referrals when appropriate Show initial results of screening and assessment with the family in a way that enables family adults to understand the child's strengths and areas for focus Work with family to explain screening and assessment results and identify how they align with home experiences and observations Work together to identify referral agencies when needed and support families' contact with them Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations, periodically re-assessing and discussing until action is taken, if needed Collect and share portfolio items with families, asking for at-home contributions as well that show children's growth and development of specific skills Provide information on child development that is written in easy-to-understand language
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20.3.2 GOAL DEVELOPMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use assessment results to lay the framework for understanding individual children's strengths and areas of need Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities Periodically assess the learning environment and provide activities for age, linguistic and cultural appropriateness and modify if needed 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> At the family-school meeting, both family and teaching adult share information about the child's interests and skills to facilitate joint planning of activities and goals Teaching adult shows family the continuum of learning development in the Key Areas of Learning and together they identify where the child falls on the continuum, next steps and whether it should be a specific area of instructional focus Family and teacher agree on key skills or attitudes for focus and accommodate each other's interests when appropriate. For example, the family changes math goal expectation from "counting to 100" to "counting to 20," based on learning standards or the teacher adds a math skill since it is important to family even though it wasn't identified in the assessment Teaching staff and family talk about ways each goal could be supported at home, identifying basic at-home routines that can be used to "teach", such as counting steps or sorting socks, and the types of intentional instruction that will occur at school Classroom personnel praise family interest and participation, helping them to see that they are the young child's primary teacher Participate in development and review of child's IFSP or IEP, working with the parent and intervention program to formulate appropriate expectations
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STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING *continued*

MIDDLE SCHOOL 2010-2012

STANDARD STATEMENT

- Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development
- Classroom staff and families should participate in a minimum of two face-to-face conferences to discuss children's developmental progress and other pertinent updates
- Offer in-school opportunities for family members to converse with classroom adults as needed about children's progress
- Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process

THE FAMILY AND SCHOOL TOGETHER

- Send home a brief note that identifies growth towards skill mastery such as, "Mary counted to 10 today during circle time!" Read comment to child to help her feel excited about sharing the note with the family adults
- Schedule a fall and spring conference date, identifying with the family where the conference should occur either home or school, and accommodating families' unique schedules
- Offer notes to families (or other culturally appropriate communication strategies) that help families understand what's occurring in the classroom and how it could link to home, such as "We're going to work on gross motor skills this week with relay races, outside play, and a trip to the park. Take them to the park this week and watch how their skills have grown"
- Identify potential areas of concern for shared focus, "I noticed Sammy was trying really hard to hop on one foot, but was getting frustrated. Have you seen him do that at home? You may want to play some jumping and hopping games like we're doing at school"
- Develop strategies for sharing children's accomplishments. Ask family members to send samples of children's at-home work to school and post or send home classroom samples that help families notice progress
- Remind children how much they've grown, "Remember when you had trouble making the 5 in your name? Now, look at your name. You've got the 5 T and E. Way to go!"
- Identify the skills being learned in each activity, helping families to understand the role of play and active learning in the instructional process

20.3.C. COMMUNITY SUPPORTS 7-9-02

STANDARD STATEMENT

- Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work
- Develop ongoing information-sharing processes with other agencies who work with families
- Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library
- Develop and honor confidentiality policies regarding information exchange
- Utilize community agency's suggestions to enhance classroom experiences for all children

THE FAMILY AND SCHOOL TOGETHER

- Tell families about special gym classes or music workshops when children show a specific interest or need in those areas, collecting and making available brochures
- Invite a gym instructor into the classroom regularly to help children develop coordination or balance
- Ask the local librarian to provide books and reading activities during an evening parent meeting
- Invite school district personnel to review kindergarten registration and attendance policies with outgoing preschool families
- Work with Early Intervention to assure referrals have been received and child will get evaluations or services as needed
- Incorporate specialists' ideas such as a speech therapist or behavioral therapist into the classroom practice to support all children, including the child with a special need
- Assure confidentiality statements and release of information approvals have been signed prior to information being shared

STANDARD 20.4: TRANSITION

BIG IDEA: Schools and families must work together to coordinate information exchange from one setting to another that will assure children's seamless learning experiences.
ESSENTIAL QUESTION: How do I create a seamless transition into and out of the program? What resources and materials do I make available for families to assure at-home learning links with school learning?

MIDDLE SCHOOL 2010-2012

STANDARD STATEMENT

- Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success
- Identify welcome strategies that excite children and families about their upcoming, new experience
- Establish processes for communicating with sending schools or new classrooms, creating support and links for information sharing
- Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing



THE FAMILY AND SCHOOL TOGETHER

- Provide incoming family forms to complete prior to the enrollment visit so they can gather the needed information
- Welcome incoming family by holding an enrollment meeting that reviews the daily schedule, program and classroom expectations, values and philosophies as well as pre-enrollment requirements such as physical, first tuition payment
- Prior to the child's attendance, learn about the child's interests and display toys or activities that may be especially appealing, display books about the first day of school, post pictures from home, and create activities that will capture the child's interests
- Develop a process for assessing children's readiness to move from one age group to another that includes parent feedback
- Create orientation books or manuals for both children and adults -- "what to expect when you come to school"
- Invite family to visit at least once prior to the first full day, giving children time to meet the new teacher and play in the classroom; pair up a child who has been in program for a while with a new child
- With parent permission, communicate with sending school about child's past experiences, previous screening and assessment results, and other information that will support the child and family's move from one school to another
- Whenever possible, use some of the sending school's routines or materials, such as singing the clean-up song or displaying home-made books with pictures of sending school, to ease child's transition into the new situation
- Develop ongoing classroom communication between both schools, such as encouraging children to write letters or draw pictures about their new experience and send to the sending school or create "pen pals" between sending and receiving schools
- What about something addressing moving children between age groupings -- what info should be provided to parents?

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STANDARD 20.4: TRANSITION *continued*

20.4.2 PROGRAM EXIT

STANDARD STATEMENT

- Develop policies and procedures for transferring information about child's program participation to the next school location
- Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible
- Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school
- Set up information-sharing processes with receiving school to discuss child's goals, progress, interests

THE FAMILY AND SCHOOL TOGETHER

- Meet with receiving schools to identify commonalities between the schools' approaches and convey them to families so they will have some comfort with similar routines and activities
- Establish information-exchange processes between sending and receiving school that provide opportunities for teachers to share successful strategies for learning that will support the transition
- Provide the receiving school with materials or activities that can be used to offer familiarity and comfort during the transition, such as a "treasure hunt" activity or set of questions to answer in the new school or picture books of the sending school
- Display materials from the receiving school that children will recognize when they transition such as a picture book of the new school, classrooms and teachers; talk with children about what to expect
- Send child to new school with a portfolio of completed work – either to keep at home or to share with the school
- Arrange a time to visit child at new school or to call and talk with family after they have left the sending school atmosphere

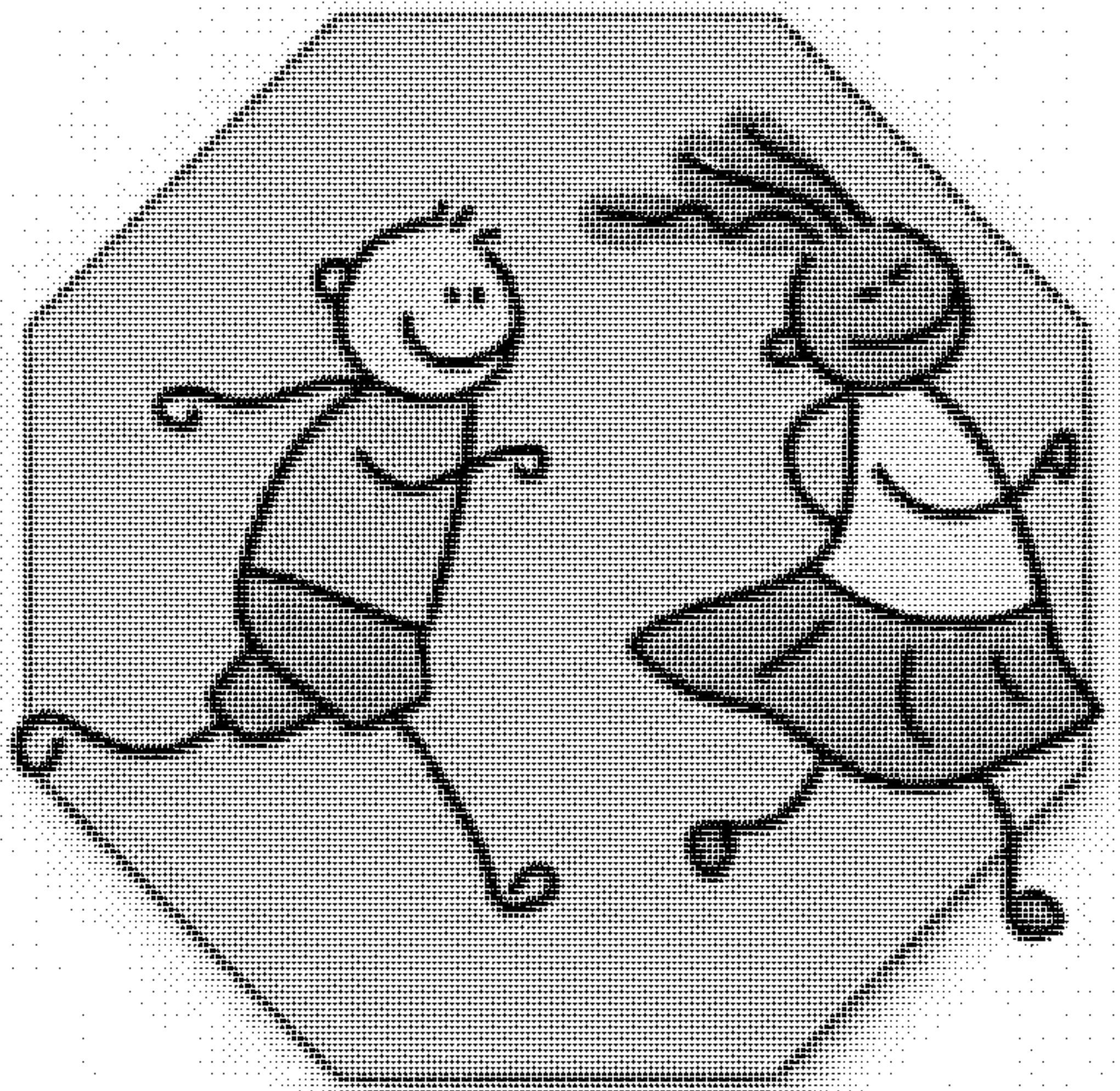
20.4.3 COMMUNITY CONNECTIONS

STANDARD STATEMENT

- Identify and include child's participation in other schools or programs on information that is sent to receiving school – in transition
- Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange
- Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early
- Assess the program's representation at county or community days
- Produce regularly updated program brochures or promotional materials and distribute throughout the community
- Arrange for information-sharing sessions with local school district to develop shared expectations for entry and exit into the program
- Offer early childhood professional development to other community agencies
- Invite community agencies to provide special seminars or workshops for families

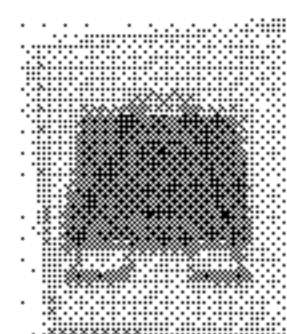
THE FAMILY AND SCHOOL TOGETHER

- Develop a transition form that ensures transfer of information from sending to receiving school
- Schedule meetings with Early Intervention providers, local Head Start agency, etc. to introduce your school and to discuss collaboration
- Invite local librarians to visit the school to present a story hour. Invite family members
- Hold a registration day where families can register children for kindergarten at your familiar location
- Use field trips to introduce children to nearby agencies and resources that may be tapped or invite the community agency representatives to visit the school and meet to children on work on activities with small groups
- Meet with local school district to review their strategies for use of the learning standards in their instruction and develop common goals
- Post a display sheet of community agencies' hours for family access or feature a community agency in the monthly newsletter
- Promote state resources such as Kindergarten, Here I Come, Kindergarten, Here I Am and Learning is Everywhere
- Participate in community events that allow school to stay updated on state and local events or create a booth/display for county events
- Join online state list serves to stay current (not everyone might know what these are, this is the definition)
- Host joint meetings of schools, district, community agencies, etc. to network and talk about community needs
- Offer PQAS standards-based training to other community providers
- Promote agency newsletters to community agencies

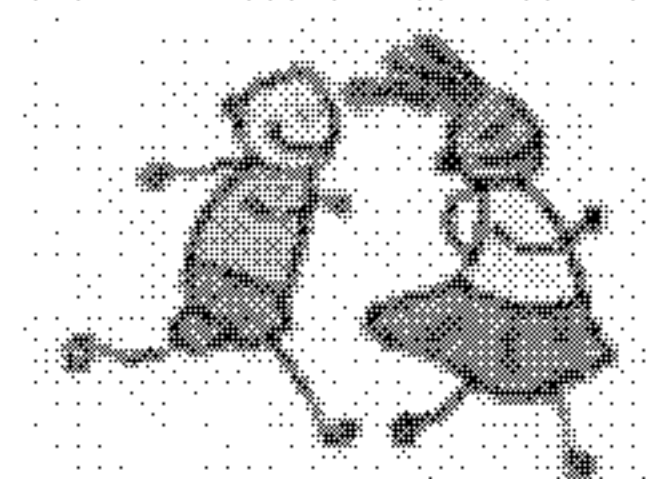


SOCIAL AND EMOTIONAL DEVELOPMENT

LEARNING ABOUT MYSELF AND OTHERS



All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children's social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children's self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning and interacting with others.



TEMPERAMENT



Every human being has a unique way of looking and interacting with the world known as temperament. Some of us are reserved or shy; others are outgoing and make friends easily. Some of us enjoy learning new things and others are wary about trying new things or dealing with new situations. These temperament traits influence the way in which a child learns, interacts with others, and expresses himself. Adults need to adapt their teaching practices to match the individualized needs of children and consider how their own temperament affects the way in which important relationships with children are developed and maintained.



STANDARD 25.1: SELF CONCEPT (IDENTITY)

BIG IDEA: Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.

ESSENTIAL QUESTIONS: How do I know what my preferences are? How do I develop a positive feeling about myself? How do I grow confident in myself and my abilities?

	INFANT	YOUNG TODDLER	OLDER TODDLER
25.1.1 SELF-AWARENESS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Cry or show pleasure or discontent when familiar adults come and go Recognize self and in mirror 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show preference for specific toys or objects Show displeasure when unable to exert influence on events Make simple choices Demonstrate fear or anxiety to strangers or unfamiliar people Show or express fear or dislike of previously accepted things or activities 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use words that mean self when speaking, such as "Me do it" or "I can" Display possessiveness or jealousy towards others Enjoy opportunities to try new activities or materials Demonstrate strong preferences for people, toys and activities
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Wave arms or kick to acknowledge a familiar person Cry when she/he hears a door bang or loud children Repeats a sound or gesture that creates an effect Smile when held to mirror Cry when a familiar person moves away 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Take a toy from a teacher's hand Show preference for primary caregivers Protest when does not want to do something, such as arches back when doesn't want to sit in chair Recognize that adults respond to cues Look to caregiver for recognition when completing a task Explore environment, at first in close contact with caregiver and then farther away, as toddler matures Resist ending an activity in which involved Choose between the red or blue crayon when asked 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Cling to adult's leg or hand when a new person approaches Keep an eye on a stranger while continuing to play with toy Refuse to allow an adult to help even though they cannot complete the task on their own Push another child away to sit on an adult's lap Show interest in new materials that are available in a learning center Respond to requests for action such as claps for a song Experiment with own abilities by trying new activities and testing limits
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Comfort children when hearing loud noises Arrange environment to assure children have quiet spaces and times Hold child to mirror calling him/her by name, describing body parts 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Play with child, making eye contact, talking and gesturing Watch for and support child's nonverbal cues that indicate his/her preferences Narrate what child sees, hears, and does Acknowledge children's resistance to adult intervention or interference Assure consistency of care by assigning the same caregiver or teacher every day Continue to offer familiar experiences even when the child chooses not to play with it 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Comfort fearful children during new experiences, giving them time to acclimate Give children time to adjust to new adults in the room Gradually introduce a new teacher to a classroom before a familiar adult leaves Hold or touch a child while paying attention to another one, acknowledging each one's need for attention Label children's possessions and cubby with their names and/or symbols

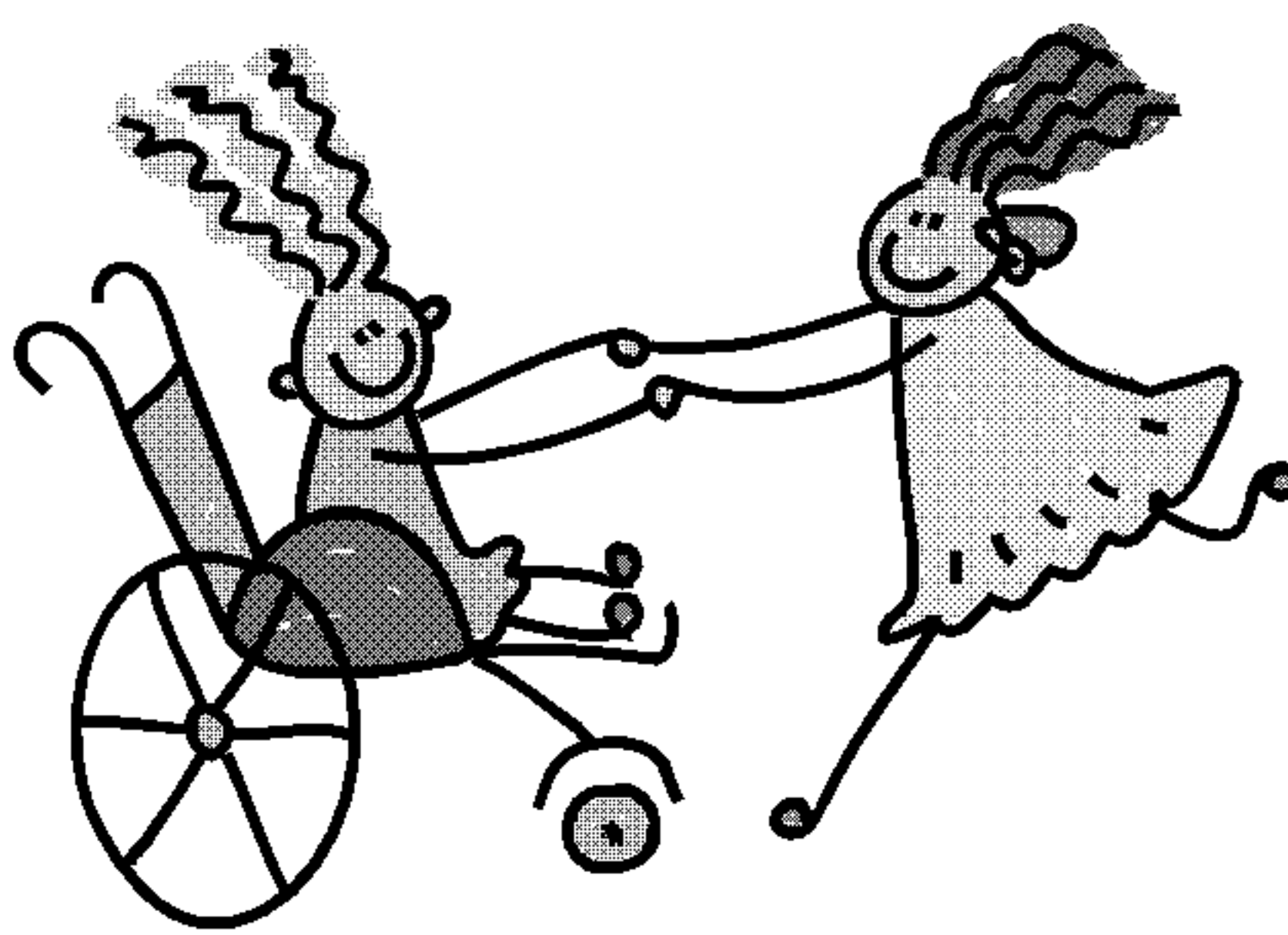
25.1.2 UNDERSTAND EMOTIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use facial expressions to indicate emotions Express feelings through crying, smiling, laughing or cooing 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show joy, pleasure and excitement when new things are learned Demonstrate a beginning sense of humor when interacting with others Use body to demonstrate emotions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Express own ideas, interests and feelings through words or actions Act appropriately when others are happy, sad, angry or afraid
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Smile or laugh at games like peek-a-boo Appear to relax or stop crying when comforted, or when spoken to softly or patted gently Turn face away from a new food she/he dislikes 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Clap when happy or pout when sad Imitate others' emotional actions such as waving arms like mom when excited Stomp feet to show anger or frustration 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Occasionally express feelings by exhibiting a tantrum when she/he is very frustrated or angry Comfort a doll who "got a shot" in the dramatic play area Approach a crying child to attempt to comfort him/her Use pretend play as a way to practice feelings Begin to control impulses, such as restrain from stepping on book or hitting another child when angry
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Describe feelings while holding or talking to child, "oh, you're so sad..." Acknowledge likes and dislikes without forcing children to try new things Cuddle or physically nurture infant in ways appropriate to their specific need or provide calming materials, such as stuffed animal or blanket Play with baby, smiling and cooing, waiting for him/her to respond in a similar fashion Model controlling own emotions or impulses 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use feeling words to label emotions that children are experiencing Remain with young learner during stressful situations to assist him/her in regulating emotions Be accepting of child's expressing of emotions Allow children to express both positive and negative feelings Smile and laugh when appropriate during interactions Name own emotions when interacting with toddler 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use words to describe actions and feelings Provide dolls, stuffed animals and props for children to practice expressing emotions or feelings Model appropriate expression of feelings Honor children's feelings by acknowledging them even when they may not be appropriate, such as, "I know you are really angry because you want that puzzle. You can have it just as soon as Johnny's finish playing with it"

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STANDARD 25.1: SELF CONCEPT (IDENTITY) continued

25.1.3 COMPETENCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show interest in objects or people around him Accept new toys or objects with interest Express interest in activities or objects by reaching 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show pleasure at own actions Attach to one specific toy Ask for similar activities to be repeated over and over 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate joy of own completed projects to adults Show preference for one or two toys Approach new experiences with interest
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Reach for new objects when held in front of him/her Turn to look at new voices Be attentive to happenings that are occurring around him/her 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Explore the environment around him/her with interest Clap or smile at one's own accomplishments Say "more" to try something over and over 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Bring a book to adults to "tell" them she/he wants to read Pull on an adult's hand to show him/her a completed project Try something over and over for mastery Choose the same or similar toys every day for a while, then abandon them for something else
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Introduce new objects and activities slowly, giving children time to think about and explore the new things Hold baby up to look at interesting pictures and objects, giving him/her time to reach out and respond Praise accomplishments 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Be expressive with praise by clapping or saying "You did it!" Allow child to carry around a toy that has special meaning Read the same book over and over allowing time for children to say the words or point to the pictures they like Offer favorite activities often 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Offer interesting activities and objects and give time for exploration Display objects and pictures of different types of families and cultures Praise efforts to try new things Give children time to practice an activity or skill over and over



STANDARD: 25.2 SELF REGULATION

BIG IDEA: Children will express feelings, thoughts and needs appropriately to adults and peers.

ESSENTIAL QUESTION: How do I learn to express my feelings appropriately? How do I learn to manage my feelings? How do I develop healthy strategies to manage my behavior?

25.2.1 EMOTIONAL REGULATION	INFANT	TODDLER (18 MONTHS)	TODDLER (24 MONTHS)
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Self-soothe by calming as being talked to, held, or rocked Show pleasure in familiar surroundings Withdraw when over-stimulated 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate or seek comfort in daily routines, activities and adults Manage frustration with adult support Display intense emotions such as anger or tears or temper tantrums Demonstrate an individualized response to environmental surroundings 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Find comfort in rituals and routines Attempt to please adults Demonstrate a beginning understanding of cause and effect Show a strong sense of self as a powerful doer by demonstrating pride in accomplishments Use social conventions such as please and thank you
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Suck fingers or thumb when upset or hungry Mouth or nestle into an adult's body when held Stop crying when picked up by a familiar adult Turn away from adult when tired of playing games such as peek-a-boo 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Say "no no" when near a hot stove or scissors Cries for another cracker but stops after being given one Stomps feet and cries after being told it's time to stop playing Hold hands to ears when the classroom noise level is too loud 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Cry or reach for adult comfort when she/he hears a fire alarm or thunder Say "No" or "Me do it" when adult tries to help Tell a teacher, "Look at me" when accomplishing something new
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Hold infants when they are upset Pick up crying children promptly using soothing voices and motions Assure there are familiar toys and materials in the environment Recognize children's cues for over-stimulation and stop games or interactions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Give warnings and choices to allow child's input in decision-making Give children time to express emotion and ignore outbursts whenever possible Provide quiet and private classroom spaces for individuals or small groups of children Provide materials that encourage creative expression of feelings, such as paint, play dough and water table Describe children's feelings and acknowledge both positive and negative ones Use more a cuddler with kind words and hugs 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Learn the situations that make individual children uncomfortable or cause distress and seek to minimize them Offer comfort to children in times of need Allow time for child to complete tasks on his/her own Ask if child will accept help: "May I help you tie your shoes?" and be prepared to allow child additional time to attempt to complete on own Praise children's accomplishments Provide quiet and private classroom spaces for individual and small groups of children Provide materials that encourage creative expression of feelings, such as paint, play dough and the water table

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STANDARD: 25.2 SELF REGULATION continued

25.2.2 BEHAVIORAL REGULATION

<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Develop a regular schedule for eating and sleeping Show preferences for foods or activities Amuse self for brief periods of time Use cause and effect to test impact of self on objects or things 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Attempt to perform self-care activities independent of adult help Express preferences for particular foods, books, toys or people Interest or amuse self independently Test adult authority and limits by resisting adults' attempts to place boundaries regarding safety of self and others Respond appropriately when an adult identifies an unsafe practice 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Acquire self-toileting and feeding skills Show awareness of own abilities and interests Demonstrate autonomy by saying "No" but will submit and/or cooperate Show understanding of simple rules but will frequently break those rules to test boundaries Adjust to changes in routine Follow simple safety and classroom rules with teacher direction
<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Indicate a need for nap or meal at the same time every day through irritability or crankiness Turn head away or purse lips to indicate dislike of a food Show interest in a particular toy or book by reaching for it when it is offered Repeatedly drop a spoon from the high chair Push button on toy to get a result 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Try to put on socks or pants or to brush own teeth Insist she/he can do something without adult support ("me do it") Resist trying new foods or experiences Use a toy or stay with an activity for a few minutes at a time Throw an object or hit another child to test adult reaction Pile blocks in a truck and then empty them, over and over Resist clean up or transitions to new activities Dump toys during play and replace them with adult help 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Wash and dry his/her own hands Try to wipe up a spill Express pleasure in own accomplishments by clapping hands or stating, "I did it!" Say "no" when asked to go to lunch, even as he/she sits down to eat Clean up toys with adult help Accept a substitute toy or object when first choice is not available
<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Offer a new food several times, allowing for child to refuse it after a few bites to determine likes or dislikes Read the same book over and over when requested Provide the same toys and materials often Allow child to hold or carry a familiar stuffed animal or toy around during the day Find toys that capture child's interest and encourage exploration staying silently nearby Provide toys and materials that require an action to get a result (shapes into shape holder, pop-up toys) 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Give more than one warning before a transition to a new activity Provide time to attempt new tasks that may or may not be accomplished on own, such as putting on own jacket or eat using a spoon Capture child's interest to help with tasks like clean up by making them fun, such as "let's see how many blocks we can put away in 2 minutes!" Vary play activities and keep organized activities short, ending them when interest wanes Introduce new experiences slowly and more than once Alternate new experiences with familiar ones to offer comfort and reliability Respond to children's inappropriate behaviors consistently and calmly by positively helping them to learn alternate ways to behave 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Allow time for children to wash hands or self-feed as part of the daily routine Encourage children to try new experiences, but be understanding if they show reluctance or refusal, offering them more than once Compassionately acknowledge a child's reluctance to transition from one activity to another, "You are really having fun with those blocks. They'll be here for you to use after lunch." OR "You want to keep playing with that toy. Where can we put it so you can find it next time you come to the house area?" OR "You are having such fun. Do you need 2 more minutes before clean-up?" Express pleasure and identify child's feelings upon completion of a task, "You did it! You must feel so proud!" Consistently and compassionately enforce classrooms rules, explaining consequences as a teaching tool. "Hitting other children hurts. When you feel angry, use words to tell her."

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

BIG IDEA: Children develop healthy relationships through positive adult and peer interactions.

ESSENTIAL QUESTION: How do I communicate my needs and wants to adults? How do I learn to trust adults? How do I learn to separate from my parents/guardians and other familiar adults?

25.3.1 TRUST	25.3.2 SEPARATION	25.3.3 STRANGERS
<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to familiar adults' efforts to soothe and comfort Respond and attend to adults' interactions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use gestures and simple words to express need to familiar adults for physical comfort Begin to verbally respond to adults' questions Respond to adults' interactions by smiling and imitating actions 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Ask for comfort from familiar adults when distressed Demonstrate comfort in playing when familiar adult is nearby but not in the immediate area Show interest in unfamiliar adults
<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Accept physical comfort and respond to soothing Maintain eye contact during feeding and interaction with adult Respond to adult's happiness with smiles Repeat adult actions, such as crying when an adult cries 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Seek out attention from familiar adults Enjoy being held, read to, and talked to by at least one adult Display pleasure when interacting with a parent or familiar adult Enjoy being center of attention and perform to acquire or maintain adult attention 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Show preference for one adult at a time while potentially ignoring another adult Explore environment on own but want an adult close Cry or cry when parent or familiar adult says "good-bye" and leaves Show preference for familiar adult and rely on their presence to try new things Act independently but seek adult approval Show caution around unfamiliar adults
<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Talk to, smile at, and allow infants time to respond Engage child in back and forth communications, such as making sounds and waiting for them to repeat the sound or smiling and waiting for the to smile back Recognize facial expressions and cues and respond appropriately Hold infants close to the body and allow them to snuggle close 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Respond immediately, consistently and appropriately to toddlers' need for comfort Respond to requests for attention by smiling, laughing or talking Interact with children during play, following their lead Engage young toddlers to play simple back and forth games, such as rolling a ball back and forth Assure children have consistent care from a primary caregiver 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide a primary caregiver and avoid changes in primary attachment figures Pick up, hold or comfort children when they are distressed or injured Play Peek-a-Boo and other games that allow children to practice coming and going away Encourage family members to establish a good-bye routine that is consistently followed Prepare children for adult absences from a caregiver whenever possible

CONTINUED...

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS continued

ATTACHMENT 25.3.2	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show affection for parents and other familiar adults Seek to be near familiar adults for attention and comfort 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show an emotional connection to particular adults Demonstrate increasing ability to separate from familiar adults without distress Watch adults for their response to actions Display apprehension when an unfamiliar adult comes near 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show affection to familiar adults Imitate familiar people's actions or words Repeat phrases or intonations of familiar adults Seek reassurance from familiar adults when trying new things
	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Communicate a desire for closeness or physical contact with adults Stop fussing when needs are met by adult Fuss or cry to gain attention of adult Smile at familiar adult Display recognition of primary caregivers when seeing them or hearing them Show increased motor activity or motion when interacting with a familiar adult 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Seek out attention from familiar adults Enjoy being held, read to, and talked to by at least one adult Display pleasure when interacting with a parent or familiar adult Enjoy being center of attention; will perform to maintain adult attention 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Explore environment on own but want an adult close Cling or cry when parent or familiar adult says "goodbye" and leaves Show preference for familiar adult and caution around new or unfamiliar adults Rely on familiar adult's presence to try new things Start to act independently but still seek adult approval Pretend to read like the teacher Use a phrase they hear Mom or Day use often
	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Assign a primary caregiver to interact with infants; avoid changes in primary attachment figures Touch or pick up infants in the presence of unfamiliar adults to reassure them that they are safe Respond appropriately to infant's need for presence of familiar adult Give infants individualized attention during personal care routines 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Allow young toddlers freedom to explore while being nearby to keep them safe Provide a primary caregiver to interact with young toddlers and avoid changes in primary attachment figures Pick up or comfort child when they are distressed or injured Allow young toddlers to play Peek a Boo and other games 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide a primary caregiver and avoid changes in primary attachment figures Pick up or comfort child when distressed or injured Allow older toddlers to play Peek a Boo and other games that allow children to practice coming and going Recognize an older toddler's need for independence but provide support using eye contact and body proximity

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

BIG IDEA: Children develop healthy relationships through positive adult and peer interactions

ESSENTIAL QUESTION: How do I communicate my needs and wants to peers? How do I make friends? How do I act appropriately in a group setting?

ATTACHMENT 25.4	INFANT	YOUNG TODDLERS	OLDER TODDLERS
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Notice and pay attention to other children Repeat actions that elicit social responses from others Participate in simple back and forth play and interaction with peers 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Watch others play and imitate some of their actions Demonstrate possessiveness of toys or materials Play alongside another for brief periods Share materials on take turns occasionally with adult support 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in play activities with others after watching Participate in short group activities Engage in play in a specific area after noticing a preferred peer is playing there Acquire specific friendships but need adult support to sustain them Begin to resolve conflicts with peers with adult guidance
	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Look in the direction of a nearby child Exchange looks with another child who is nearby Whistle or look when s/he/he hears another child's voice Touch another's eyes, mouth or hair Laugh at the silly antics of an older child Recognize and respond differently to older children 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Hold onto a book or crayon when another shows interest Watch a child rocking a doll baby and attempt to do the same with a different doll baby or attempt to grab the other child's doll baby to rock When asked by adult, occasionally share a toy 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Play alongside others in the block area, talking together but making separate buildings Pick up a doll baby and cradle after watching others play "Tummy" Watch a friend at the art table, then request to paint Need help when self and another both want the same toy Participate in group singing activities or Monkey Pateq's circle game
	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Place children nearby others so they can watch and interact Engage the baby in activities where they observe, then repeat an action Shake a rattle, then wait for the baby to shake a similar rattle 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide adult supervision in areas where more than one child is playing, describing their actions and engaging them in play Provide multiple copies of the same book or doll for children to use Play alongside toddlers demonstrating how to share or interact with others Describe activities on occasions when sharing or turn taking is needed and model these actions 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide multiple piles of the same or similar toys or objects Provide opportunities for children to play together or alongside each other Suggest that pairs or triplets of children read together or use play dough together Give children the words they need to resolve conflicts related to sharing or waiting one's turn Understand children's temperament and give slow-to-warm children time to watch before play Engage child in conversations about preferences and abilities by asking who or what questions, such as "who one do you like better?" or "how do you think you can throw that ball?" Provide opportunities for child to praise his/her preferred activities

CONTINUED...

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS continued

25.4.2 RESPECT AND EMPATHY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe others who are expressing a need or discomfort 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Attempt to soothe another who is distressed Engage in empathy and compassion in some situations Demonstrate fairness when interacting with others interlaced 	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize and name others' feelings Demonstrate compassion for others with adult support Begin to respond to others' preferences with adult help
	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Touch or pat another child Begin to cry or show distress when another child is crying 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Pat another child on the back who and say, "it's okay" Grab a toy from another and then hand it back when it causes distress Hand another child a toy when she/he notices him/her looking at it Hug a child Tell or indicate to a teacher that another child appears to be distressed Attempt to comfort another child or adult Push in front of another child to take a turn, then comfort him/her while waiting 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Thank a peer who has helped them reach a toy from a high shelf Help a child put all the pegs back in the basket Begin to play with different children when asked by an adult Respond to requests from adults Show concern when a friend falls off a tricycle Hold hands with the child next to her during circle time Hug or put arm around another child while reading together in the library Hand a friend her favorite blanket while preparing for nap
	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Describe other child's discomfort and assure that it will be okay Encourage gentle touches and model them <div style="border: 1px solid black; padding: 5px; width: fit-content;">(b) (6)</div>	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to comfort another child Model different techniques to give comfort and support, labeling your actions while you do them Praise children's attempts to help others Label others' feelings Read books that model compassion and empathy 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Label others' feelings when mediating arguments or conflicts Model compassion when a child shows distress, "I am so sorry your toy broke" Praise children's attempts to help others Encourage children to ask others for help, "Ask Susie if she can reach that for you" Provide opportunities for children to talk and play together Read books that model compassion and empathy

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<http://www.ed.gov/pubs/CompactforReading/tablek.html> (US Government ideas for kindergarten)
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 James Comer School Development Program www.schooldevelopmentprogram.org/
 Rutgers University Social Emotional Learning Law www.rci.rutgers.edu/~melias/

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PRE-KINDERGARTEN

Pennsylvania Learning Standards for Early Childhood

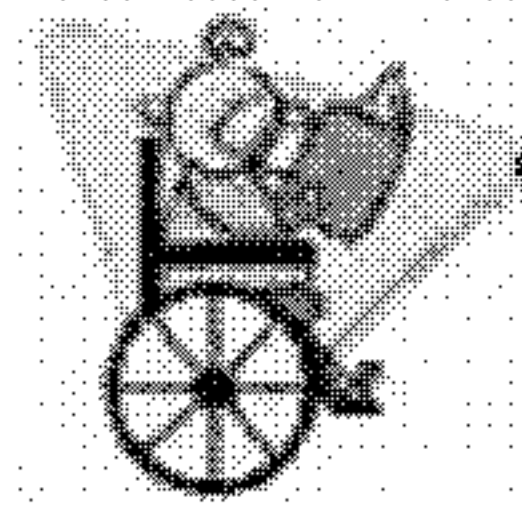
Appendix (A)(1)-4b: Learning Standards for Pre-K

Office of Child Development and Early Learning (OCDEL), PA Departments of Education and Public Welfare

(b)(6)

TABLE OF CONTENTS

Introduction 2
 The Learning Standards for Early Childhood Format 5
 Guiding Principles 6



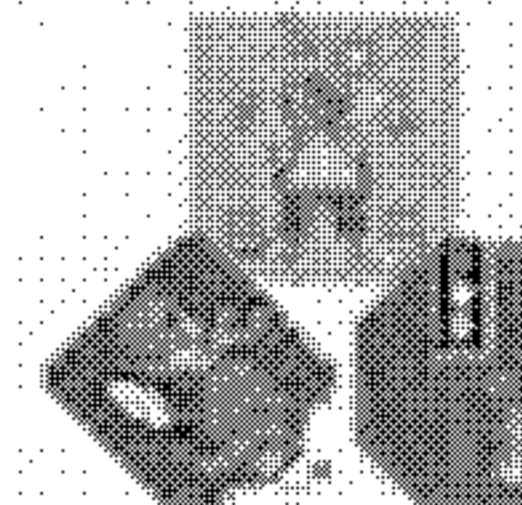
**KEY LEARNING AREA:
 APPROACHES TO LEARNING THROUGH
 PLAY: CONSTRUCTING, ORGANIZING AND
 APPLYING KNOWLEDGE** 7

Standard 15.1: Constructing Knowledge 8
Standard 15.2: Organizing and Understanding Knowledge 9
Standard 15.3: Applying Knowledge 10
Standard 15.4: Learning Through Experience 11
Approaches to Learning Through Play Glossary 12

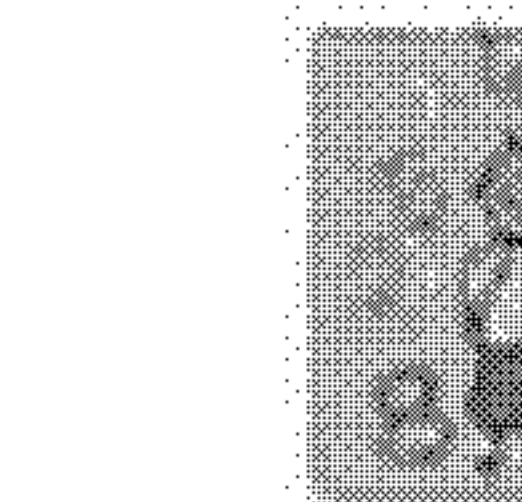


**KEY LEARNING AREA:
 ARTS AND CULTURAL EXPRESSION:
 CREATING AND RESPONDING TO THE ARTS** 13

Standard 9.1: Production and Performance
9.1a: Music and Movement 14
9.1b: Dramatic and Performance Play 15
9.1c: Production and Performance: Visual Arts 15
Standard 9.2: Historical and Cultural Context of Works in the Arts 16
Standard 9.3: Critical Response to Works in the Arts 17
Standard 9.4: Aesthetic Response to Works in the Arts 17
Creative Thinking and Expression Glossary 18



**KEY LEARNING AREA:
 CREATIVE THINKING AND
 PROBLEM SOLVING** 19



**KEY LEARNING AREA:
 MATHEMATICAL THINKING:
 CONSTRUCTING, APPLYING, PROBLEM
 SOLVING, AND COMMUNICATING** 20

Standard 2.1: Numbers, Number Systems and Relationships 21
Standard 2.2: Computation and Estimation 22
Standard 2.3: Measurement and Estimation 23
Standard 2.4: Mathematical Reasoning and Connections 24
Standard 2.5: Mathematical Problem Solving and Communication 25
Standard 2.6: Statistics and Data Analysis 26
Standard 2.7: Probability and Predictions 27
Standard 2.8: Algebra and Functions 28
Standard 2.9: Geometry 29
Mathematical Thinking and Expression Glossary 30



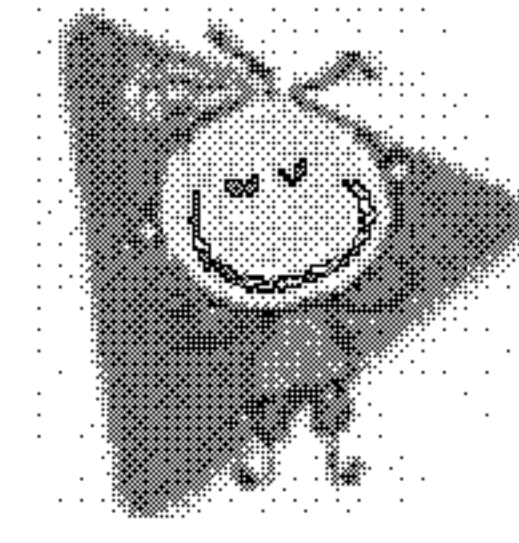
**KEY LEARNING AREA:
 SCIENTIFIC THINKING:
 CONSTRUCTING, APPLYING, PROBLEM
 SOLVING, AND COMMUNICATING** 31

Biological Sciences
Standard 3.1a: Living and Non-Living Organisms 32
Standard 3.1b: Genetics 33
Standard 3.1c: Evolution 34
Standard 3.2a: Physical Sciences: Chemistry 34
Standard 3.2b: Physical Sciences: Physics 35
Standard 3.3a: Earth and Space Sciences:
 Earth Structure, Processes and Cycles 36
Standard 3.3b: Origin and Evolution of the Universe 38
Standard 3.4a: Scope of Technology 38
Standard 3.4c: Technology and Engineering Design 39
Standard 3.4e: The Design World 39
Standard 4.1a: Environment and Ecology 40
Environment and Ecology
Standard 4.1: Watersheds and Wetlands 40
Standard 4.2: Renewable and Non-Renewable Resources 41
Standard 4.3: Environmental Health 41
Standard 4.4: Agriculture and Society 41
Standard 4.6: Ecosystems and Their Interactions 41
Standard 4.7: Threatened, Endangered and Extinct Species 41
Standard 4.8: Human and the Environment 42
Standard 4.9: Environmental Laws and Regulations 42
Scientific Thinking and Technology Glossary 42



**KEY LEARNING AREA:
 SOCIAL AND CIVIL THINKING:
 CONSTRUCTING AND COMMUNICATING** 43

Standard 5.1: Principles and Documents of Government 44
Standard 5.2: Rights and Responsibilities of Citizens 44
Standard 6.1: Economic Systems 45
Standard 6.2: Markets and the Functions of Government 46
Standard 6.3: Scarcity and Choice 46
Standard 6.5: Work and Earnings 47
Standard 7.1: Basic Geographic Literacy 48
Standard 7.2: Physical Characteristics of Places and Regions 48
Standard 7.3: Human Characteristics of Places and Regions 49
Standard 7.4: Interactions Between People and the Environment 49
Standard 8.1: Historical Analysis and Skills Development 50
Social Studies Thinking Glossary 51



**KEY LEARNING AREA:
 HEALTH AND WELLNESS:
 DEVELOPING POSITIVE AND PHYSICAL
 WELL-BEING THROUGH LEARNING ABOUT
 THE BODY** 52

Standard 10.1-3: Health and Safety Practices 53
Standard 10.4: Physical Activity: Gross Motor Coordination 55
Standard 10.5: Concepts, Principles and Strategies of Movement:
 Fine Motor Coordination 56
Health, Wellness and Physical Development Glossary 57



**KEY LEARNING AREA:
 LANGUAGE AND LITERACY:
 DEVELOPING POSITIVE AND PHYSICAL
 WELL-BEING THROUGH LEARNING ABOUT
 THE BODY** 58

Standard 1.1: Learning to Read Independently 59
Standard 1.2: Reading, Analyzing, and Interpreting Text 60
Standard 1.3: Reading, Analyzing, and Interpreting Literature 62
Standard 1.4: Types of Writing 62
Standard 1.5: Quality of Writing 63
Standard 1.6: Speaking and Listening 64
Standard 1.7: Characteristics and Function of the English Language 65
Standard 1.8: Research 65
Standard 1.9: Information, Communication, and Technology Literacy 66
Language and Literacy Development Glossary 66



**KEY LEARNING AREA:
 CONNECTIONS:
 SUPPORTING CHILDREN'S LEARNING,
 FAMILIES, COMMUNITIES AND
 TRANSITION** 67

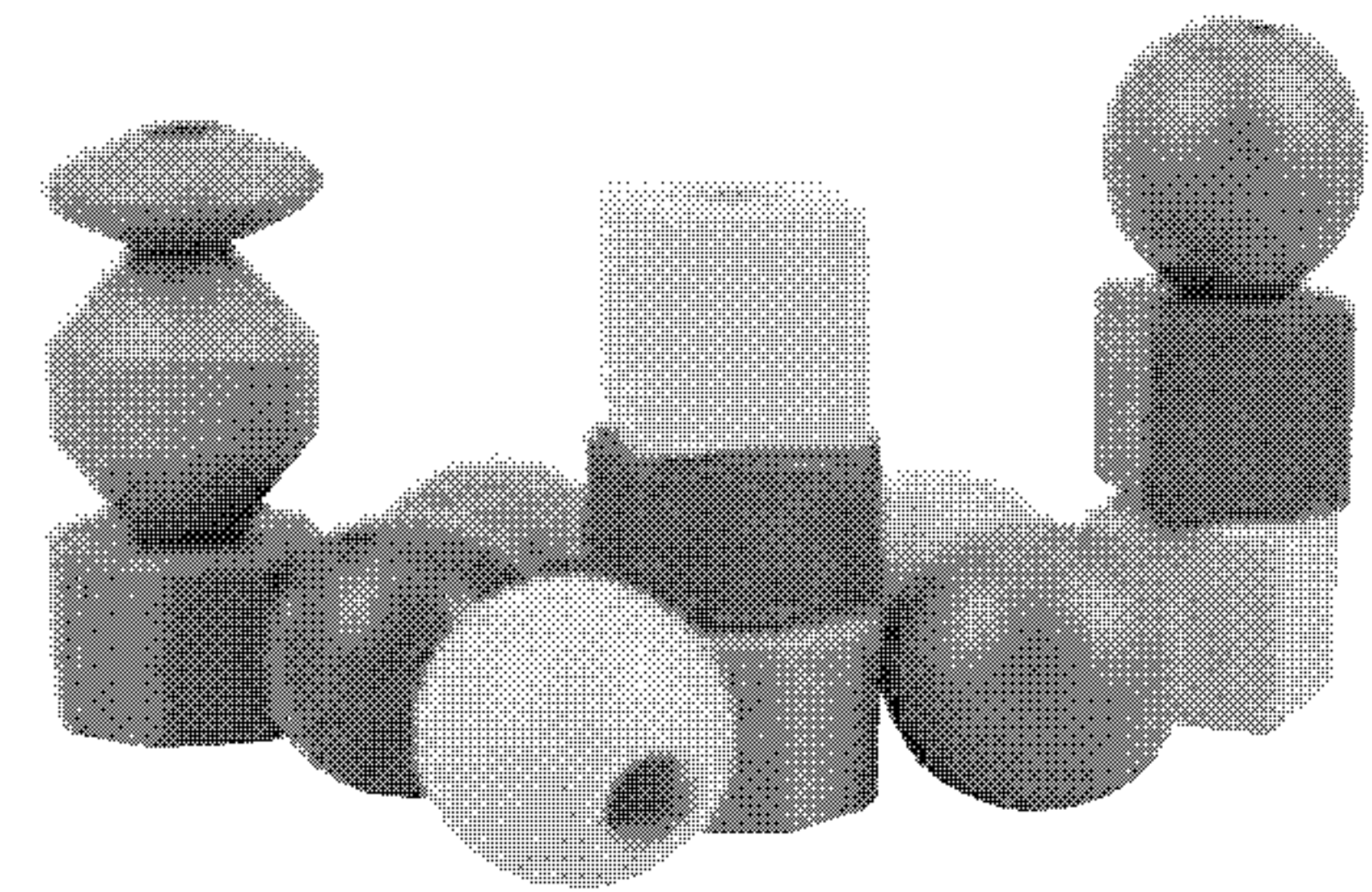
Standard 20.1: Connections 69
Standard 20.2: Family Engagement 71
Standard 20.3: Supporting Children's Learning 72
Standard 20.4: Transition 74



**KEY LEARNING AREA:
 SELF-CONCEPT AND SELF-REGULATION:
 DEVELOPING POSITIVE AND PHYSICAL
 WELL-BEING THROUGH LEARNING ABOUT
 THE BODY** 75

Standard 25.1: Self Concept (Identity) 77
Standard 25.2: Self Regulation 78
Standard 25.3: Pro-Social Relationships with Adults 79
Standard 25.4: Pro-Social Relationships with Peers 80

Resources 82
Acknowledgements 84



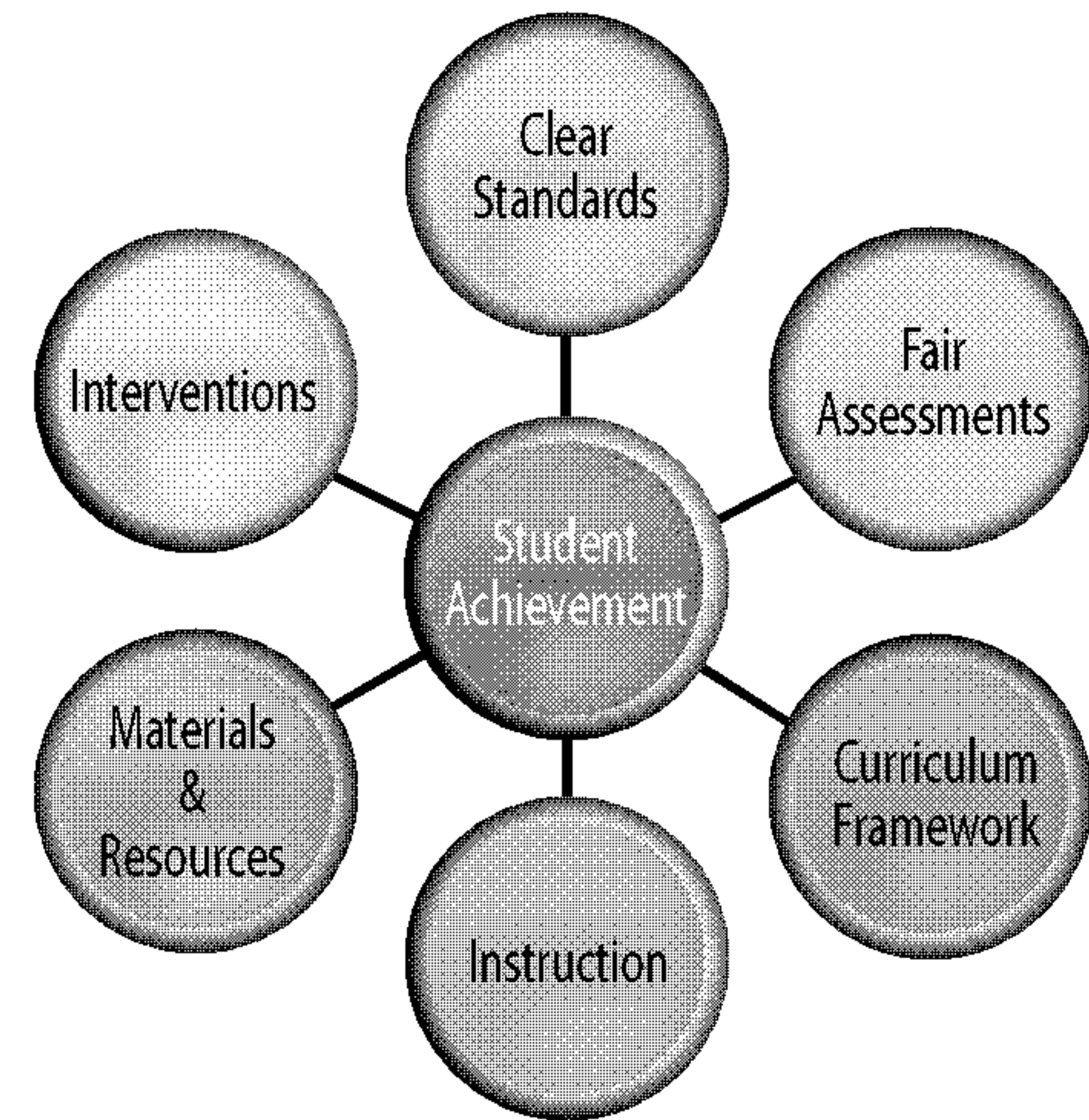
INTRODUCTION

Children are born with an incredible capacity and desire to learn. Over 30 years of research confirms the foundational importance of early education and care for children's school and life success. It is essential, then, that students' first school experiences are robust ones, steeped in expectations that develop critical thinking and problem solving skills, a deep understanding about themselves in a social society and age appropriate content.

Teachers' instructional practices must embed the domains of development: cognitive, social-emotional, language, and physical within the foundations or approaches to learning that enable children to explore, understand and reach beyond the "here and now" to challenge themselves and to experiment and transform information into meaningful content and skills.

Teachers of very young children have the awesome task of providing rich information and experiences that build skills and understanding in the context of every day routines and within intentionally-designed play opportunities that capture children's interests, wonder and curiosity so they want to know more. Pennsylvania's learning standards join hand-in-hand with the learning environment; the responsive relationships that have been built with children, families and the community; the age, cultural and linguistically-appropriate curriculum; and the practices being used to assess children, classrooms and programs to create the best possible experiences for learning success.

The Department of Education and the Office of Child Development and Early Learning utilize a Standards Aligned System (SAS) that links the elements of instruction, materials and resources, curriculum framework, fair assessment and interventions, and learning standards to children's engagement in learning and their school success.



1. MATERIALS AND RESOURCES

Every early learning classroom, whether it is in a home atmosphere or center-based setting, must be a comfortable, safe and nurturing environment where children can play with blocks, manipulatives, art materials, and dramatic play items to enhance skill development. Children discover and understand science, social studies, and math information when they actively explore materials and ideas that are guided by teachers who intentionally design activities that

engage children in critical thinking and processing. Children also learn about their own abilities and learning styles, how to get along with others and how to appreciate others' contributions in classrooms that include a diverse set of materials and experiences.

School environments should be linked to a child's home environment, incorporating cultural and ethnic materials and children's home language and provide experiences that are inclusive for all children, regardless of ability, socio-economic status, or family background. Well-designed classrooms demonstrate a commitment to the whole child by offering materials and activities that promote social, physical, cognitive and language learning.

Classroom assessment instruments that help providers assess the arrangement of indoor and outdoor space, the provision of materials and activities, and their development of class schedules are useful in assuring best practice implementation and alignment to Pennsylvania's Learning Standards for early childhood.

2. INSTRUCTION

Instruction in the early years often looks different than in the older grades. Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery and in experimentation and interaction with materials, their peers and nurturing adults.

Teachers help construct knowledge during these active learning times by designing activities that build on children's prior knowledge to create new understandings and information. A limited amount of direct teaching combined with child-initiated play produce optimal conditions for young children's education. Teachers become facilitators or guides of learning who interact with children throughout the school day. They ask open-ended questions that encourage children to think about what comes next or want to know more and they support children's creativity, problem solving, intuition and inventiveness (approaches to learning) by challenging and encouraging them. Teachers design focused instruction that is based on the identified individual needs of every child and assure these experiences encompass their interests, abilities and culture.

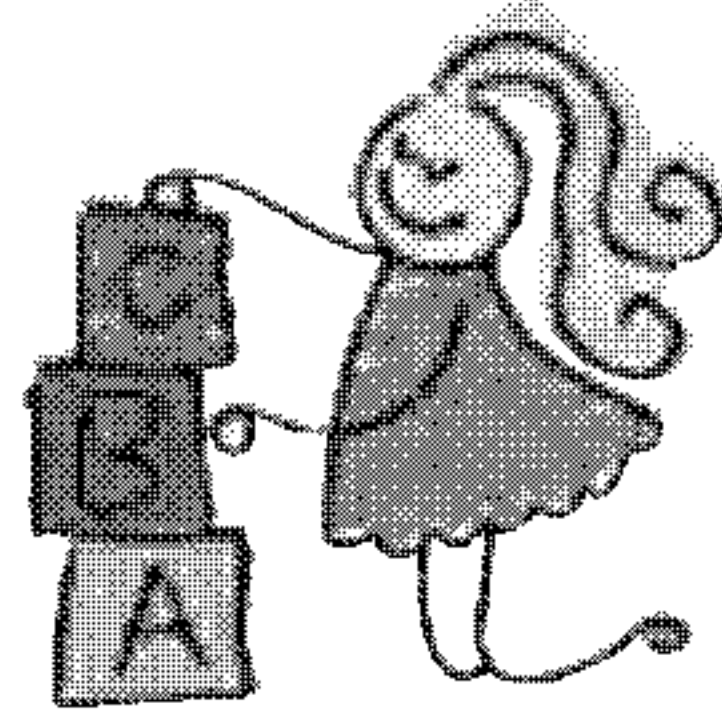
3. CURRICULUM FRAMEWORK

A curriculum framework reminds us what information should be taught to young children within each of the Key Learning Areas. It assures the continuum of learning that begins at birth and continues through graduation. Pennsylvania's curriculum framework includes big ideas, essential questions, vocabulary, concepts and competencies that further define the learning standards.

4. FAIR ASSESSMENTS

Teachers must use both informal and formal assessments to understand children's progress. In early childhood, formative assessments that provide information about how children are progressing in the classroom allow teachers to make adaptations or adjustments in the individualized learning plans for every child.

Early childhood professionals observe and assess children in their classroom setting using the materials that are found in their school environment. Blocks that children count or stack, for example, provide the information teachers need to understand children's math or fine motor skills. Outdoor play or recess allows the adult to observe children's gross motor skills or the social interactions with peers.



Teachers must use the information they have documented during observation, along with information from the parent, to identify goals and next steps for children's learning through play.

5. CLEAR STANDARDS

Learning Standards provide the framework for learning. They provide the foundational information for what children should know and be able to do. Pennsylvania's learning standards build on information learned previously, creating a continuum of learning that assures consistent and linked learning that begins in infancy, gradually getting more difficult as it extends through high school.

Pennsylvania also uses program standards that assure children's experiences are being offered in high-quality settings. Keystone STARS, PA Pre-K Counts, ABG, HSSAP all use similar sets of standards that provide guidance on program operation that exhibits best practices.

6. INTERVENTIONS

When teachers are observant and assess children's abilities, interests and achievement using the standards as a guide, interventions become part of the teachers' everyday practice. Revising activities, adjusting lesson plans and accommodating children's individual differences becomes matter-of-fact and the norm. Successful strategies that allow children to master skills at his or her own pace provide benefits for all children as they interact with others of varying abilities and cultures.

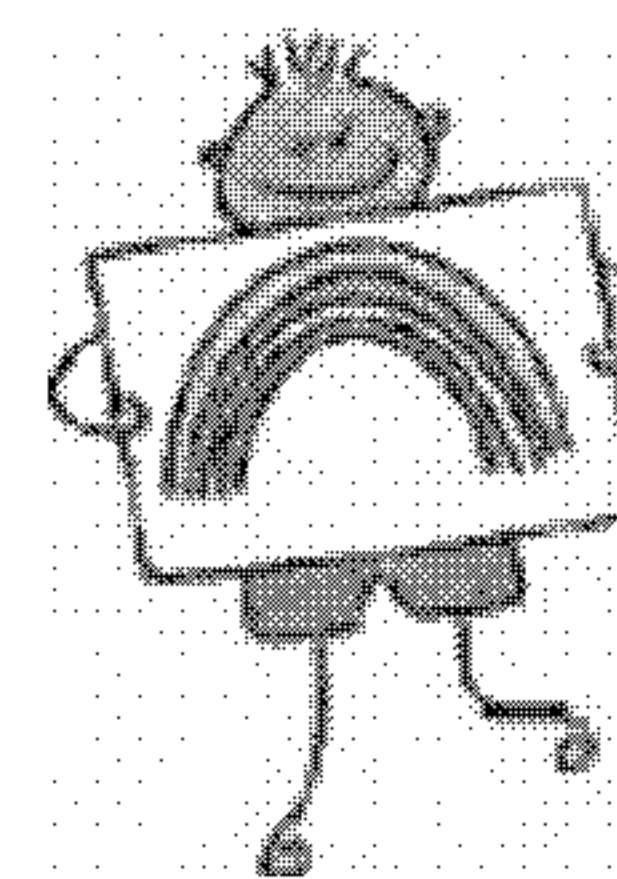
Early Childhood Special Education

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically developing peers. Teachers may need to adapt or modify the classroom environment, teacher interactions and/or materials and equipment to help children with disabilities fully participate.

Pennsylvania's Learning Standards for Early Childhood are designed to be used for all children. The content within these standards does not need to be specific to an age, grade or specific functional level, but instead provide the breadth of information from which to create goals and experiences for children that will help them reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children's accomplishments and focus on what all children can do.

English Language Learners

Children develop language much the same way they acquire other skills. Children learn native and second languages using an individual style and rate. Differences among English Language Learners such as mixing languages or a silent period are natural. Each child's progress in learning English needs to be respected and viewed as acceptable and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Pennsylvania's Standards for Early Childhood.



EARLY CHILDHOOD CONNECTIONS

High quality early learning programs also promote connections that assure children's school success. Programs that build relationships with children and families and coordinate their work with other early learning programs, school districts and grades within districts create strong partnerships for success.

1. CONNECTIONS TO CHILDREN

Relationships are the key to successful connections between a teacher and the students. Teachers must take time to know every child, to understand the way in which they learn best, to identify the special talents and skills each child possesses and the interests that excite them to learn more. Adults who work with young children must be students themselves as they learn about children's home experiences and culture so they can design learning environments that support the home-school connection and expand prior learning and experiences into new achievements and acquisition of knowledge.

2. CONNECTIONS TO FAMILIES

Parents of young children have much to offer in the learning process. When a partnership is formed between teacher (or school) and the family, the connection between home and school has been strengthened, assuring that children receive consistent messages about learning and skill development. Parents should be given opportunities to learn about their children's day at school, to provide input into the information they want children to learn and master, and to understand what they can do at home to enhance the school experience. Frequent informal conversations, invitations to participate in classroom life and voluntary take-home activities that relate to school experiences help to build the partnership.

At-home resources for parents such as *Kindergarten, Here I Come*, *Kindergarten, Here I Am* or *Learning is Everywhere* provide both teachers and families with tools to connect at home and school learning and to share age appropriate expectations and activities that support that connection.

Families' ethnicity and culture must be interwoven into the life of an early childhood program and classroom. Staff must embrace all children's heritages and provide activities, materials and experiences that help children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others'. Staff in high quality early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.

3. CONNECTIONS WITH OTHER EARLY LEARNING PROGRAMS

Children and families often have other needs and priorities in addition to participation in high quality early childhood learning programs. Families may need to coordinate their early learning program services with child care, health services or early intervention services, as well as with their other children's school experiences. Programs within a community that support families' single point of contact or help to coordinate services for children demonstrate a strong understanding and respect for families. Providers that reach out to neighborhood schools to facilitate transition into the public school or who have developed a working relationship with their early intervention provider assure linkages that support children's school readiness and ongoing success.

4. CONNECTIONS FOR LEARNING

Young children make learning connections through play. Providers that allow children time to explore and discover, both inside and outside, have optimized children's capacity to internalize and generalize content by making their own connections to prior-learned knowledge. All children, regardless of age and ability, need opportunities to engage in practice activities and experiences that are steeped in play.

Adults must also use literature connections in all domains. Literature supports both content and social and cultural learning. It is a foundation for curriculum integration.

CONTINUED...

Appendix (A)(1)-4b: Learning Standards for Pre-K

LEARNING STANDARDS TASK FORCE

Pennsylvania's Learning Standards for Early Childhood were originally constructed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell's commitment to early childhood education. The Office of Child Development and Early Learning, established in 2006 to administer both Departments' early childhood programs, has overseen revisions to the standards.

Each set of Standards has been formulated with help and guidance from practitioners who represent early childhood programs and advocacy groups, higher education, and policy analysts and researchers. Support for the development of the Standards was provided through the national Build Initiative, a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of all young children.

THE LEARNING STANDARDS CONTINUUM

Within all of Pennsylvania's Early Childhood Standards, the Key Learning Areas define the domains or areas of children's learning that assure a holistic approach to instruction. All children, regardless of age and ability, should be exposed to experiences that build their skill development in approaches to learning, social-emotional development, language and literacy development, physical or motor development, creative expression and the cognitive areas of mathematics, science and social studies. The Standards within each Key Learning Area provide the information that children should be able to know and/or do when they leave the age level or grade. The Standards are also organized by Standard Statements that specify specific skills. New, in 2009, strands further define the standards by organizing the information into focus areas. The strands become the connections to the Academic Standards for grades 3-12. They, too, use these strands to organize the content that all children in Pennsylvania should be able to know and do.

PENNSYLVANIA'S EARLY CHILDHOOD CONTINUUM OF STANDARDS

Infant-toddler, Pre-kindergarten and Kindergarten standards are connected through the Continuum of Learning and further linked to the 3rd grade academic standards. Using the strands as the organizer, professionals are able to look across ages and grades to understand how children's development emerges. Some skills will not emerge in a noticeable way until a child is older. These standards statements will be identified on the continuum as "emerging". For example, concepts about money are not ones that infant teachers need to develop. They show in the social studies standards for infants as "emerging". Strands that are missing numerically are skills that do not need attention during the Early Childhood Education years.

Teachers who view children's skill development across ages and grades will be able to understand the sequential way children learn and become familiar with the way in which teachers at higher grade levels support learning.

(b)(6)

LEARNING STANDARDS FOR EARLY CHILDHOOD DO:

- Inform teachers and administrators about curriculum and assessment and guide the selection of program materials and the design of instruction
- Inform parents of age-appropriate expectations for children
- Provide a common framework for community-based work on curriculum and transitions

THE LEARNING STANDARDS FOR EARLY CHILDHOOD ARE NOT USED:

- As a specific curriculum or to mandate specific teaching practices and materials
- To prohibit children from moving from one grade or age level to another
- To assess the competence of children or teachers

AGE GROUPINGS IN PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD

INFANT-TODDLER LEARNING STANDARDS

The Infant-Toddler Standards are divided into three age levels: infant (birth through 12 months), young toddler (9 months – 27 months) and older toddler (24 months through 36 months). These age divisions are arbitrary as a means for organizing the content; very young children's development is uneven and may span two or all three of the age levels in different Key Areas of Learning. This is reflected by the overlap of the age 9 – 27 months in younger toddlers.

The Standards in each Key Area of Learning are displayed on an infant-toddler continuum with the content within one strand presented together on one page. Practitioners can look across each age level to determine the skills that best match their children's current development, identifying additional standard statements, examples and supportive practices to scaffold children's learning.

When strands include "Emerging" under infant or young toddler, these concepts are beginning to emerge but are expected to be mastered. For example, infants and young toddlers may be exploring mathematical estimation as they interact with materials, but intentional instruction would not be appropriate for that age. Adults should continue to introduce these concepts whenever appropriate for the individual child without expectation of mastery.

LEARNING STANDARDS FOR PRE-KINDERGARTEN

Teachers will find the skills that pre-kindergarteners (ages three and four) are practicing and mastering within the pre-kindergarten standards. Younger preschoolers will be learning the content, while older children will be mastering the skills and showing proficiency in many of them. Classroom environments, materials and activities that are developed for this age will be appropriate for both three and four year olds; expectations for mastery will be different.

LEARNING STANDARDS FOR KINDERGARTEN

Students who complete kindergarten should demonstrate mastery of many of the skills within the Kindergarten Standards. This document is designed for full day kindergarten classrooms. Half day kindergarten teachers will need to modify the amount of content that is introduced to children during the kindergarten year, but the cognitive processing that children must develop and the holistic instruction will remain constant regardless of the length of the kindergarten day.

It is critical that kindergarten instruction occurs through an active learning approach where teachers use differentiated instructional strategies and focus on learning centers and play as key elements of the daily schedule. Child-directed instruction should be predominant with language and literacy and math infused through the day in addition to their special focus learning times. Kindergarten children should be given opportunities to develop social and emotional skills, physical skills and their creative expression within the course of a kindergarten day.

THE LEARNING STANDARDS FOR EARLY CHILDHOOD FORMAT

CREATIVE THINKING AND EXPRESSION

COMMUNICATING THROUGH THE ARTS

STANDARD 9.1a: PRODUCTION, PERFORMANCE AND EXHIBITION: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses

ESSENTIAL QUESTIONS: How do I respond to music through my expressions? How do I respond to music by moving my body?

STANDARD STATEMENT	EXAMPLES (EXAMPLES)	SUPPORTIVE PRACTICES
<p>Respond to different forms of music and dance through participation and discussion</p> <p>Practice rhythms in different forms of music and dance</p>	<p>The learner will:</p> <ul style="list-style-type: none"> Participate in teacher-guided music and movement activities Sing familiar songs, chants, and finger plays Dance to different types of music such as jazz, classical, ethnic Send a message using a drum beat Talk about music and movement experiences Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs) 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide different forms of music during group activities and in centers Play a variety of music types for listening and for participation Introduce children to a variety of songs, finger plays and rhythms Encourage children to discuss the experience Create opportunities for children to express themselves through a variety of music forms through dance or body movements Provide large and small group activities that focus on movement and music Provide a variety of props for musical expression and movement such as scarves and hoops

Standard Statement: The specific indicators that provide the skills for children to learn and master. In the younger years when a skill is still emerging, this area will be identified as "emerging". In some strands, there will be several standard statements; in others, there will be just one.

Examples: Or competencies; identify ways children may demonstrate mastery or skill development.

Supportive Practices: Define strategies and materials professionals can use to help children learn or progress.

Key Learning Area: The domains of learning that assure child's holistic development.

Standard: Organizes the content within Key Learning Areas into smaller specific topics.

Big Idea: Describes the primary information that children should acquire across all age levels.

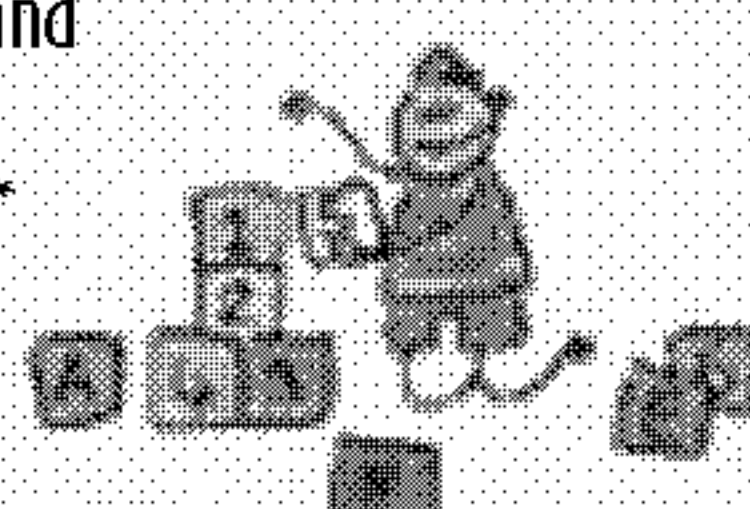

Essential Questions: Linked to the Big Ideas and provide the questions that support children's inquiry.

Numbering: Links to 3rd Grade Academic Standards. See below for further description.

Strand: Areas of learning within each Standard that organize the information. These strands are similar from birth through grade 12.

GUIDING PRINCIPLES

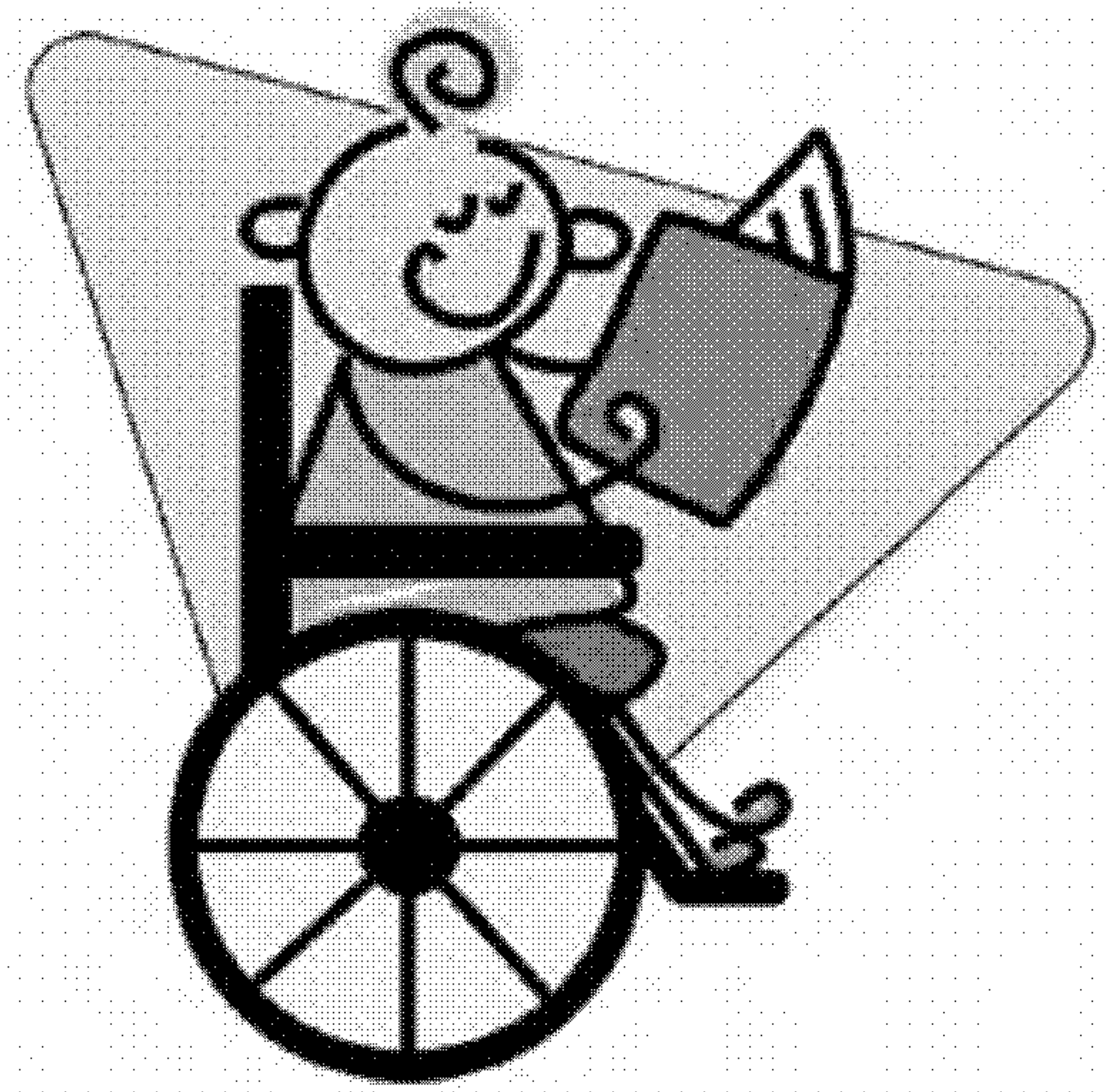
High quality early childhood programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High quality early childhood programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and parents.

<p>1 High quality early childhood education and care programs have a significant impact on children's future successes.</p>	<p>Children's learning, development and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development, and are intentional in their relationships and work with children and families.</p>
<p>2 All children can learn and deserve high expectations that are age, individually, and culturally appropriate.**</p> 	<p>Early childhood care and education programs must address the individual needs of a diverse population of children, e.g., children with special needs, children from diverse cultural backgrounds, children from all social-economic groups.</p>
<p>3 Young children learn best when they are able to construct knowledge through meaningful play, active exploration of the environment and thoughtfully planned activities.</p>	<p>Early childhood care and education programs are defined by a set of comprehensive standards that maximize a child's growth and development across domains.</p>
<p>4 The learning environment for young children should stimulate and engage their curiosity of the world around them, and meet their physical needs and emotional needs so that children feel safe and secure.</p>	<p>There must be a system of research based assessment that documents children's growth and development in relationship to a defined set of standards, and is used to inform instruction.</p> 
<p>5 Language and early literacy development must be supported and integrated throughout all aspects of early childhood care and education programs.</p>	<p>Children's learning is enhanced when families, schools, and communities work together.</p>

**Footnote: Young children with disabilities will meet standards consistent with their individualized education programs (IEPs) goals developed by IEP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).

APPROACHES TO LEARNING THROUGH PLAY

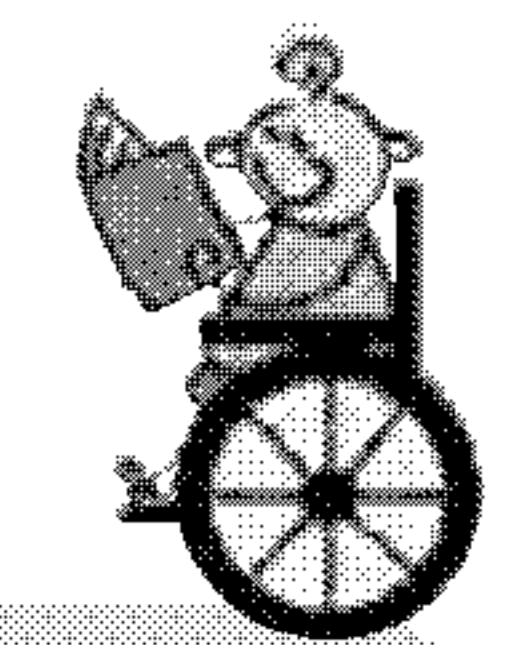
CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE



Children must demonstrate proficiency in both academics and their approach to their learning environment. These approaches are most effectively learned in the context of an integrated effort involving parents, educators and members of the community. The acquisition of these approaches is a developmental process that encompasses an individual's entire lifetime. Teachers must help students feel successful by supporting and understanding their individual differences, allowing them to explore the world in a safe and caring environment, and enhancing their curiosity and knowledge about the world in which they live.

FAMILY RELATIONSHIPS

There is no greater gift for children's successful endeavors in school than for schools to create a strong relationship between home and school. The connections that teachers and schools form with parents and guardians, especially in the early childhood years, provide the link for learning and assures that children, teachers and families work together to support children's growth and development and skill mastery. Families can be invited to participate in many ways – volunteerism, donations of time, resources and materials, shared decision-making about children's educational goals, support and referrals – but the key is a reciprocal relationship that invites parent input about a child's school performance and information about the values and home culture, while sharing details of the child's school routine and perceived successes and challenges in the classroom. Parents who perceive themselves as an integral member of the learning team are more likely to provide ongoing support and encouragement for children's learning that will carry them through high school.



Standard	Page
15.1 Constructing Knowledge	8
15.2 Organizing and Understanding Knowledge	9
15.3 Applying Knowledge	10
15.4 Learning Through Experience	11

Appendix (A)(1)-4b: Learning Standards for Pre-K

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

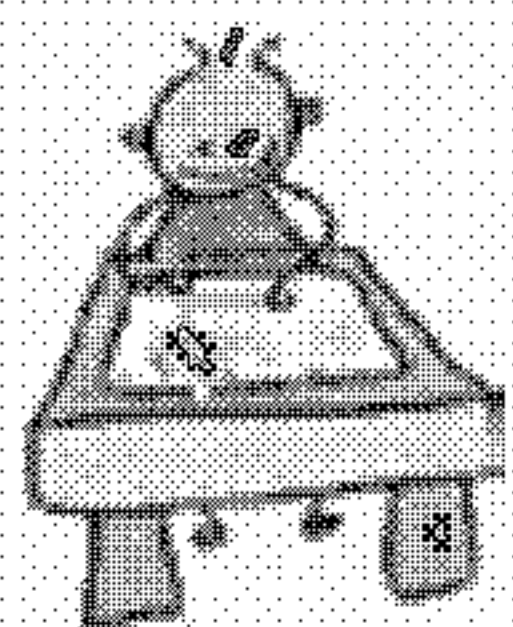
STANDARD 15.1: CONSTRUCTING AND GATHERING KNOWLEDGE

BIG IDEA: Children actively construct knowledge through routines, play, practice and language. They observe others and their environment, use their senses to manipulate objects and materials and develop their own individualized approach to learning.

ESSENTIAL QUESTIONS: How do I find out about things? What information do I need to learn new things? What do I learn when I am playing?

15.1.1 CURIOSITY AND INITIATIVE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show interest in a growing range of topics, ideas and tasks Utilize all available senses to explore and learn from the environment Ask questions for clarification and to seek meaningful information Show interest and interact with others about their work or actions 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Show an interest in the outcome of stories and guess what might happen next Demonstrate interest in new materials that are introduced into the classroom Ask questions to understand something, such as, "How does that work?" Look at another's painting or drawing and ask, "What's that?" Watch others play and ask to join in 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Introduce a book by asking, "What do you think this book might be about?" Ask children to guess what might be inside a box or bag as a way to introduce a topic or idea Provide real objects that can be manipulated or explored to understand a concept, such as lining children up from short to tall to understand sequencing Respond to children's questions with explanations that help them to understand Encourage children to research answers to questions through books, such as "Let's find a book about dogs to see why their noses are cold." Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement, "Look what I brought for us to do today!"
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15.1.2 RISK TAKING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate an increased willingness to participate in both familiar and new experiences Differentiate between appropriate and inappropriate methods for learning information 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Participate in a new song or circle time activity Try to walk across a balance beam after an adult explains the proper technique Try a new type of playdoh that has been introduced Understand that jumping from a high wall is a dangerous way to discover its height Explain that pulling off a doll's arm is an inappropriate strategy for learning how it is put together 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Introduce new materials and activities by explaining what they are and providing instructions on their use Rotate materials in the classroom, pairing new and familiar things for children's comfort Demonstrate enthusiasm when introducing new materials Allow children time to warm up to new ideas or activities without expecting them to fully participate right away Describe appropriate strategies for children's participation or exploration of materials Engage children in "what if" scenarios to discuss potentially dangerous or inappropriate responses and situations
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APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.1: CONSTRUCTING AND GATHERING KNOWLEDGE continued

15.1.3 STAGES OF PLAY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in simple games with rules Use materials and objects to represent other objects Engage in complex play sequences that may be continued over several days 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Play Lotto or Candyland with teacher support Use a stick to represent a magic wand Build a road with blocks and run cars across it saying it's a speedway Join others in play such as acting out a doctor's office scenario using dolls as sick children over several days 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Engage children in simple game play with their peers by introducing and participating with them in games such as lotto or dominoes Describe objects and their pretend uses, such as "that looks just like a magic wand!" Rotate props and materials in the dramatic play area to encourage children to engage in play scenarios with others Provide opportunities for children to create objects that represent other things such as providing playdoh to make "snow balls" When appropriate allow structures or scenario props to stay in location for several days without clean-up
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STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION

BIG IDEA: Children learn to organize complex information and thoughts into small steps and goals. They develop plans for completing tasks by establishing goals and carrying out plans to meet those goals.

ESSENTIAL QUESTIONS: How do I understand the steps of a task? How do I decide how to approach a task?

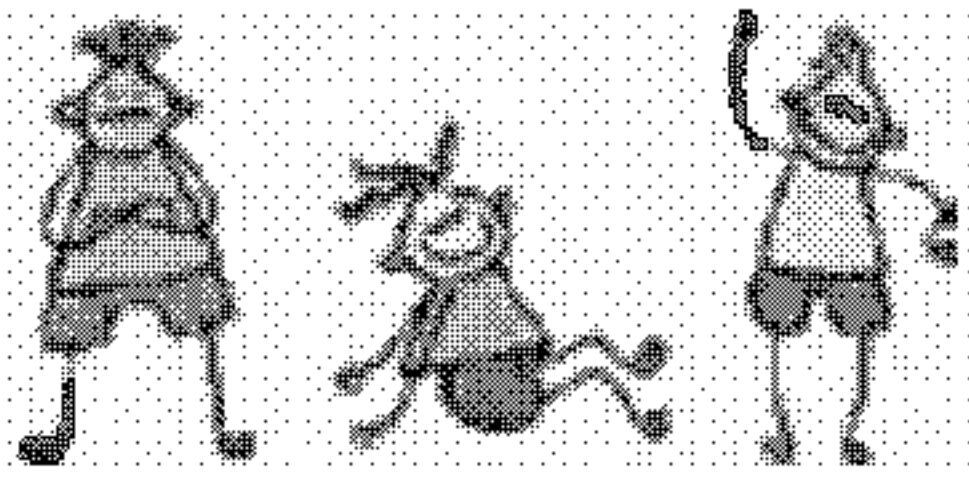
15.2.1 ENGAGEMENT, ATTENTION AND PERSISTENCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Attend and follow through on adults' one or two step directions Initiate and extend activities Complete short tasks, activities, projects and experiences from beginning to end independently Work towards completing task despite interruptions or classroom disruptions 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Listen to instructions and perform two step tasks such as "Go to your cubby and get your coat" Begin an activity and invite peers to join or offer suggestions for the direction of an activity Attend by watching and listening to an adult's direction on how to approach a task and follow through, such as "Hold the paper this way and then rip at the top." Put together a 9-12 piece puzzle independently Follow an adult's suggestion for completing a task or solving a problem, such as "Hold the bottom of the cup when you pour" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Give clear and simple directions or explanations Allow time for children to follow simple directions to complete a task Save children's work for later completion if transition to a new activity is necessary Show flexibility during transitions to allow children who are working on an project time to complete it Offer help to children who are demonstrating difficulty completing a task or activity Praise children's efforts to complete a project Minimize interruptions and disruptions for children who are concentrating on a specific task or activity
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15.2.2 TASK ANALYSIS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Test objects to determine their purpose Explain a routine sequence to another Break simple tasks into steps and complete them one at a time 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use trial and error to find the puzzle piece that fits or the shape that fits into the shape sorter Identify the sequence of events in a story Explain to a new student what happens next during the day Explain what needs to happen first in order to complete a specific task or activity 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide multiple types of materials that can be used to explore and experiment Ask students to guess what a specific object may be used for Ask what might happen next in a story or ask children to review the sequence of a story's events Review steps of a task with children prior to asking them to complete the task and provide reminders throughout the process
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Appendix (A)(1)-4b: Learning Standards for Pre-K

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION cont.

15.2.4 REASONING AND PROBLEM SOLVING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Try different ways to complete a task Attempt to accomplish a difficult task on own 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Try new ways to accomplish a familiar task Use familiar materials to create something new such as using playdoh to make a road for small cars or fold paper to make a book Attempt to complete a task in more than one way before asking for help 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to try alternative uses for materials, "I wonder if we could use this box to catch the worm." Encourage children to develop alternative solutions to accomplish a task "Did anyone try to do this a different way?" Display a variety of materials and ask learners to complete a task, allowing them to choose the material that best suits the activity Ask questions that require thought and creative thinking, "How can we move this heavy box onto the floor?"
			

STANDARD 15.3: APPLYING KNOWLEDGE

BIG IDEA: Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.
ESSENTIAL QUESTIONS: How do I relate new information to things I already know? How do I use what I already know to learn new things? How do I finish a task?

15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use both observation and imitation to understand information Use music, art and stories to express ideas and feeling Use materials in unique ways to represent other things Try several ways to complete a task Produce and explain the purpose for a new creation 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Experiment with ways to put blocks together to keep them from falling Imitate teacher's expressions or intonations during a song, story or finger play Act out different roles or characters from a story Gallop like horses or slither like snakes to music that suggests these actions Use a tool to achieve a purpose similar to one already accomplished, such as using the scale to "measure" teddy bears because it was used last week to "measure" acorns Use a proven strategy to accomplish a new task, such as using a pencil sharper to sharpen a point onto a crayon Combine legos, unit blocks and wood signs to make a neighborhood with roads, houses and people Roll paper into a tube to act as a megaphone, explaining "I am making my voice louder." Try a new role in the dramatic play area that is suggested by another child With teacher guidance, provide ideas for re-writing familiar stories such as the Three Billy Goats Gruff into the Three Blond Hair Kids 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask children to think about alternative ways to complete a project or task if the original strategy is not successful, such as "How else could we have built that tower so it wouldn't fall?" Use "I wonder" when talking with children giving them time to contemplate what might happen or offer an alternative idea such as "I wonder how I could get that to fit." Provide opportunities for children to use materials in non-traditional ways Ask children to describe their creations and tell you how they work or why they were made Ask children for input into needed changes in the daily schedule, such as, "The photographer is coming today at the time we usually play outside. Can you think of how we might still be able to go outside today?"
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APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

BIG IDEA: Each child's biological make-up, family, history and learning style provide the important context in which learning is constructed.
ESSENTIAL QUESTIONS: How do my home experiences help me learn? How do I learn how to cope with difficult situations?

15.4.1 HOME-SCHOOL IDENTITY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate culture and home experiences during play Relate home or outside-learned knowledge to school experiences Understand that appropriate activities and events may differ from home to school 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask for additional help to master a skill or task that was begun at home such as buttoning a shirt Identify new skills or tasks that were learned or practiced at home such as "Mommy taught me how to tie my shoe." Explain that watching TV or walking around without shoes are home activities and that different rules apply at school Demonstrate a forward roll that was learned during a weekend gymnastics class Ask parents to continue school activities when they get home, such as "Can we read this book when we get home?" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide families with regular updates about the events that are occurring in school including songs, stories, and special events Talk with families about what children are working on at home and incorporate those goals in the school day, such as helping a child who is learning to go to sleep on his/her own at home by helping him/her lay down for nap independently at school Ask children to describe the extra curricular activities they participate in and show what they are learning Provide "take home" activity kits that can travel back and forth to school and home Acknowledge and value differences in class and home structure, such as, "At school we leave our shoes on during the day -- I know you like to go barefoot at home"
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15.4.2 RESILIENCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand how behavior may impact others' response to action Understand who or where there is help when needed Attempt problem solving activities to achieve a positive outcome 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Say "uh-oh" when doing something wrong Tell teacher when she/he is feeling scared or apprehensive about a particular task Accept teacher's or others' ideas about new strategies to complete a project when the original attempt does not work Identify activities to complete that are achievable, not too hard or too easy Try new activities or tasks that build on previously-learned skills Strive to correct his/her own mistakes Show interest in attempting new tasks 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide non-threatening guidance for improvement when children have failures Comfort children and provide encouragement during stressful times Provide strategies for children to control their own behavior or stress such as stopping and taking a breath before acting when angry Encourage children to be autonomous by offering situations and tasks that can be completed independently Make referrals to health care, social service and other agencies as appropriate Model appropriate responses to difficult or uncomfortable situations Encourage step by step problem solving and completion of a task to maximize perception of successful outcomes
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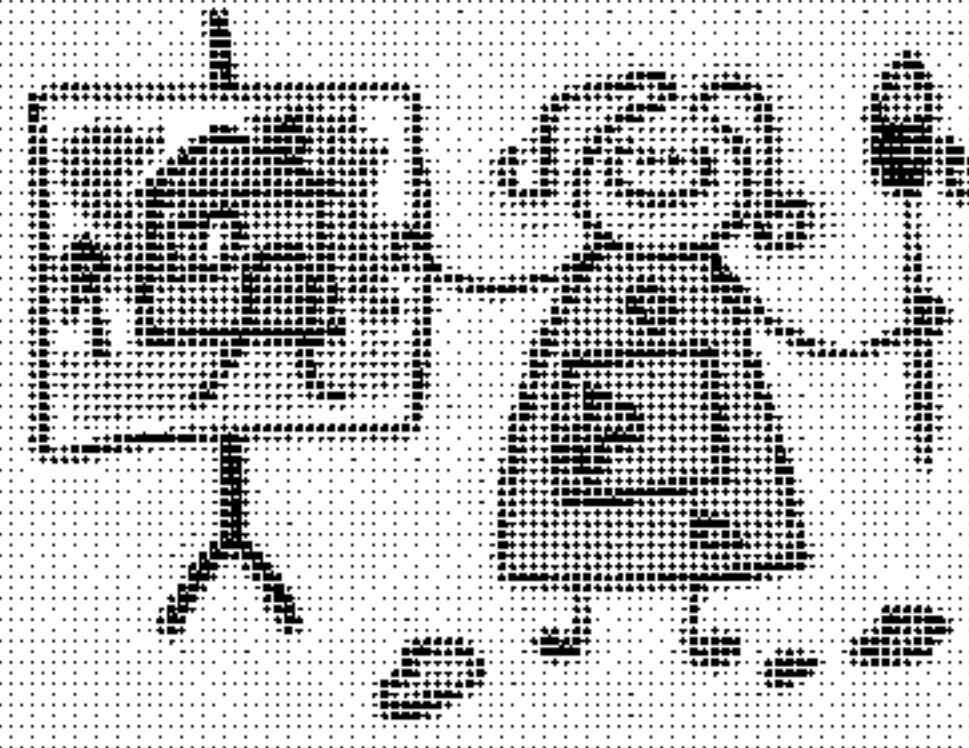
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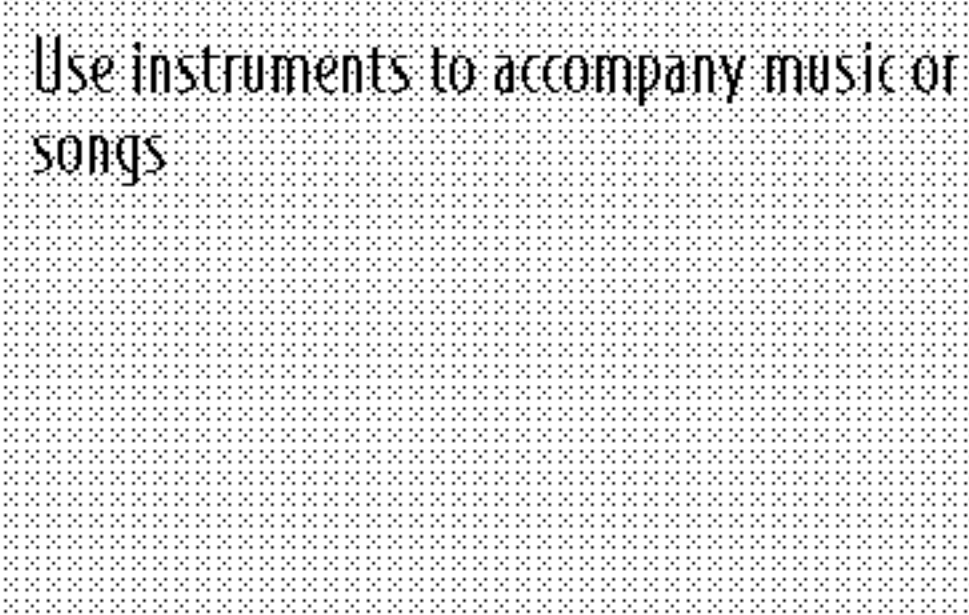
Appendix (A)(1)-4b: Learning Standards for Pre-K

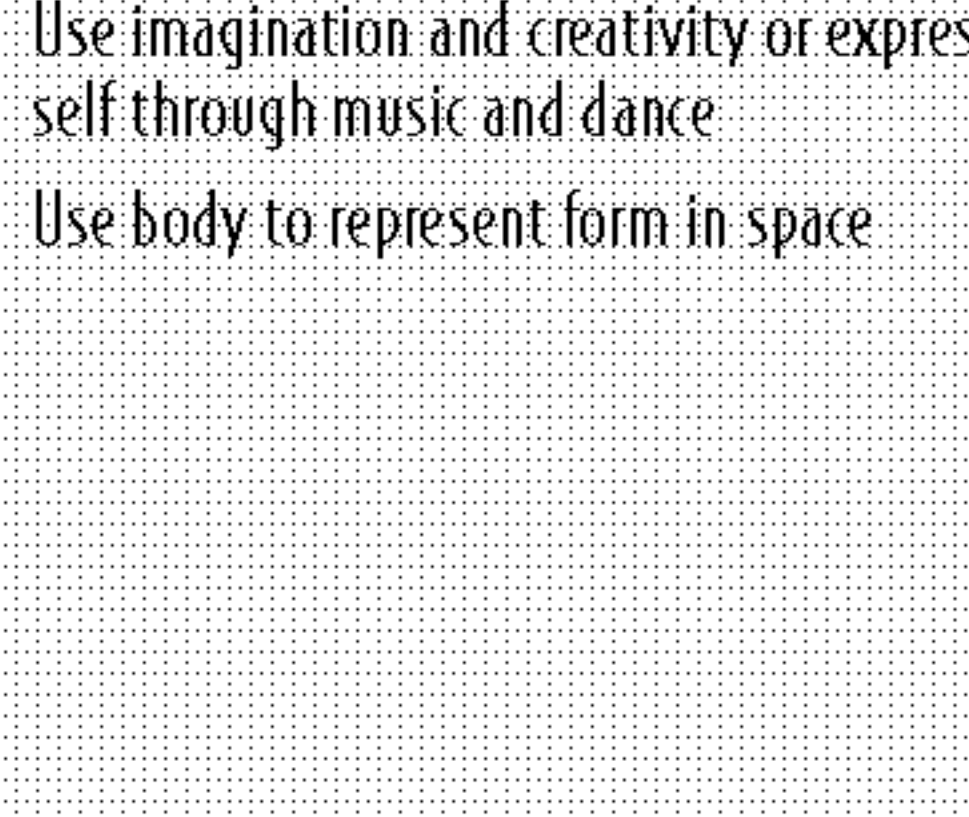
CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and inflame aesthetic and physical responses.
ESSENTIAL QUESTION: How can I express myself through music and movement activities?

9.1a.1 AESTHETIC RESPONSE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to different forms of music and dance through participation and discussion Practice rhythms in different forms of music and dance 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Participate in teacher-guided music and movement activities Sing familiar songs, chants, and finger plays Dance to different types of music such as jazz, classical, ethnic Send a message using a drum beat Talk about music and movement experiences Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs) 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide different forms of music during group activities and in centers Play a variety of music types for listening and for participation Introduce children to a variety of songs, finger plays and rhythms Encourage children to discuss experiences Create opportunities for children to express themselves through a variety of music forms through dance or body movements Provide large and small group activities that focus on movement and music participation Provide a variety of props for musical exploration and movement such as scarves and hoops
			

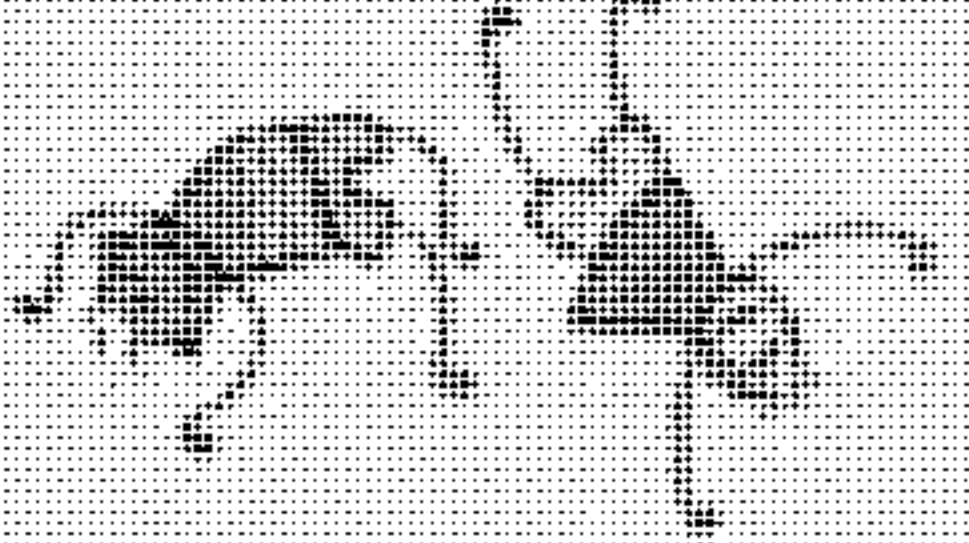
9.1a.2 EXPLORATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use instruments to accompany music or songs 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Explore rhythm instruments from different cultures Use rhythm instruments as intended Select the music and movement area during free choice 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide experiences through large and small group activities that focus on movement elements and techniques Model appropriate use of instruments Call attention to the varying changes and styles in music as children are listening
			


9.1a.3 CREATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use imagination and creativity or express self through music and dance Use body to represent form in space 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Improvise songs and rhythmic patterns Change words or tone of familiar songs to make new songs Use dance steps and styles to respond to music Represent finger plays or stories using body such as imitating a seed growing into a flower 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide opportunities through play for children to explore a variety of musical instruments throughout the day, both individually and in groups Encourage children to be creative during singing by changing words and song endings Use finger plays and stories that children can represent using their bodies
			

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1b: PRODUCTION AND PERFORMANCE: DRAMATIC AND PERFORMANCE PLAY


BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy and to solve problems.
ESSENTIAL QUESTION: How can I express myself through dramatic play? Can I participate in guided performances?

9.1b.1 DRAMATIC EXPRESSION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use nonrepresenting objects to create representations of real life objects or activities Represent fantasy and real-life experiences through pretend play Repeat similar play scenarios Use pretend play to represent known or anticipated situations 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Participate with other children in dramatic play situations (mother and baby, doctor and patient) Change play based on suggestions and questions by adults Imitate roles of people, animals or objects as learned in the child's life experiences Use props or costumes during dramatic play Create props from available materials (either realistic or symbolic (stick becomes a wand)) 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide dramatic play opportunities both inside and outside Create situations where child can role-play familiar roles or situations (home, living, grocery store, restaurants) Ask questions and make suggestions to children to extend their play in new directions Provide clothing, materials, and props that facilitate make believe play Talk with children about real and pretend situations, helping them to understand the difference Encourage imagination by providing "pretend props"
			

9.1b.2 PERFORMANCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Create various voice inflections and facial expressions in play Recreate dramatic play experiences for an audience 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Change voice inflection when recreating various characters Direct peers or follow peers' instructions about dramatic play schemes Act out stories with the guidance of the adult 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Use various voice inflection and facial expressions during read-aloud Provide props and costumes associated with favorite stories Participate in dramatic play events as the audience, providing praise and applause Develop teacher-guided dramatic activities such as acting out a story or performing a short play for a special event
			

STANDARD 9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS

BIG IDEA: Visual arts allow individual expression of interests, abilities and knowledge.
ESSENTIAL QUESTION: How do I share ideas about personal artwork and the work of others?

9.1c.1 REPRESENTATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Represent experiences, thoughts and ideas through visual arts 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Use a growing number of details and make more realistic representations Choose different art materials to represent different types of thoughts or feelings 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Encourage children to use materials for individual expression of feelings or thoughts
			

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Appendix (A)(1)-4b: Learning Standards for Pre-K

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS *continued*

9.1c.2 CONSTRUCTION	STANDARD STATEMENT • Combine a variety of materials to create new products	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use a variety of materials: chalk, paint, crayons, pencils, markers, wood, playdoh Draw art work to explore and extend themes in the classroom Use line, shape, form, color, texture, design and patterns Draw a picture using different colors, varying the intensity of strokes and combining colors Manipulate materials in a variety of ways: pounding, squeezing, cutting, rolling Use art materials to create art without a model Choose to work with art materials during free choice time 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for children to use 3-dimensional materials such as clay, playdoh or wood Allow for individual or group projects to extend over several days Relate art activities to other classroom experiences Provide children with opportunities to explore a variety of art materials and tools in their own way Make art materials accessible to children throughout the day for play experiences
	9.1c.3 PERSONAL CONNECTIONS STANDARD STATEMENT • Share how artwork is connected to own personal experience	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Talk about the meaning and answer questions about works of art Draw/paint a picture of a pet or family member 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Encourage children to talk about their artwork Display children's art throughout the classroom and building and encourage displays at home

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

BIG IDEA: Every culture has its own art forms.
ESSENTIAL QUESTION: Can I identify cultures based on art forms?

9.2.1 PATTERNS AND THEMES	STANDARD STATEMENT • Identify cultures represented by various art forms	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Explain that instruments or art forms represent a culture Identify the culture of an art form 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display many types of art work Show a variety of music and movement forms Play many types of music Discuss the cultures represented by art forms and instruments such as hieroglyphics (Egyptian), maracas (Spanish)
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CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.3: CRITICAL RESPONSE TO WORKS OF ART

BIG IDEA: People use characteristics of art to make choices about the types they prefer.
ESSENTIAL QUESTIONS: Can I explain why I like or do not like an art form? Can I describe or name an art form?

9.3.1 CRITICAL RESPONSE	STANDARD STATEMENT • Share an opinion about others' art products	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Observe, applaud or comment on the works of others Share an opinion about art work when asked, "What do you think this is about?" 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for children to work on creative activities in groups or individually Model and encourage children to positively comment on others' work
	9.3.2 IDENTIFICATION STANDARD STATEMENT • Recognize and name a variety of art forms	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify a photo, painting, drawing, dance, and songs 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display children's professional art throughout the classroom at the child's eye level Discuss the various types and characteristics of photography, painting, dance, performance

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

BIG IDEA: Artists create works as a form of self-expression and to share thoughts and ideas.
ESSENTIAL QUESTIONS: Can I show that I like an art form through my emotions and language?

9.4.1 EMOTIONAL RESPONSE	STANDARD STATEMENT • Demonstrate emotional response to viewing and watching various art works	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Respond through body language, facial expression or oral language Respond through humming, swooning, tapping feet to others' work Respond at appropriate times (laugh, sigh) at others' performance 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask children how the artwork makes them feel Display children's and professional art throughout the classroom Provide a wide variety of art materials for children's use throughout the day Ask children how the music or movement makes them feel Provide a wide variety of music and movement materials for children's use throughout the day Ask children how the dramatic or performance play makes them feel Provide a wide variety of dramatic and performance play materials for children's use throughout the day
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CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS *continued*

9.3.2 IDENTIFICATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Recognize and name a variety of art forms 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify a photo, painting, drawing, dance, and songs 	<p>The adult will:</p> <ul style="list-style-type: none"> Display children's and professional art throughout the classroom at the children eye level Discuss the various types and characteristics of photography, painting, dance, performance

CREATIVE THINKING AND EXPRESSION GLOSSARY

Aesthetics – A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts and the inquiry processes and human responses they produce

Aesthetic Response – A philosophical reply to works in the arts

Artistic Choices – Selections made by artists in order to convey meaning

Arts Resource – An outside community asset (e.g., performances, exhibitions, performers, artists)

Assess – To analyze and determine the nature and quality of the process/product through means appropriate to the art form

Community – A group of people who share a common social, historical, regional or cultural heritage

Create – To produce works in the arts using materials, techniques, processes, elements, principles and analysis

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, customs, arts and behaviors

Elements – Core components that support the principles of the arts

Genre – A type or category (e.g., music – opera, oratorio; theater – tragedy, comedy; dance – modern, ballet; visual arts – pastoral, scenes of everyday life)

Humanities – The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment

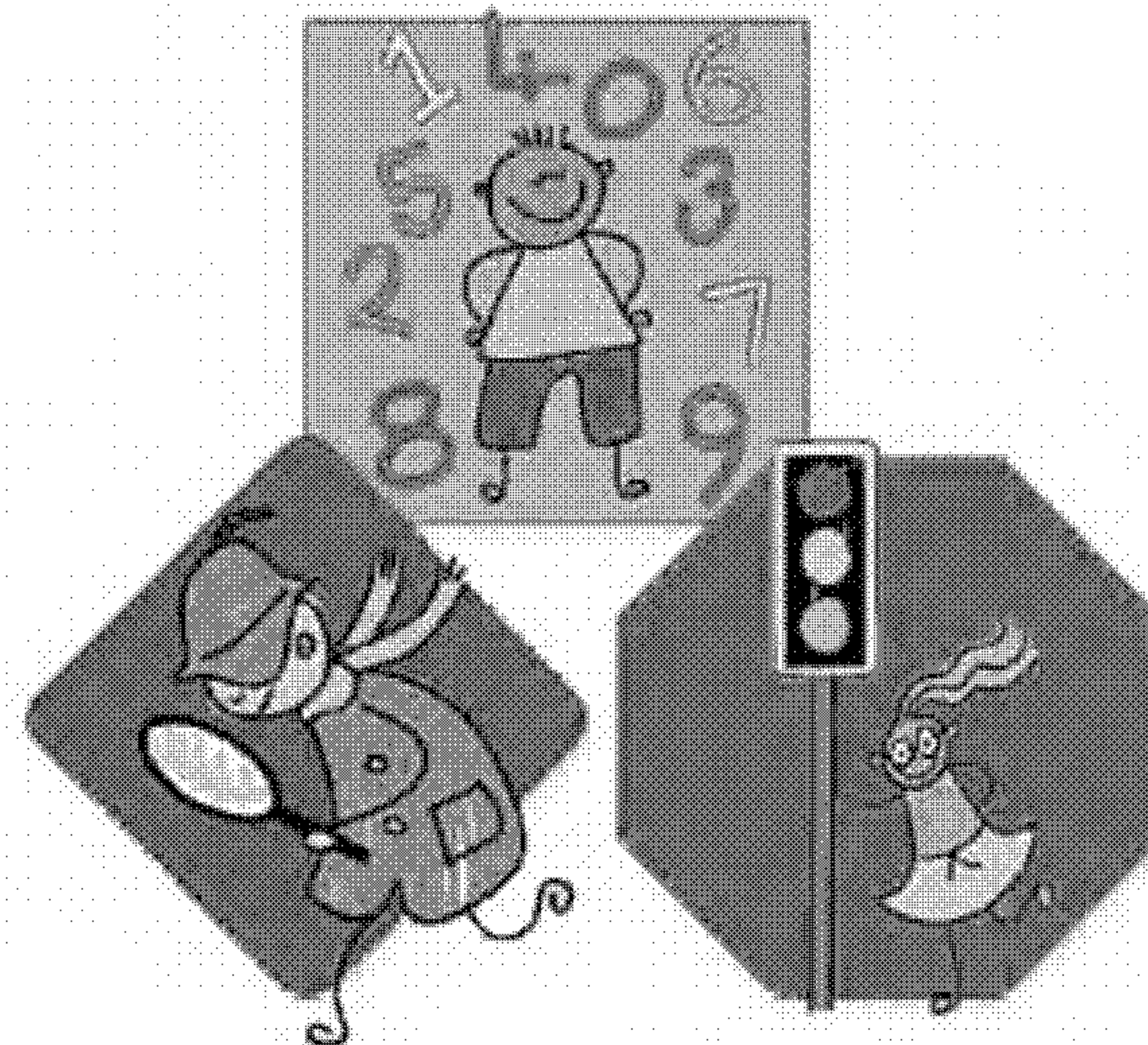
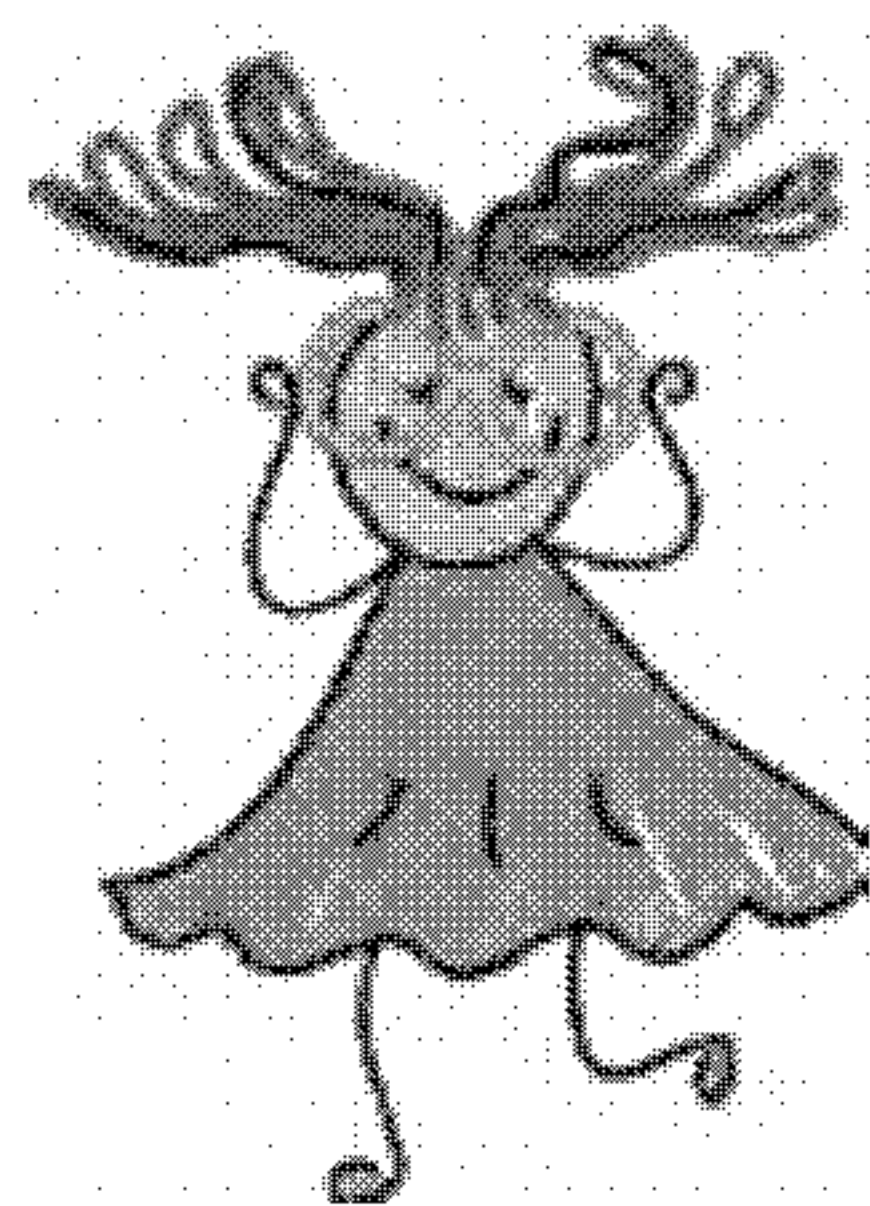
Multimedia – The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity

Original Works in the Arts – Dance, music, theatre and visual arts pieces created by performing or visual artists.

Style – A distinctive or characteristic manner of expression

Technique – Specific skills and details employed by an artist, craftsman or performer in the production of works in the arts

Timbre – A unique quality of sound



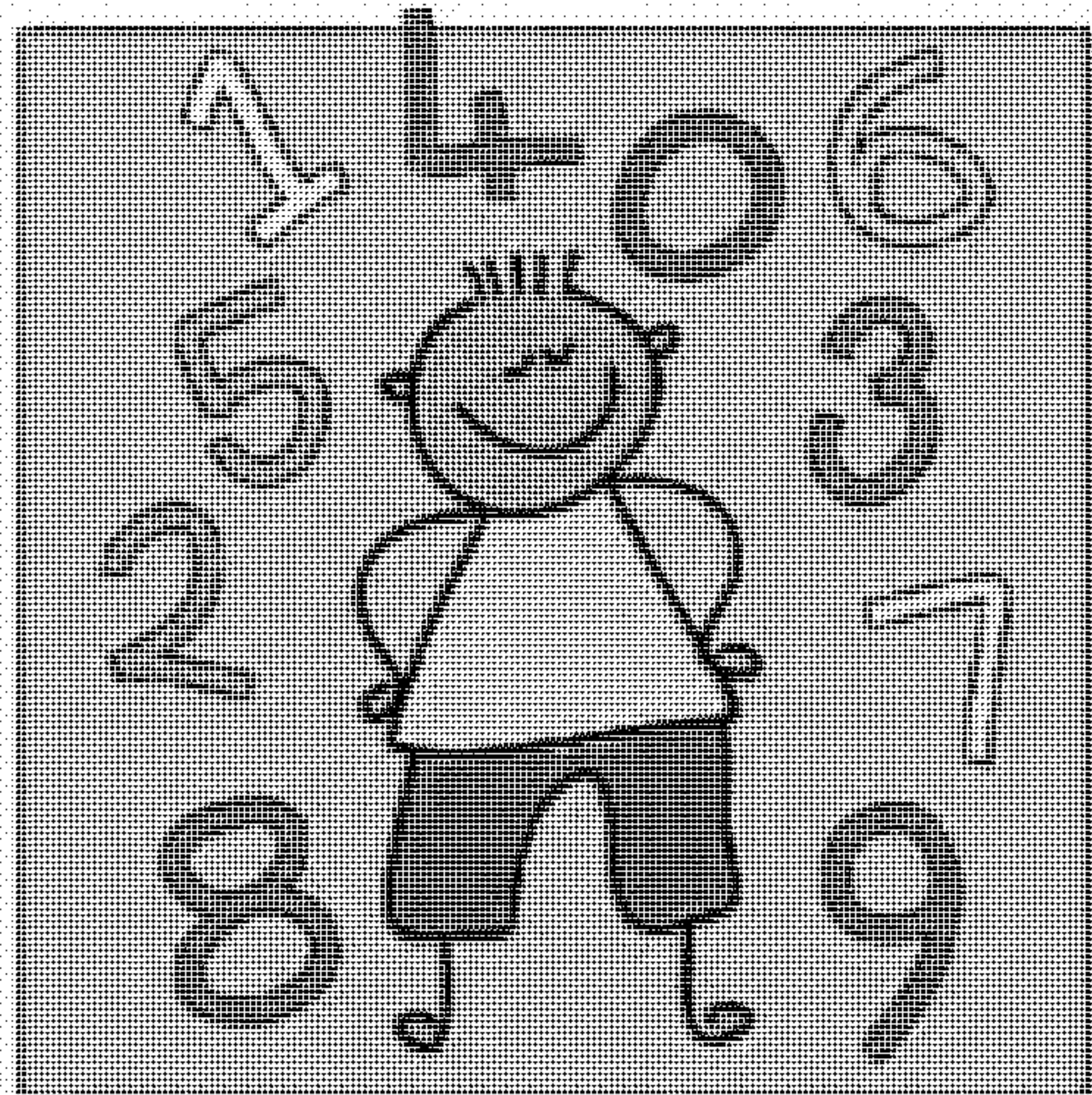
Learning and development is typically divided into learning domains: Physical, Intellectual or Cognitive, Social-Emotional, and Language and Literacy. Cognitive learning refers to the brain's functions that develop thinking, learning, awareness, judgment and information processing. In early childhood, Pennsylvania's Cognitive Domain includes the standards for the Key Learning Areas of Mathematics, Science and Social Studies. While each Key Learning Area contains content-specific information, children learn this information best when activities and materials are integrated together. A science experience that uses graphing (math) and cooperative small group work (social studies) combines thinking and processing to enhance and expand problem solving and critical thinking. Units of study that incorporate all the domains of learning into connected activities and projects scaffold learning and build new understandings and connections.

COGNITIVE THINKING & GENERAL KNOWLEDGE

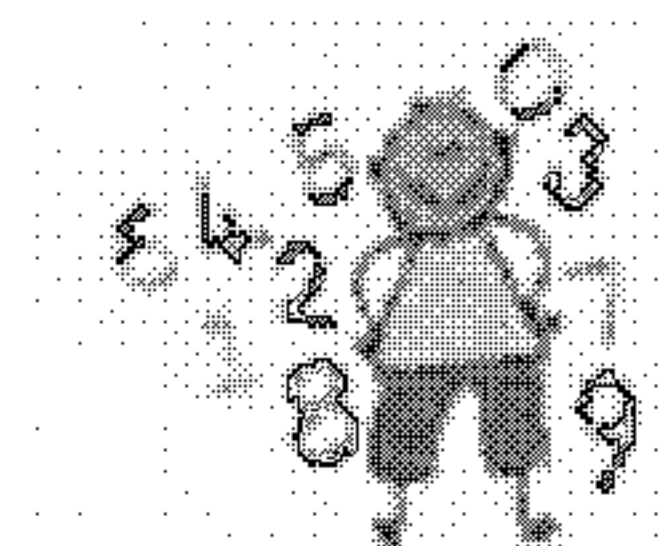
- **MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING**
- **SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY**
- **SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES**

MATHEMATICAL THINKING AND EXPRESSION

EXPLORING, PROCESSING AND PROBLEM SOLVING



Mathematical learning in the early years relies on children's opportunities to describe and explore the relationship of objects and materials. Children's knowledge and understanding of mathematics is built through active manipulation where children use their senses to build concept knowledge in the areas of numbers and operations, patterns, algebra, geometry, measurement, and comparison. When children truly understand the fundamentals and have mastered the basic mathematical skills they will have the capacity and confidence to excel at learning more advanced mathematics. Teachers facilitate mathematical learning when they encourage children to problem solve, reason, communicate, connect and represent. When engaged in manipulative mathematical activities, children better understand the world around them, begin to use number concepts to communicate their own thoughts and ideas which means they are beginning to think and reason.



USE OF MANIPULATIVES IN EARLY LEARNING SETTINGS

Small toys or objects may be one of the most important teaching tools for early childhood classrooms. Teddy bear counters, pegs or small blocks support children's learning in math and science as a means of learning complex concepts. As children combine, sort, count or describe the characteristics of these small objects, they are using active, hands-on strategies for problem solving, exploration and experimentation and scaffolding previous knowledge and interactions to learn new information. In addition, children are learning motor control, patterns and concrete ways to understand abstract ideas. All classrooms should provide ample opportunities for children's independent access to manipulatives throughout the daily routine.

Standard	Page
2.1.1 Count and Compare Numbers	20
2.1.2 Represent Numbers in Equivalent Forms	21
2.1.3 Concepts of Numbers and Relationships	22
2.2.1 Addition and Subtraction	23
2.2.2 Measurement and Geometry	24
2.2.3 Mathematical Reasoning, Problem Solving, and Communication	25
2.2.4 Mathematical Thinking and Expression	26
2.2.5 Mathematical Thinking and Expression	27
2.2.6 Mathematical Thinking and Expression	28
2.2.7 Mathematical Thinking and Expression	29
2.2.8 Mathematical Thinking and Expression	30
2.2.9 Mathematical Thinking and Expression	31

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

BIG IDEA: Mathematic knowledge is built through active manipulation in the areas of numbers and operations by organizing, representing and comparing numbers.

ESSENTIAL QUESTIONS: Why do I need to be able to count objects? How do I use numbers every day? How can I record what I count?

2.1.1 COUNT AND COMPARE NUMBERS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use counting and numbers as part of play and as a means for determining quantity Rote count to 20 Count up to 10 objects using one to one correspondence Name numerals to 10 Use vocabulary to compare numbers of objects with teacher support 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use fingers to represent numbers when counting Count blocks in a structure made in the block area Practice rote counting to 20 Count and match up to 10 demonstrating one to one correspondence (napkins to child; papers to child; snack to child) Provide a name for some numerals when shown Use math vocabulary with teacher support Compare number of objects in sets Create sets of objects with same and different amounts Apply numbers and counting to daily routine (count number holding up hands, children in attendance) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Teach children counting songs, rhymes and chants Provide books about numbers and counting Provide manipulatives, such as counting bears, magnetic numbers, lacing numbers Model strategies to help children keep track of what they are counting Provide daily opportunities for children to count and recount objects Engage children in counting in daily routines
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand number concepts, vocabulary, quantities and written numerals in meaningful ways Differentiate numerals from letters 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Represent quantity using invented forms (tally marks to represent number of objects) Match numerals to sets of objects with same number Choose numeral from choice of numerals and letters (set of 3 numbers and one letter) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use number words and numerals including zero, in everyday situations Play numeration games Read books, poems, chants with numbers and number concepts Provide opportunities for writing numerals and representing numbers Provide opportunities in learning centers for discriminating letters from numerals Ask children to pass out utensils, napkins, cups at snack time to reinforce one to one correspondence
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice combining, separating and naming quantities Match a numeral to a set 0 to 5 Use ordinal number words to describe the position of objects (first, second, last) 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use concrete objects to represent quantities up to and including 5 Represent equivalent forms of the same number using concrete objects and drawings up to and including 5 Group objects into equal groups Group objects and count the number of groups 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide experiences with numbers through daily routines such as attendance, calendar and weather activities Provide opportunities in group instruction for counting (large, small, individual) Model counting objects and matching to numeral Provide experiences for choosing sets of different amounts of objects and counting objects

Appendix (A)(1)-4b: Learning Standards for Pre-K

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

2.1.6 CONCEPTS AND APPLICATIONS OF OPERATIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Solve real world problems using concrete objects with assistance Visually quantify one to three objects Sort objects by two or more attributes Identify properties of numbers Apply strategies of "counting on" 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Join two sets of objects Separate two sets of objects (3 blocks separated into a set of 2 and a set of 1) Attempt to attach a numerical value to a set of objects (3 blocks) without counting Match a numeral to a set of 1-5 objects Group objects by attributes Practice counting on from sets of 1-10 (one...two...three...) Practice attaching properties to numbers (10-5 and 5, 10 has 1 and a 0) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Tell stories about joining and separating sets Play number recognition games Use manipulatives to demonstrate joining and separating sets Provide opportunities for quantifying sets of objects (place 3 objects on a ten-board or ten-frame and ask how many are in that set?) Provide materials and activities in learning centers for using manipulatives Provide daily practice in counting on (build upon numbers slowly)
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STANDARD 2.2: COMPUTATION AND ESTIMATION

BIG IDEA: Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic, to seek reasonable answers.

ESSENTIAL QUESTIONS: How do I estimate? How do I build knowledge through problem solving?

2.2.1 FLUENCY IN BASIC FACTS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe adult reading number sentences created with manipulatives 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Watch as adult points to set of manipulatives to read number sentence such as 1 circle + 1 circle = 2 circles 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage young learner to watch, point and read number sentence along with you
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Solve problems using manipulatives to correspond to given number 1 to 6 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use counters to make sets up to 6 Group objects and count number of groups Combine and separate objects into groups 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities and support learners in their attempts Create addition problems that join two sets of the same amount of objects Help child divide objects equally among a group of people by assigning one for each person in turn and checking that the quantities are the same (each person gets three strips of colored paper) Talk aloud while doing simple computations

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MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

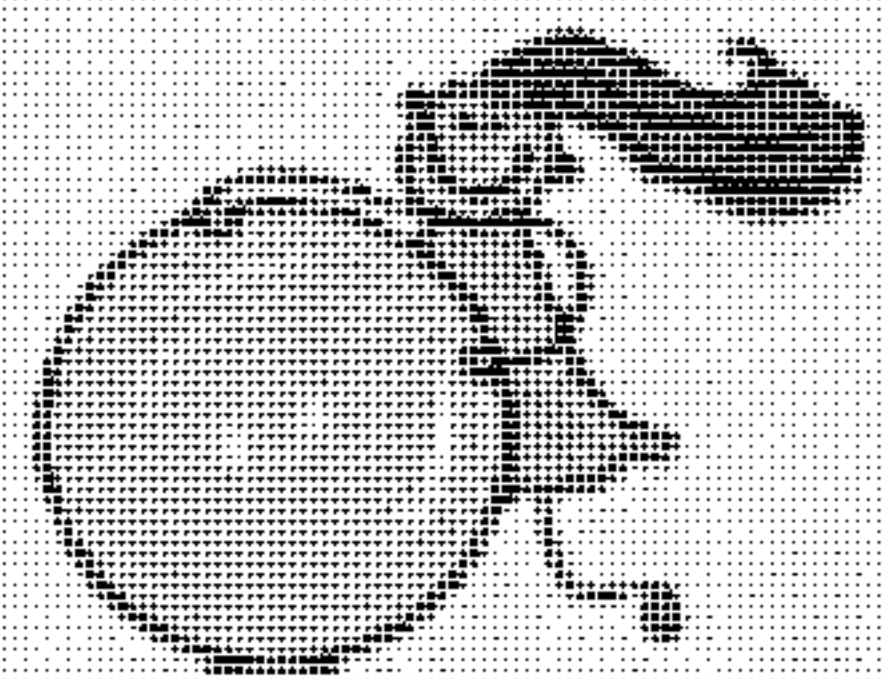
STANDARD 2.2: COMPUTATION AND ESTIMATION continued

2.2.4 NUMERICAL ESTIMATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Make estimates of a set of objects up to 6 Practice checking estimates 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Solve problems by guessing and checking, using concrete objects (figures out how many napkins are needed for snack) Solve problems through trial and error Check estimate by counting the number of objects Use numbers when guessing amounts 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use open-ended questions to encourage problem solving Describe problem solving strategies employed Provide support for learners estimating quantity and counting the number of objects Provide a variety of objects to handle and manipulate Provide group experiences in estimating Estimate, count and ask questions such as, "How many?" and "Why?"
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STANDARD 2.3: MEASUREMENT AND ESTIMATION

BIG IDEA: Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.

ESSENTIAL QUESTIONS: What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?

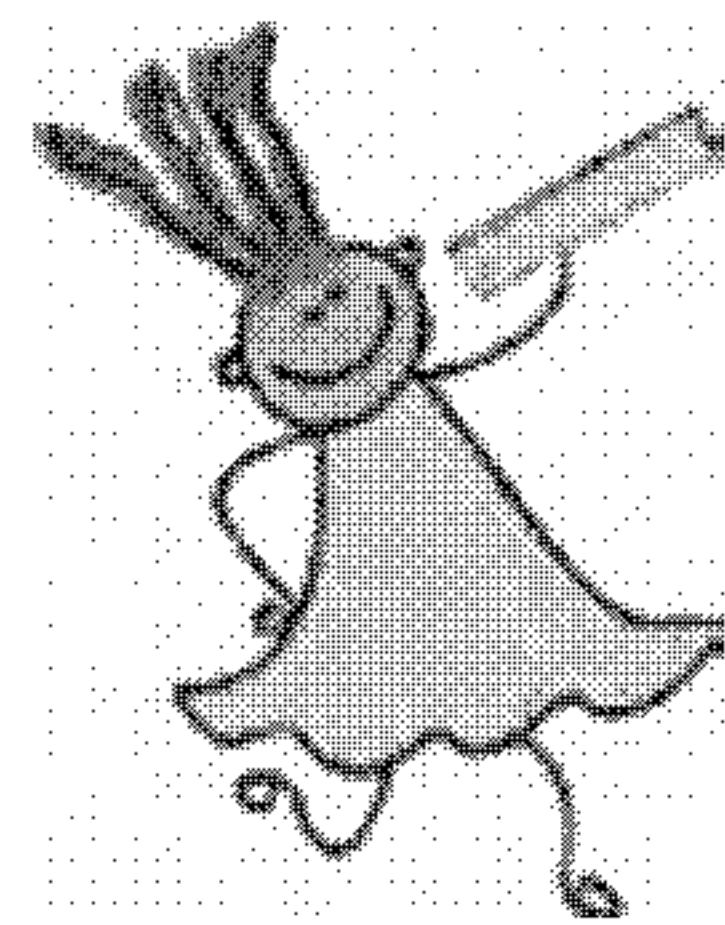
2.3.1 CONCEPTS OF MEASUREMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice measuring by attributes Engage in number conservation experiences 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Select non-standard items to measure objects (hands, shoe lengths, arm and hands) Identify clocks for telling time, thermometers for telling the temperature Label times of day as morning and night Match and compare objects of similar size as a beginning understanding of number conservation 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Show children how to measure with non-standard items (The shelf is 6 blocks long) Ask questions about measurement (How tall is someone? How many footsteps to the door? How much does someone's something weigh?) Use a weekly calendar, indicating special days, birthdays and use terms such as yesterday, today or tomorrow Demonstrate and allow children to explore clocks and other time pieces in the classroom (learning centers) Engage in activities where objects are matched one to one to assist learner in understanding the number conservation (e.g. size versus number of objects: 3 grapes in a set is more than 2 apples; size does not denote number or amount)
		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice using standard and non-standard measures in everyday situations 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use standard measuring items to explore measurement with adult assistance (ruler, yardstick, measuring tape, height charts measuring objects in the classroom) Describe the daily routine (e.g. what happens first, before lunch, after lunch, at end of day)

Appendix (A)(1)-4b: Learning Standards for Pre-K

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.3: MEASUREMENT AND ESTIMATION *continued*

2.3.4 CONVERSIONS	STANDARD STATEMENT <ul style="list-style-type: none"> Group objects according to common properties Develop an awareness of seriation through comparison of attributes 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Compare and order objects on the basis of length, capacity, height and weight 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials to group Provide scaffolding as needed
2.3.6 MEASUREMENT AND ESTIMATION	STANDARD STATEMENT <ul style="list-style-type: none"> Practice using measurement vocabulary with adult support Practice estimating distance with adult assistance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Practice using the terms inches, feet, longer, shorter, o'clock with adult assistance Use measuring cups and spoons during cooking activities Guess how many steps to...the door, the hallway, the library 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide experiences with measuring through the use of play money, price tags, cash registers, clocks, indoor and outdoor movement activities Engage in cooking experiences with learners Provide recipes, recipe books and measuring tools in the classroom environment Provide opportunities for estimating the distance between places



STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS

BIG IDEA: Learners use inductive and deductive reasoning to make, check and verify predictions and to develop connections.
ESSENTIAL QUESTIONS: Why do I think my estimation is appropriate? How do I decide what connections there are between objects?

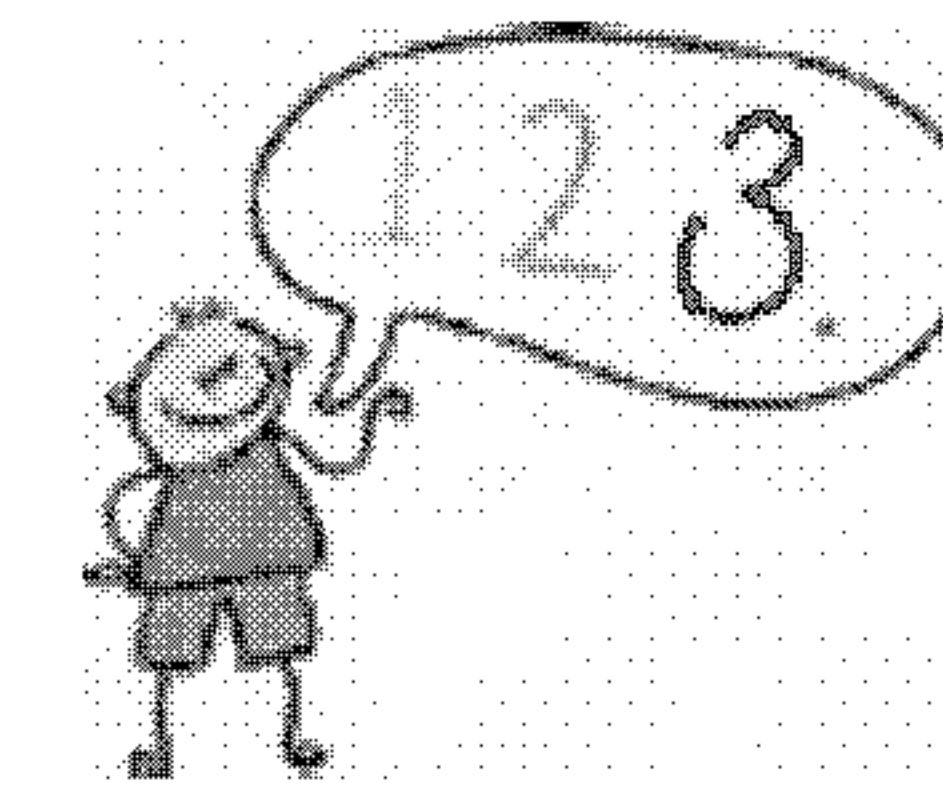
2.4.1 REASONING	STANDARD STATEMENT <ul style="list-style-type: none"> Predict and verify use of environmental objects 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Practice analyzing the size of containers and objects inside them to decide which one to use to hold specific objects or number of objects 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary related to size and shape, the process of estimation Provide opportunities for learners to make mistakes Support choices Ask how and why questions
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MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

BIG IDEA: Learners solve and interpret results in various ways.
ESSENTIAL QUESTIONS: How do I apply a variety of concepts, processes and skills to solve problems? How do I present mathematical ideas using words, symbols visual display or technology?

2.5.1 PROBLEM SOLVING	STANDARD STATEMENT <ul style="list-style-type: none"> Use both familiar and new strategies for solving problems Recognize objects, places and ideas by symbols 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Ask questions to clarify problems Solve problems by guessing and checking Solve problems through trial and error Identify and think about possible solutions to solve daily problems Begin to describe the steps necessary to solve a problem Recognize which is the men's room and which is the women's room by the symbols on the outside doors 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary, the process of identifying and solving a problem Facilitate classroom discussion to identify the necessary steps and the appropriate order to solve problems Create and provide opportunities for learners to engage in problem solving activities (role play) Engage learners in symbolic play (use a block to represent a phone) Identify and point out symbols during daily activities (numbers, letters, signs) Engage learners in interactions that use known strategies in new situations Ask open ended questions, encourage conversations, and create classroom activities that encourage learners to explore a variety of possible solutions (set up situations) Observe how learners solve problems in the classroom and offer assistance when needed Praise and encourage problem solving
2.5.2 COMMUNICATION	STANDARD STATEMENT <ul style="list-style-type: none"> Communicate the findings from the problem solving process using math vocabulary Use pictures to replicate a process 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Practice using math vocabulary to describe process of solving problems Create pictures to demonstrate a problem Practice explaining solutions using classroom materials, such as pictures, graphs, oral presentation and other visual displays Ask questions about problem solving process 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Engage learner in the practice of describing the problem solving process (tell me more about...) Provide learners with opportunities to explore and ask questions Pose open ended questions to promote thinking and reasoning Encourage children to use manipulatives or pictures to demonstrate a process



Appendix (A)(1)-4b: Learning Standards for Pre-K

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

BIG IDEA: Learners collect, represent and analyze data to answer questions, solve problems and make predictions.
ESSENTIAL QUESTIONS: How do I collect data? How do I explore and display data? How do I talk about data? What patterns can I create and describe?

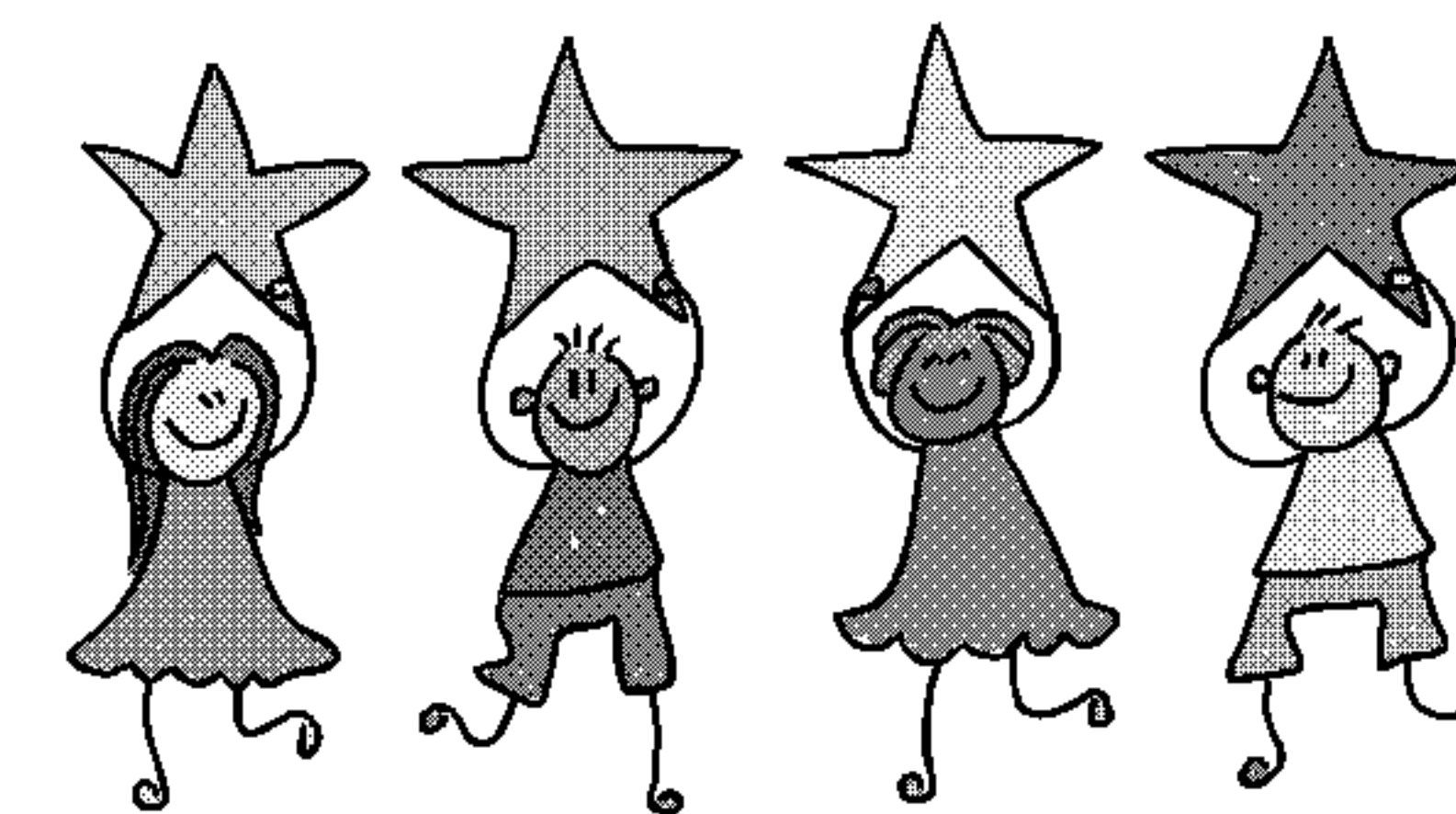
2.6.1 COLLECTION OF DATA	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use environmental objects for data collection purposes Create graphs cooperatively with an adult and/or other child 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Use collected objects and create a graph with the class (green apples, red apples, yellow apples; velcro shoes, tie shoes) Make tally marks under yes or no on a clipboard while doing a survey of what the group prefers for snack Participate in group graphing activities by adding his/her input to a class graph 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Engage the learners in activities that involve collecting data Provide questions during daily routine that lend themselves to graphing Collect objects to use for data collection
2.6.2 ORGANIZATION AND DISPLAY OF DATA	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Organize and display objects by one attribute 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Explore and display data by answering a yes/no question Organize and display data using pictures or tallies 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Model organization of data (collections) for graphing purposes Provide daily graphing experiences such as recording the weather
2.6.3 NUMERICAL SUMMARIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare groups of one to five objects 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Compare data on a graph using vocabulary such as more, same, different Sort legos or other small blocks by color, stating, "these are the red blocks and these are the yellow ones" Count the number of sunny days on the weather chart 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary data on graphs and charts (more, equal, not equal, less) Support learners in making comparisons Make comparisons part of the daily routine, such as "Do more people walk or ride to school?"
2.6.5 INTERPRETATION OF DATA	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Draw conclusions with adult guidance and questioning 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Draw conclusions from data charts and graphs with adult assistance (this chart shows 3 red apples and 2 green apples; therefore there are more red apples than green apples; I would need one more green apple to have the same number of red and green) Sort Legos or other small blocks by color stating, "These are the red blocks and these are the yellow ones." 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for learners to explore graphs and charts on a regular basis Encourage and reinforce learners' efforts in explaining data on a chart (Why do you think...? How did you decide...?)

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.7: PROBABILITY AND PREDICTIONS

BIG IDEA: Learners develop and evaluate predictions that are based on knowledge and data.
ESSENTIAL QUESTIONS: What words can I use to describe what is on the graph? How do I predict what will come next? What predictions can I make? How accurate will my predictions be?

2.7.1 CALCULATE PROBABILITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Predict the probability of an event occurring based on observation and prior knowledge with scaffolding 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Determine the likelihood of an event occurring based on past experience (raise my hand to answer question, will get called upon; shout out, will be reprimanded; 5 follows 4 when rote counting, therefore 5 follows 4 when counting objects; dark clouds usually mean rainy day, not sunny) 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Set up situations for young learners to ask questions to predict the probability of an event occurring Pose and answer questions Model, using the appropriate language/vocabulary, the process of predicting Observe and listen for questions being discussed among young learners
2.7.3 REPRESENTATIONS OF PROBABILITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Complete a simple yes/no graph to make a selection with assistance 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Circle the response to a written question such as "Do you like apples?" Yes or No Attach response to the appropriate position on a graph, such as placing name on the column that depicts blue eyes 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide simple graphs daily for learners to complete with adult assistance Have learners complete graph during the daily routine



Appendix (A)(1)-4b: Learning Standards for Pre-K

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.8: ALGEBRA AND FUNCTIONS

BIG IDEA: Learners discover how objects are related to each other using models, patterns and functions involving numbers, shapes, and graphs in problem solving situations.
ESSENTIAL QUESTIONS: How do I respond to routines? How do I use manipulatives to show relationships? What patterns can I create and describe?

2.8.1 ALGEBRAIC PROPERTIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare quantities of concrete objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify how objects are the same and different in quantity, pattern, or use 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Help children recognize and describe attributes Provide varied materials for sorting and classifying (shells, cereal, pebbles, and buttons) Help children describe similar and different objects
	2.8.2 ALGEBRAIC MANIPULATIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice and count using numbers as a means of determining quantity Practice using concrete objects to portray simple story 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Count sets of objects and then verbalize how many are in the set Add one or two objects to a set and tell a number story about the set
(b)(6)			
2.8.3 PATTERNS	<p>STANDARD STATEMENT:</p> <ul style="list-style-type: none"> Identify and describe patterns Recognize and extend simple patterns 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify patterns in the environment, such as the stripes on a flag Clap out rhythmic patterns, such as clap-clap-snap, clap-clap-snap Recognize and practice extending simple repeating patterns using manipulatives, such as adding a blue block to the end of a pattern – blue, white, blue, white, XXX (blue) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for children to identify and describe patterns Model creating simple patterns Have children recreate patterns using lacing beads, geoboards, and other manipulatives Encourage, model and discuss patterns (what is missing? Why do you think that is a pattern?) Engage children in finding and patterns in the environment, (number patterns on number charts, calendars, color patterns) Draw children's attention to various patterns in the environment (I see a pattern on your shirt – blue stripe, red, strip, blue stripe)

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.9: GEOMETRY

BIG IDEA: Children identify, name and describe a variety of shapes in many ways.
ESSENTIAL QUESTIONS: What makes shapes different from each other? What shapes can we see in our environment? How do shapes fit together and come apart? What attributes do shapes possess? How can shapes be sorted?

2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify and name simple three-dimensional shapes Replicate simple three-dimensional shapes Determine the attributes of basic shapes 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Recognize and describe the attributes of geometric figures Match and sort dimensional objects according to attributes Point out specific geometric figures in environment Create shapes from objects in environment (e.g. playdoh, popsicle sticks) Name common geometric shapes in the environment, such as the sun is a circle or the block is a square 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Converse with learners about geometric shapes in the environment Take children on a shape walk looking for geometric shapes in the environment Provide books about geometric shapes Provide shape templates, puzzles, attribute blocks, parquetry and pattern blocks in centers (e.g. different textures, sizes, materials) Provide experiences in making shapes with playdoh, geoboards, popsicle sticks, pattern blocks
	2.9.2 TRANSFORMATIONS AND SYMMETRY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe symmetry Create a symmetrical design from a model 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify symmetrical design Create a symmetrical design with assistance (folded paper with blob of paint)
2.9.3 COORDINATE GEOMETRY		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice using directionality and appropriate vocabulary with assistance Demonstrate an understanding of directionality, order and positions of objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Follow directions that use positional words (in, on, under, over, next to, between, beside, above, below, front, back) Use positional words in play (e.g. "My truck is under the table.") Use geoboards to create shapes with rubber bands

Appendix (A)(1)-4b: Learning Standards for Pre-K-K

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

MATHEMATICAL THINKING AND EXPRESSION GLOSSARY

- Addends** – Numbers used in mathematical operation of addition
- Algebraic Expression** – A group of numbers, symbols and variables that express a single series of operations
- Angle** – A geometric figure consisting of two rays with a common endpoint
- Ascending Order** – A listing in which numbers or terms are organized in increasing value
- Bar Graph** – A graph in which horizontal or vertical bars represent data
- Concrete Objects** – Physical objects used to represent mathematical situations
- Counting On** – Given two sets of objects in which to find the sum, learner counts one set and then counts on from the first set to the second set (3 apples in one set; 1 apple in other set– learner says 1-2-3 and then 4; there are 4 in all)
- Data** – Information gathered by observation, questioning or measurement, usually expressed with numbers
- Descending** – An order in which numbers or terms are organized in decreasing value
- Estimate** – A close rather than exact answer
- Fractional Part** – Part of a whole or part of a group that is less than a whole
- Function** – A rule that describes the commonalities between two patterns
- Graph** – A pictorial device that shows a relationship between variables or sets of data
- Manipulatives** – A wide variety of physical materials, objects and supplies that students use to foster mathematical learning
- Non Standard Measurement** – A measure that is not determined by the use of standard units (paper clips, blocks)
- Numerical Operations** – Place value, number sense, counting, correspondence, comparison, ordering numbers, addition/subtraction (joining/separating sets)
- Number Sense** – Understanding of numbers and their quantities
- Ordinal Number** – A whole number that names the position of an object in a sequence
- Pattern** – A set or sequence of shapes or numbers that are repeated in a predictable manner
- Pictograph** – A graph that uses pictures or symbols to represent data
- Place value** – The value of the position of a digit in a numeral
- Predictions** – Use of base information to produce an approximation of change or result
- Probability** – The measure of the likelihood of an event occurring
- Reflection** – A transformation creating a mirror image of a figure on the opposite side of a line
- Seirlation** – Arranging objects in order by size or position in space (arrange in a series of pattern)
- Spatial Sense** – Building and manipulating mental representations of two and three dimensional objects
- Standard Measurement** – A measure determined by the use of standard units such as, inches, feet, pounds, cups, pints, gallons
- Symbol** – A sign used to represent something
- Symmetry** – An attribute of a shape or relation; an exact reflection of a form on opposite sides of a dividing line or place
- Trigonometry** – Relationship between the sides and angles of triangles
- Whole numbers** – The set of numbers consisting of the counting numbers and zero

(b)(6)

SCIENTIFIC THINKING AND TECHNOLOGY

EXPLORING, INQUIRY AND DISCOVERY



Il young children are naturally curious about their environment and the world around them and learn best when allowed to actively explore using their senses. These experiences provide the foundation for abstract and scientific thought. Students, who are given opportunities to conduct experiments, gather data and make conclusions are developing skills that support discovery about the natural world and the scientific process. For the young learner scientific concepts can be incorporated throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to express their ideas, and literacy and language arts to research answers to questions.

ASSESSMENT

Child assessment is an integral component of early childhood programs. When combined with observation, curriculum development and appropriate teaching practices, assessment provides the foundation for understanding children's growth and development. Ongoing and frequent reviews of children's accomplishments and progress enable teachers to learn how children change over time and provide information for developing responsive and appropriate instruction. Teachers use authentic assessment when they combine observation, portfolio collection, and parent report with research-based, standards-aligned curriculum-embedded instruments to obtain a clear picture of a child's interests, abilities and areas for focus.

Standard	Page
3.1 Biological Sciences	
3.1a Living and Non Living Organisms	32
3.1b Genetics	33
3.1c Evolution	34
3.2 Physical Sciences	
3.2a Chemistry	34
3.2b Physics	35
3.3 Earth and Space Sciences	
3.3a Earth Structure, Processes and Cycles	36
3.3b Origin and Evolution of the Universe	38
3.4 Technology: Exploration, Inquiry and Invention	
3.4a Scope of Technology	38
3.4c Technology and Engineering Design	39
3.4e The Design World	39
Environment and Ecology	
4.1 Watersheds and Wetlands	40
4.2 Renewable and Non-Renewable Resources	41
4.3 Environmental Health	41
4.4 Agriculture and Society	41
4.6 Ecosystems and Their Interactions	41
4.7 Threatened, Endangered and Extinct Species	41
4.8 Humans and the Environment	42
4.9 Environmental Laws and Regulations	42

Appendix (A)(1)-4b: Learning Standards for Pre-K

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I categorize plants and animals? Can I state what living things need to survive? Can I name parts of living things?

3.1a.1 COMMON CHARACTERISTICS OF LIFE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize the difference between living and non-living things Categorize common living things into plants and animals. State that living things need air, food and water to survive 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Sort objects by living and non-living such as rock to plant or dog to doll Describe observations accurately Compare observations with others Sort pictures into plants and animals Draw pictures of plants or animals Describe basic needs of living things 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Include live animals and plants along with models, stuffed animals, plastic animals and plants and pictures and posters in the classroom Display worm farms, bird feeders or ant hills for observation Encourage documentation of observations in journals with words and pictures Read books about plants and animals Provide classroom with gardening tools, for inside and outside use Take nature walks Set up a science table and exploration area
	<p>(b) (6)</p>		
3.1a.3 LIFE CYCLES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify that plants and animals have life cycles 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Observe changes in plants or animals such as beans sprouting or animals' fur thickening Observe the effect of darkness and light on growing plants 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage documentation of observations in journals with words and pictures
3.1a.5 FORM AND FUNCTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify parts of living things 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell the parts of a person, an animal or a plant Draw a picture of a person, an animal or plant including most of the major observable features 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures and real objects for observation Discuss the names of parts such as root, stalk, bud or hoof, wing, claw
3.1a.8 UNIFYING THEMES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify that plants and animals have different kinds of parts 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify that people have legs and plants have roots Describe difference and similarities in animals of the same species such as, "One cat is striped" and "Two dogs have floppy ears" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Discuss the names of plant and animal parts Compare and contrast animals Compare and contrast plants Discuss how plants and animals are similar and different

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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS

3.1a.9 SCIENCE AS INQUIRY

STANDARD STATEMENT

- Use the five senses as tools with which to observe, classify, collect information and describe observations

EXEMPLARS (EXAMPLES)

The learner will:

- Ask questions about observations
- Collect objects during nature walk
- Note observations using all senses, "This feels soft" or "This flower smells pretty"
- Taste a variety of foods

SUPPORTIVE PRACTICES

The adult will:

- Keep a classroom pet
- Provide materials for children to sort, examine and explore at the science table
- Encourage use of all senses during observations

STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I identify physical characteristics of my family? Can I tell what grows from seeds, eggs or babies?

3.1b.1 HEREDITY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify similar characteristics of own family such as hair color, eye color and height 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Note things that are similar among family members when looking at photographs 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Display photos of families Discuss similarities among members
3.1b.2 REPRODUCTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe that seeds grow into plants, eggs hatch and babies grow into adults 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify how plants and animals begin and what they become Use proper names for animal offspring such as calf rather than baby cow 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Display pictures that show life cycles Discuss how the adult begins as a seed, egg or baby Provide non-fiction literature connections
3.1b.5 UNIFYING THEMES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe observable patterns in objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify a pattern when presented such as AB, ABC or ABCD Notice patterns in objects, such as the stripes on shirts or the spots on a dog's fur 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide natural materials to make patterns Provide examples of patterns for students to use as models Describe patterns with children to model language Show examples of patterns in natural objects like leaves and shells

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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION

BIG IDEA: There are a variety of living and non-living things.
ESSENTIAL QUESTIONS: Can I choose clothing that will be safe and comfortable for weather conditions? Can I describe changes in home or school environments? Do I ask questions about what I observe?

3.1c.2 ADAPTATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Match types of clothing to seasonal weather conditions. Identify changes that occur in animals during the seasons. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Match pictures of clothing to season. Dress toys and dolls for weather conditions. Choose appropriate seasonal clothing for self. Describe that some animals, such as a bear, sleep when it gets cold. Notice the birds or geese that are flying south or north in the fall and spring. Notice that dogs' fur gets thicker in the winter. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Read books about animals and their adaptation to the season changes. Take outside walks to watch for bird migration and to notice weather changes. Provide different types of seasonal clothing in the dramatic play area. Talk about and graph the changes in temperature and children's adaptations, such as "How many sweaters their coats take?"
3.1c.3 IMPLYING THEMES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe change in home and school environments. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Notice and explain changes at home such as new carpeting or a new pet. Notice and explain changes at school such as new materials or room arrangement. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Ask children about happenings at home. Extend thinking to ask how this makes things different. Encourage children to consider when changes are made at school.
3.1c.4 SCIENCES AS INQUIRY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Discuss observations and discoveries. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Investigate new materials and displays. Ask questions about observations. Describe discoveries during exploration. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide tools for exploration including magnifying glass, magnets, microscope, color paddles, tweezers, eye droppers, scale. Display materials for exploration such as rocks, stones, seed pods, quads, nests, pine cones, fossils, feathers. Ask questions about discoveries during play such as "How did you get that block to stay up there?"

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

BIG IDEA: Physical properties help us to understand the world.
ESSENTIAL QUESTIONS: What happens when I combine objects or substances? How do I discover the properties of objects?

3.2a.1 PROPERTIES OF MATTER	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe objects according to size, shape, color or properties of matter. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Collect leaves and sort them according to shape, color or edges. Describe their collection. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Encourage children to collect, sort, classify and describe many materials. Use the appropriate science vocabulary.
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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY continued

3.2a.2 STRUCTURE OF MATTER	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize the different types of matter. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Observe experiments with solids, liquids and gases. Notice the different properties of matter in specific materials, such as milk is a liquid or a rock is hard and solid. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Conduct experiments that use solids, liquids and gas, such as melting an ice cube and refreezing it or adding powdered drink mix to water. Talk about the properties of objects, such as the battery is soft or a metal spring is sticky.
3.2a.4 REACTIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Experiment with changes in matter. Experiment with changes in substances when combined. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Shake cream in a jar to make butter. Observe differences in water, such as an ice cube or snow melting and freezing. Notice changes in food substances during cooking, such as chocolate or cheese melting when heated. Observe what happens when water is mixed with soil. Add dyes to soup and talk about what happens. Mix colors of paint and discuss the changes. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide materials for children to mix and combine, such as ice, snow and water. Cook with learners and talk about the changes that occur when foods are combined. Ask for predictions about what might happen when one substance is combined with another. Talk about observable changes in matter, such as a balloon being blown up or ice cream at room temperature. Conduct experiments whose learners predict and analyze outcomes.

STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS

BIG IDEA: Physical properties help us to understand the world.
ESSENTIAL QUESTIONS: Can I describe motion? Can I make predictions about energy? How can I categorize sounds? Do I participate in scientific investigations?

3.2b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explore and describe motion of toys and objects. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Notice the speed of a toy truck if it is pushed on carpet or hard surface. Notice the motion of swings and jump ropes on the playground. Comment about the motion of the boat as waves are created. Demonstrate understanding of fast, slow, back and forth. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Encourage children to extend thinking by asking why questions. Describe the motion of objects and toys as children are engaged in play.
3.2b.2 ENERGY STORAGE AND TRANSFORMATIONS; CONSERVATION LAWS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe demonstrations and make predictions about basic energy types and sources. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Observe wind blowing to the sun melting snow. Create a pinwheel using a straw to blow paint onto paper. Guess what might happen to a kite when the wind blows or flies down. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide experiences involving wind, water and solar power for children to observe. Encourage them to make predictions about what might happen.

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Appendix (A)(1)-4b: Learning Standards for Pre-K-K

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS *continued*

3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	STANDARD STATEMENT <ul style="list-style-type: none"> Use magnets to explore and sort materials. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use magnets to test many items by placing the magnet to see if it sticks. Sort items by magnetic and non-magnetic. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide many items for children to use with magnets. Provide bar magnets as well as refrigerator magnets for exploration.
3.2b.5 NATURE OF WAVES AND SOUND	STANDARD STATEMENT <ul style="list-style-type: none"> Categorize and create sounds based on different attributes. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Listen to sounds from outside or inside and identify if it is loud, soft, high, low. Listen to sounds and identify the source. Make sounds with instruments. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials for creating sounds. Use vocabulary to describe sounds regarding volume or pitch. Provide instruments for exploration.
3.2b.6 UNIFYING THEMES	STANDARD STATEMENT <ul style="list-style-type: none"> Predict a reaction based on previous experiences. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify items that will stick based on previous attempts. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Encourage children to experiment, observe and record information from experiences.
3.2b.7 SCIENCE AS INQUIRY	STANDARD STATEMENT <ul style="list-style-type: none"> Participate in scientific investigations. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Experiment with objects or ideas to obtain a result. Ask and answer questions. Make predictions about an outcome. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Set up opportunities for children to assist or experiment on their own. Ask questions. Encourage children to create predictions. Encourage children to create questions.

STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES


BIG IDEA: Interactions occur on earth and in space.

ESSENTIAL QUESTIONS: Can I identify earth forms? Can I sort different types of earth? Do I know a variety of uses for water? Can I identify and use weather observation and tools for information? Can I verify predictions?

3.3a.1 EARTH FEATURES AND THE PROCESSES THAT CHANGE IT	STANDARD STATEMENT <ul style="list-style-type: none"> Identify earth forms in pictures. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify mountains, hills and flat land in pictures. Create mountains or hills in the sand table. Notice that she/he is walking uphill or downhill during a walk. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide pictures of a variety of land forms that children may encounter. Read books about mountains, hills and flat land. Take walks that include different types of terrain, such as a hill or flat land. Provide opportunities to represent different types of terrain through sand and soil.
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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

3.3a.2 EARTH'S RESOURCES AND MATERIALS	STANDARD STATEMENT <ul style="list-style-type: none"> Sort different types of earth. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Sort earth into rocks, soil and sand. Use a hand lens to discover details. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide soil and containers for planting. Display rocks, stones and pebbles of different colors and shapes for sorting. Encourage children to compare and contrast types of earth.
3.3a.4 WATER	STANDARD STATEMENT <ul style="list-style-type: none"> Describe and explore water in solid and liquid states. Identify a variety of uses for water. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Play with water in the water table. Identify ice and explore it. Identify ways we use water such as drinking, washing, watering plants. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for exploration with water and ice. Make a list of ways we use water. Provide supporting literature.
3.3a.5 WEATHER AND CLIMATE	STANDARD STATEMENT <ul style="list-style-type: none"> Identify season that corresponds with observable conditions. Identify how weather affects daily life. Identify different types of precipitation. Identify a thermometer as a tool for measuring temperature. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Name the four seasons and an observable condition for that season such as falling leaves, snow, rain, buds on trees or green grass. Sort pictures of activities clothing and toys according to the types of weather and season they would be connected to such as sled with snow, bathing suit with sun. Identify snow, rain, clouds. Look at a thermometer to see what the temperature might be. Use a thermometer for doctor play in the dramatic play area. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Take nature walks to observe changes in the seasons. Talk about the weather conditions daily. Bring a thermometer outside and read it daily to determine the temperature. Talk about the purpose of a thermometer.

3.3a.6 UNIFYING THEMES	STANDARD STATEMENT <ul style="list-style-type: none"> Examine change through simple observation. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Note changes that occur to plants, animals at the environment during walks. Notice the growth of classroom plants or pets. Identify changes in weather, such as "I had to wear a coat today because it got cold." Recognize that changes in weather or the earth and sky relate to changes in temperature or climate, such as "Trees turn colors when the air turns cold." 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Plant seeds and measure changes that occur daily. Ask children to record the changes through pictures or graphs. Take children on walks to notice changes in the weather or environment. Encourage children to make journal entries about noticeable changes in the environment. Write stories about the growth of a classroom pet. Display pictures or sequencing cards that show the growth or changes over time, such as a seed, a seedling, a thin tree, a mighty oak.
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Appendix (A)(1)-4b: Learning Standards for Pre-K-K

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE

BIG IDEA: Interactions occur on Earth and in space.
ESSENTIAL QUESTION: Can I identify features in space?

3.3b.1 COMPOSITION AND STRUCTURE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify the characteristics of the sun, moon, stars and clouds. 	<p>The learner will:</p> <ul style="list-style-type: none"> Talk about things that can be found in the day or night sky. Name different types of clouds. Explore shadows made from the sun. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide flashlights for use. Offer opportunities to trace shadows on the sidewalk. Display items for sorting by day or night use, such as sunglasses, visors, flashlights. During walks observe clouds and discuss their shapes. Read books about day and night, stars, or clouds.

STANDARD 3.4a: SCOPE OF TECHNOLOGY

BIG IDEA: Technology impacts daily living.
ESSENTIAL QUESTIONS: Can I identify the function of simple technology? Do I choose the right technology for a task?

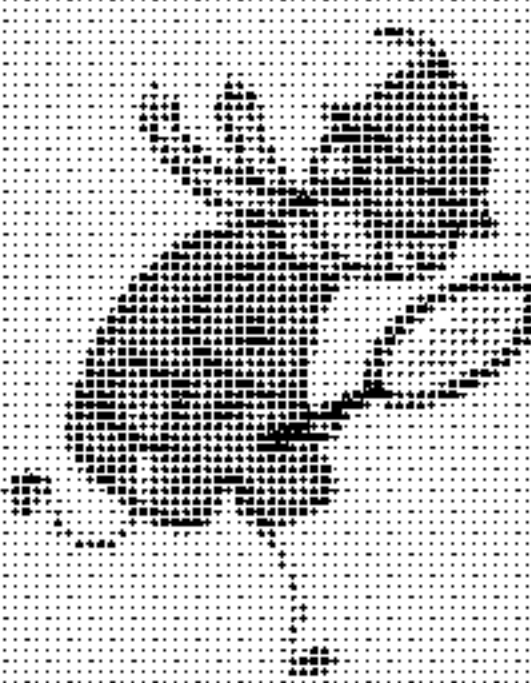
3.4a.1 CHARACTERISTICS OF TECHNOLOGY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify examples of technology. 	<p>The learner will:</p> <ul style="list-style-type: none"> State examples of technology such as telephone, cell phone, television, DVD. Use a pretend phone during dramatic play. Take pretend pictures of classroom objects. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide technological equipment that children can use independently during play, such as pretend telephones, tape recorders, and computers. Include objects that children can take apart and put back together. Provide non-working real objects for children to investigate, such as hair dryer, old typewriters, or cassette players. Display pictures that reflect technology in use.

3.4a.3 TECHNOLOGY CONNECTIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify the functions of simple technological objects. Identify the appropriate technology to complete a task. 	<p>The learner will:</p> <ul style="list-style-type: none"> Describe the uses of cameras, cell phones and/or DVD players. Use models of technological equipment during pretend play in the dramatic play area. Perform basic tasks using technological objects, such as turning on a computer or pushing the start button on a tape recorder. Describe that a phone is used to call someone and a video camera is used to record movies. 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk about the purposes of technological items. During class discussions, identify the technology that could help learners find out more. Discuss how to choose the correct tool for the purpose. Model the use of technology in the classroom. Read books that include characters using technology.

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.4c: TECHNOLOGY AND ENGINEERING DESIGN

BIG IDEA: Technology impacts daily living.
ESSENTIAL QUESTIONS: Can I use simple tools as intended?

3.4c.1 DESIGN ATTRIBUTES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Use simple tools and materials. 	<p>The learner will:</p> <ul style="list-style-type: none"> Use tools such as a ruler, a hammer, a magnifying glass or a flashlight. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide simple household and classroom tools for children to use independently. Create activities that require the use of simple tools.

STANDARD 3.4e: TECHNOLOGY: THE DESIGN WORLD

BIG IDEA: Technology impacts daily living.
ESSENTIAL QUESTIONS: Do I use medical equipment correctly? Can I use wind power to make something move? Can I identify types of communication devices and their functions? Can I identify construction vehicles, tools and materials?

3.4e.1 MEDICAL TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Practice using medical equipment and materials. 	<p>The learner will:</p> <ul style="list-style-type: none"> Attempt to use model and real medical equipment as it is used at the doctor's office during play. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide model and real medical equipment for children to use in the dramatic play area. Use the technical names of equipment when describing it to children. Read books about characters using medical equipment or non-fiction text about health care. Use any children's experiences with medical care.

3.4e.3 ENERGY AND POWER TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Explore wind power. 	<p>The learner will:</p> <ul style="list-style-type: none"> Fly a kite. Spin a pinwheel. Have a sailboat across water. Observe a flower blowing in the breeze. Describe that trees' limbs move as a result of the wind. 	<p>The adult will:</p> <ul style="list-style-type: none"> Create opportunities for learners to experiment with wind power to make things move. Provide materials for children to make paper airplanes or pinwheels and encourage them to try them out. Take children outside on a windy day to use pinwheels or kites. Play games such as blowing a ping pong ball across a surface. Use outdoor time to observe the clouds moving across the sky on a windy day.

Appendix (A)(1)-4b: Learning Standards for Pre-K

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.4e: THE DESIGN WORLD continued

3.4e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES	STANDARD STATEMENT <ul style="list-style-type: none"> Identify communication devices in the home. Identify parts of a computer. Use a computer to run specific software independently. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify telephone, cell phone, and computer. Name the parts of a computer, such as monitor, screen, mouse or keyboard. Use a computer to run a program independently. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Discuss the ways we use communication at home. Use the correct vocabulary and label the corresponding parts of the computer. Allow children to work on developmentally appropriate computer programs independently during choice time.
3.4e.5 TRANSPORTATION TECHNOLOGIES	STANDARD STATEMENT <ul style="list-style-type: none"> Classify types and uses of transportation vehicles. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Sort vehicles as those that are used on ground, on water or in the air as those that transport a few people or many people. Sort vehicles by use or characteristics, such as those that are used on the ground or water. Describe the different characteristics and uses between a bus, car, bicycle or airplane. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display pictures of a variety of transportation. Provide a variety of transportation toys. Encourage children to sort and classify vehicles using a variety of categories. Sing the Wheels on the Bus. Perform a group activity where children go on a pretend train ride: they purchase tickets, board the train, find a seat, they down the track, and disembark. Talk about the modes of transportation needed to get to school, to take a trip to California, and to go to the doctor.
3.4e.7 CONSTRUCTION TECHNOLOGIES	STANDARD STATEMENT <ul style="list-style-type: none"> Identify construction vehicles, simple tools and materials. Build structures using a variety of block types. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify the types of tools and materials needed in construction, such as hammers, screwdrivers, nails or measuring tapes, and hard hats. Talk about construction vehicles, such as bulldozers, cement trucks or dump trucks and their purpose. Put together blocks to create a tower or building, identifying that larger or heavier blocks belong on the bottom. Use wheel construction vehicles to move blocks or objects. Practice using hammers and nails on screens and screwdrivers in a construction learning center. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a variety of blocks or materials for building. Offer non-traditional materials from which buildings or structures can be made, such as stones, sticks, or clay. Include wheel dump trucks, cement mixers and other construction vehicles in the block area. Display pictures of construction sites. Set up a construction area with hard hats, workbench, and tools for children to use. Include maps and blueprints in the block area.

STANDARD 4.1: ENVIRONMENT AND ECOLOGY

BIG IDEA: We are impacted and have impact on our environment.

ESSENTIAL QUESTIONS: Can I name the bodies of water in the local area? Can I name some things that can be recycled? How does litter have an impact on the environment? What kinds of things are produced on a farm? What kinds of cycles are evident in the environment? Can I name some dinosaurs? Can I name a variety of shelters that humans use?

4.1 WATERSHEDS AND WETLANDS	STANDARD STATEMENT <ul style="list-style-type: none"> Identify bodies of water. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Name lakes, streams, creeks and puddles in the local area. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Name and discuss local bodies of water. Read books about different bodies of water.
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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 4.1: ENVIRONMENT AND ECOLOGY continued

4.2 RENEWABLE AND NON-RENEWABLE RESOURCES	STANDARD STATEMENT <ul style="list-style-type: none"> Identify objects that can be recycled. Discuss the purpose of recycling. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Sort objects into those things that can be recycled and those things that cannot. Name objects that can be recycled. Practice recycling of classroom objects as part of the classroom routine. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide recycling bins for children to use. Discuss what can be recycled such as aluminum cans, plastic bottles, glass jars. Create a list of items that can be recycled or reused such as a cloth grocery bag.
4.3 ENVIRONMENTAL HEALTH	STANDARD STATEMENT <ul style="list-style-type: none"> Identify how litter can have a negative impact on animals and the environment. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Participate in experiments that show how litter can impact the environment. Identify ways that litter should be handled. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Create experiments about litter's impact on environment. Show pictures and videos about the impact on animals. Clean up the playground or street near the classroom.
4.4 AGRICULTURE AND SOCIETY	STANDARD STATEMENT <ul style="list-style-type: none"> Describe the purpose of a farm. Identify the products that are produced on a farm. Describe the people, animals and equipment that are found on a farm. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Name the farmer and the jobs she/he does. Talk about corn that grows on a farm or milk that comes from cows that live on a farm. Name basic farm structures and equipment such as a barn or tractor. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read books about farms and farmers. Show pictures and videos about the kinds of things that come from a farm. Take a field trip to a farm. Provide materials for dramatic play representations of farm life.
4.6 ECOSYSTEMS AND THEIR INTERACTIONS	STANDARD STATEMENT <ul style="list-style-type: none"> Observe events that occur in a cycle. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Observe and record what happens to a tree throughout a year or the growth of a seed into a plant. Describe the changes as things that happen in a cycle. Talk about the changes of a caterpillar into a butterfly or an egg hatching into a chicken. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read books about cycles in nature such as The Day Seed or books about seasonal changes. Include separating cards where children order the cycle events, such as a tree growing from a seedling or an egg hatching into a chicken.
4.7 THREATENED, ENDANGERED AND EXTINCT SPECIES	STANDARD STATEMENT <ul style="list-style-type: none"> Identify some species that are extinct. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Describe what animals and plants need to stay alive. Name some dinosaurs. Talk about why dinosaurs no longer exist. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide dinosaur toys. Use the correct names when discussing dinosaurs. Read books about dinosaurs and other now-extinct animals and how they became extinct. Talk about the impact of the environment on animals' capacity to remain plentiful. Read books and talk about species that are endangered and things that could be done to prevent them from becoming extinct.

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 4.1: ENVIRONMENT AND ECOLOGY *continued*

4.1.8 HUMANS AND THE ENVIRONMENT	STANDARD STATEMENT Identify types of shelters that humans use.	EXEMPLARS (EXAMPLES) The learner will: Name home, trailers, apartments, igloos, types of tree houses as types of shelters humans use.	SUPPORTIVE PRACTICES The adult will: Provide information about types of shelters that are local and those shelters that are unfamiliar. Discuss why shelters vary according to where people live.
4.1.9 ENVIRONMENTAL LAWS AND REGULATIONS	STANDARD STATEMENT Discuss rules that protect the environment.	EXEMPLARS (EXAMPLES) The learner will: Participate in discussions about the types of things people can do to protect the environment such as disposing of trash and recycling materials.	SUPPORTIVE PRACTICES The adult will: Facilitate discussions about protecting the environment and the things that children can do to help to protect it.

SCIENCE AND TECHNOLOGY GLOSSARY

Construction Technology – The ways that humans build structures on sites

Fact – Information that has been objectively verified

Hypothesis – An assertion subject to verification or proof as a premise from which a conclusion is drawn

Information Technology – The technical means that humans create to store and transmit information

Inquiry – A systematic process for using knowledge and skills to acquire and apply new knowledge

Law – Summarizing statement of observed experimental facts that has been tested many times and is generally accepted as true

Manufacturing Technology – The ways that humans produce goods and products

Model – A description, analogy or a representation of something that helps us understand it better (e.g., a physical model, a conceptual model, a mathematical model)

Patterns – Repeated processes that are exhibited in a wide variety of ways; identifiable recurrences of the element and/or the form

Science – Search for understanding of the natural world using inquiry and experimentation

System – A group of related objects that work together to achieve a desired result

Transportation Systems – A group of related parts that function together to perform a major task in any form of transportation

Transportation Technology – The physical ways humans move materials, goods and people

Tool – Any device used to extend human capability including computer-based tools

ENVIRONMENT AND ECOLOGY GLOSSARY

Ecosystem – A community of living organisms and their interrelated physical and chemical environment

Endangered species – A species that is in danger of extinction throughout all or a significant portion of its range

Environment – The total of the surroundings (air, water, soil, vegetation, people, wildlife) influencing each living being's existence, including physical, biological and all other factors; the surroundings of a plant or animal, including other plants or animals, climate and location

Extinction – The complete elimination of a species from the earth

Nonrenewable resources – Substances (e.g., oil, gas, coal, copper, gold) that, once used, cannot be replaced in this geological age

Recycling – Collecting and reprocessing a resource or product to make into new products

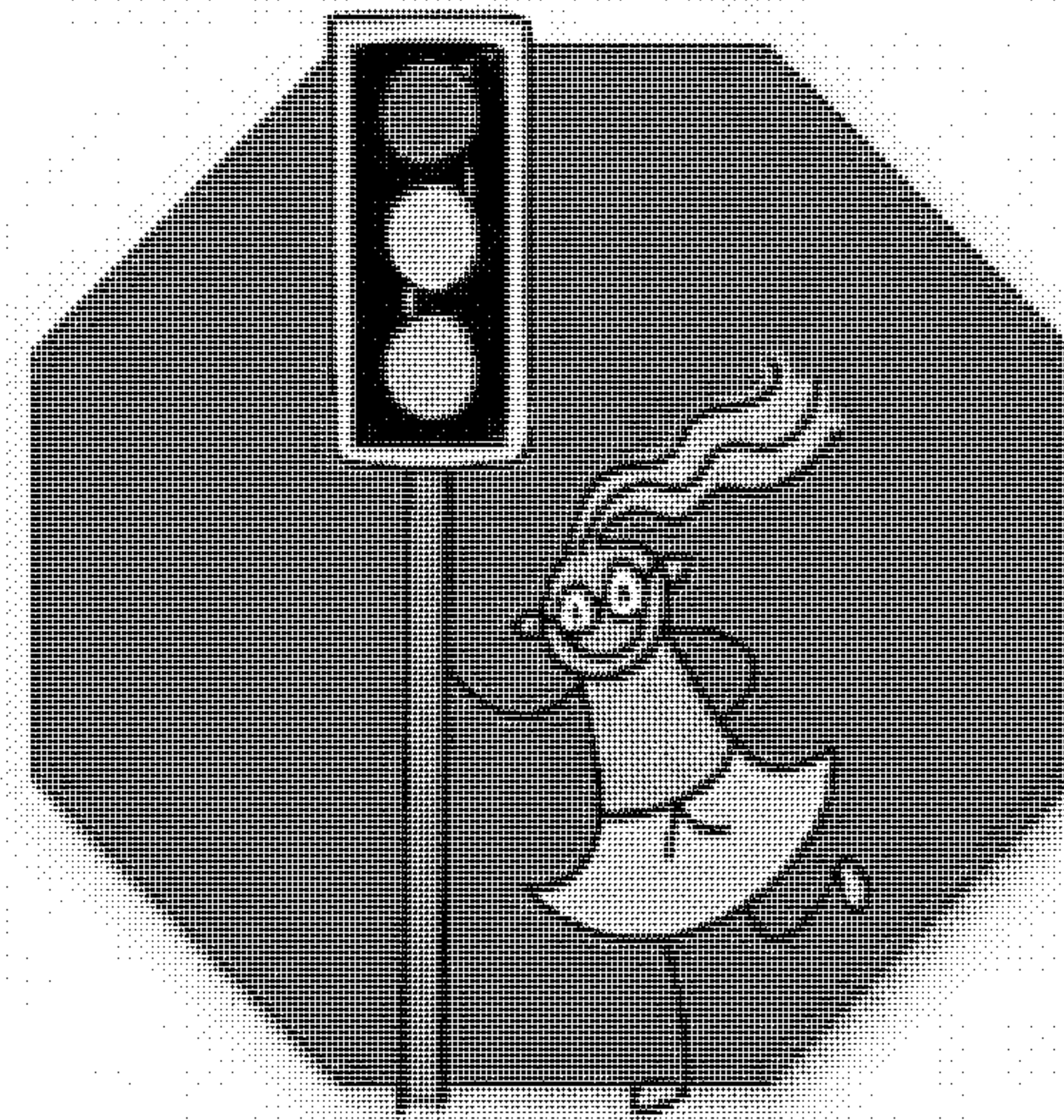
Regulation – A rule or order issued by an executive authority or regulatory agency of a government and having the force of law

Renewable – A naturally occurring raw material or form of energy that will be replenished through natural ecological cycles or sound management practices (e.g., the sun, wind, water, trees)

Wetlands – Lands where water saturation is the dominant factor determining the nature of the soil development and the plant and animal communities (e.g., sloughs, estuaries, marshes)

SOCIAL STUDIES THINKING

CONNECTING TO COMMUNITIES



The foundation of social studies, economics, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

PLAY, PLAY AND PLAY SOME MORE!

The best way to support children's learning in the early years is to provide hands-on, active learning experiences that include play activities. Play enables children to weave together past knowledge and new information in order to acquire new understanding and skill development. A child who discovers the characteristics of apples through manipulating, investigating and exploring them understands the depth of apples better than a child who colors a worksheet picture of an apple. Children who learn together in the dramatic play or block areas how to cooperate in order to figure out how many blocks can be added to a structure before it falls have stronger social and creative thinking sequences. Play sequences and activities expand across all Key Areas of Learning and can build social, cognitive and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to scaffold children's thinking and problem solving.

Standard	Page
5.1 Principles and Documents of Government	34
5.2 Rights and Responsibilities of Citizens	35
6.1 Economic Systems	39
6.2 Markets and the Economics of Government	40
6.3 Community and Culture	43
6.4 Work and Families	47
7.1 Basic Geographic Literacy	50
7.2 Physical Characteristics of Places and Regions	53
7.3 Human Characteristics of Places and Regions	55
7.4 Interactions Between People and the Environment	59
8.1 Historical Analysis and Skills Development	70

Appendix (A)(1)-4b: Learning Standards for Pre-K

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

BIG IDEA: Good citizens follow rules.

ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> State rules and some consequences 	<p>The learner will:</p> <ul style="list-style-type: none"> Tell a friend to stop running Explain that you must hold onto the swing so you don't fall 	<p>The adult will:</p> <ul style="list-style-type: none"> Discuss rules with children Explain purpose of rules (safety, respect) Begin to introduce games that have rules Read books that support following rules (fiction and non-fiction) Create a class rules chart

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

BIG IDEA: Citizenship involves responsibility to myself and others.

ESSENTIAL QUESTIONS: Can I describe why I am important in the classroom or my family? Can I identify more than one solution to a problem? How do I show that I can be a leader?

5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Display awareness of role as a member of a group Explain how community workers keep us healthy and safe 	<p>The learner will:</p> <ul style="list-style-type: none"> Talk about responsibilities at home Participate in group decision-making Participate in classroom and family responsibilities Work cooperatively with other children to achieve an outcome Play out fire fighters or doctors 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk with children about their family Create a class about listing family members and the jobs each person does to help the family Engage children in class meetings and decision-making Give children classroom jobs and responsibilities (feeding fish, hand out paper towels) Provide activities that require cooperative play Include dress-up clothes and materials to encourage dramatic play that represent community helpers

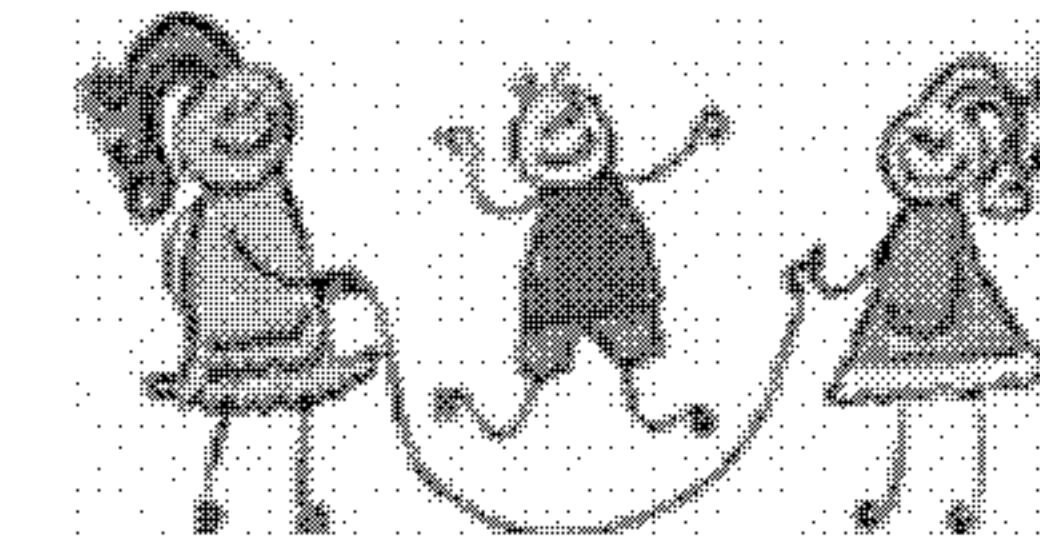
5.2.2 SOURCES AND RESOLUTION OF CONFLICT	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify one or two solutions to a conflict or a problem Attempt to independently solve a conflict with a peer 	<p>The learner will:</p> <ul style="list-style-type: none"> Tell a friend that an action was inappropriate, such as "you ripped my paper." Suggest a solution for a peer who wants the toy that is being used, such as "I'll give it to you in two minutes when I'm finished." Work with a peer to develop a solution to a problem, such as ways to share the playdoh when there isn't enough 	<p>The adult will:</p> <ul style="list-style-type: none"> Observe and encourage children's attempts to solve their own problems Provide feedback on solutions that were attempted Provide reinforcement for solutions that are successful Hold group meetings to discuss ways to solve classroom problems or conflicts

CONTINUED...

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

5.2.3 POLITICAL LEADERSHIP AND PUBLIC SERVICE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Show interest in leadership opportunities 	<p>The learner will:</p> <ul style="list-style-type: none"> Pretend to be the conductor when playing a musical instrument Pretend to be the teacher during dramatic play Choose a leader for the block building project Ask to be line leader Request to help teacher, such as holding others that it's clean-up time 	<p>The adult will:</p> <ul style="list-style-type: none"> Model positive leadership skills Provide opportunities for children to make choices Provide positive feedback when children assume leadership roles Read books about people who are leaders in a variety of ways



STANDARD 6.1: ECONOMIC SYSTEMS

BIG IDEA: People work in our community.

ESSENTIAL QUESTIONS: How do I know when things are distributed equally? What are the jobs that people do in the community?

6.1.2 TRADITIONAL, COMMAND AND MARKET ECONOMIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Recognize equal distribution 	<p>The learner will:</p> <ul style="list-style-type: none"> State when someone has more or less Attempt to distribute items equally among a group such as snack, materials or toys 	<p>The adult will:</p> <ul style="list-style-type: none"> Ask open-ended questions about unfair distribution such as one child has more or less Assist with equal distribution

6.1.3 MEASURES OF ECONOMIC	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Demonstrate knowledge about community workers and their roles 	<p>The learner will:</p> <ul style="list-style-type: none"> Recognize community workers through their uniforms or equipment Describe the work that community workers do Describe the jobs people do and how they work together 	<p>The adult will:</p> <ul style="list-style-type: none"> Invite community helpers into the classroom to talk about their jobs Arrange field trips to community service agencies and businesses such as fire house, post office, grocery store, pet store or beauty shop Add community worker props to play areas such as uniforms, toolbelt, doctor kit or stethoscope Read books, both fiction and non-fiction that model people working together

Appendix (A)(1)-4b: Learning Standards for Pre-K-K

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT

BIG IDEA: Money and resources impact our life.

ESSENTIAL QUESTIONS: Can I state the names of some coins? Can I use pretend money in play situations? Can I describe where to purchase certain items?

6.2.3 FUNCTION OF MONEY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate an awareness of the uses of money 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use pretend money while engaging in dramatic play activities Recognize that coins have specific values 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Set up dramatic play opportunities that involve the use of pretend money such as the bank, grocery store or restaurant Use the names of coins and currency and provide an opportunity for children to handle real money Introduce the purpose of a bank, creating opportunities for children to use banking in their classroom experience
6.2.5 CHANGES IN SUPPLY AND DEMAND	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify where some products originate 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> List items that come from farms or factories Explain that certain businesses such as McDonald's, Burger King and Wendy's make specific products such as hamburgers Practice exchanging play money for goods 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide advertisements of businesses in the communities that make specific products Discuss where you would go to buy shoes, to find books or to get a toy

STANDARD 6.3: SCARCITY AND CHOICE

BIG IDEA: There is a difference between wants and needs and how we acquire items.

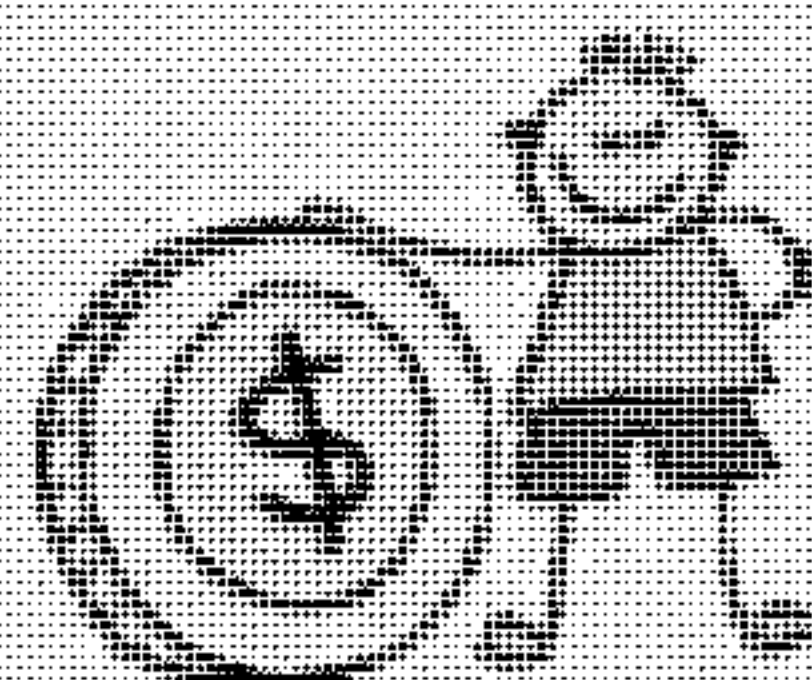
ESSENTIAL QUESTIONS: What do I do if I do not have enough of an item?

6.3.1 SCARCITY AND LIMITED RESOURCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand that some resources and money are limited Notice when materials are gone 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Determine when they need more of something that isn't available, but may be available elsewhere Notice when materials are running low, such as we need more paper in the art area Ask teacher for more milk when the pitcher is empty 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about situations that might occur if materials are limited Discuss how to resolve situations when there are not as many materials as needed Use class meeting times to brainstorm ways for getting more
6.3.3 ALLOCATION OF RESOURCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Share or offer items to others 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Share or offer own resources when another child needs something Ask a teacher to share a needed item 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide enough resources for children working in an area Encourage children to think about how to get more resources if needed Indicate that a resource was empty but now has been replenished

STANDARD 6.5: WORK AND EARNINGS

BIG IDEA: People work to earn money.

ESSENTIAL QUESTIONS: Can I indicate that adults earn money by working to buy things? Can I name certain businesses? How can I save money?

6.5.1 FACTORS INFLUENCING WAGES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand that one earns money from working 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about things that have been bought among themselves or with the teacher Respond that adults earn money to buy things by working 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Reinforce the idea that we work to get money Support the idea that money to buy items comes from this work Indicate that people do many different kinds of jobs to earn money Provide play money in dramatic play area Include materials that will encourage business practice experiences as part of the dramatic play area, such as food, a cash register, play money and grocery bags to make a grocery store Create a token system where children collect tokens that can be traded in for supplies or trinkets
6.5.3 TYPES OF BUSINESSES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Name businesses and their corresponding goods and services 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Participate in role play that is related to a business such as a pet store Identify that food is purchased at the grocery store or hair is cut at the beauty salon or barber shop Describe where customers go to acquire specific materials, goods or services, such as the stamps are purchased at the post office 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide materials in the dramatic play area to create many types of businesses Read books about businesses both fiction and non-fiction Invite a business owner to visit and describe the service or goods that are sold or performed Take a walk around the neighborhood to identify the businesses in the community
6.5.7 COSTS AND BENEFITS OF SAVING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice saving money or tokens 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about saving money in a bank Talk about things they might like to buy with saved money Use play money to buy things in the dramatic play area Collect and save tokens for an anticipated "purchase" Trade in tokens for a desired prize 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage saving money in a bank or other safe place Talk about the benefits of saving money to buy special things Develop situations where children can earn and save tokens, then use them to "purchase" a desired item Include play money in classroom learning areas, such as the dramatic play area or block corner

Appendix (A)(1)-4b: Learning Standards for Pre-K

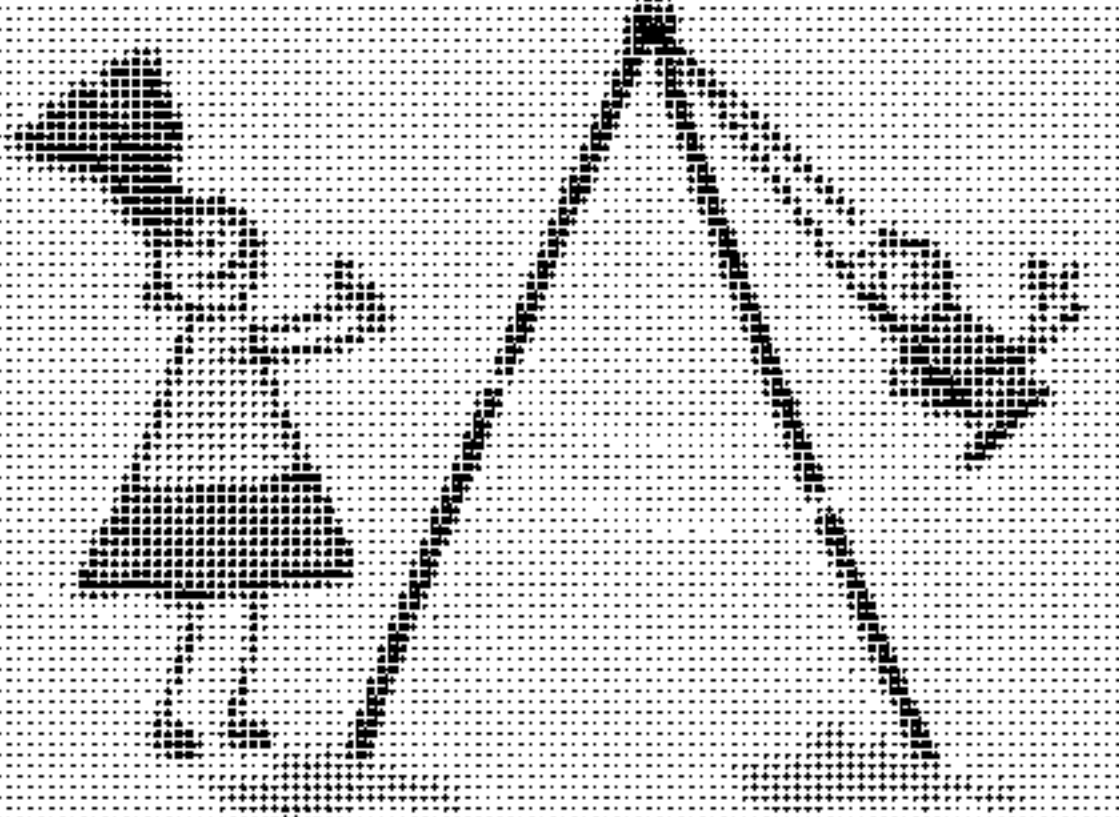
SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

BIG IDEA: Each individual is a member of a larger community.

ESSENTIAL QUESTIONS: How do I use or create a simple map? Can I describe basic features of places I've visited?

7.1.1 GEOGRAPHIC TOOLS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Demonstrate a beginning understanding of maps as actual representations of places 	<p>The learner will:</p> <ul style="list-style-type: none"> Use a simple map Use blocks to represent buildings, roads or houses Include representations of roads, bodies of water and buildings in play 	<p>The adult will:</p> <ul style="list-style-type: none"> Display maps and globes and pictures of construction sites Talk about how to get from one place to another

7.1.2 PLACES AND REGIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe the characteristics of his/her home and frequently visited locations 	<p>The learner will:</p> <ul style="list-style-type: none"> Give information about the place she/he lives, such as address and phone number Identify and locate familiar places in the neighborhood Describe if dwelling is apartment, house, mobile home State information about the park, playground or other friends' homes List the kinds of furniture that belong in specific rooms, such as bed in bedroom and stove in kitchen Describe simple characteristics of a business or community structure, such as the store with the big windows or the house that has the flag out front 	<p>The adult will:</p> <ul style="list-style-type: none"> Practice address recognition with children Compare types of homes Talk about favorite places to visit Create a class bulletin board with favorite places listed

STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Every location can be described by its physical characteristics.

ESSENTIAL QUESTIONS: How do I describe the location of objects to others?

7.2.1 PHYSICAL CHARACTERISTICS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe the location of items/areas in the classroom and areas at home 	<p>The learner will:</p> <ul style="list-style-type: none"> Use directionality, size and position such as left, right, front, last, little, big, top, bottom to describe location in the classroom Place pictures of common household items in the proper rooms of a house floor plan Listen to directions and retrieve items 	<p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to move in various ways, including: kneeling, jumping and rolling so they experience position in space Point out where things are located Use left and right and other directional terms

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: All humans have similarities and differences.

ESSENTIAL QUESTIONS: How do I respect and appreciate others' differences?

7.3.1 HUMAN CHARACTERISTICS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify some similarities and differences of physical and personal characteristics Demonstrate an appreciation of one's own characteristics and those of others and others' cultures 	<p>The learner will:</p> <ul style="list-style-type: none"> Make self-portraits that include body parts and clothing Demonstrate an appreciation of one's own characteristics and those of others Show understanding and respect for diverse customs and practices Show information about family customs 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide skin tone crayons and markers for children to use Discuss similarities and differences in dress, customs, tools and transportation as seen in books, movies, and pictures Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and puppets, art materials, pictures

STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

BIG IDEA: People and the environment affect each other.

ESSENTIAL QUESTIONS: How do I make changes based on what is occurring in the environment? How do I use basic technology?

7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Recognize that environmental changes can impact what people do 	<p>The learner will:</p> <ul style="list-style-type: none"> Describe types of clothing to wear in specific weather Note if children can play outdoors based on the weather Share information about roadwork noticed on the way to school Discuss reasons for not picking flowers on the way to school Assist with classroom jobs Help to clean up outside the classroom 	<p>The adult will:</p> <ul style="list-style-type: none"> Discuss the impact of the weather on the day's activities Provide seasonal clothing and props in the dramatic play area Provide opportunities for children to dress a weather character with appropriate clothing Talk about changes occurring near or around the school Discuss and reinforce how to maintain the indoor and outdoor environment

7.4.2 IMPACT OF PEOPLE ON PHYSICAL SYSTEMS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Understand how to make simple technology work 	<p>The learner will:</p> <ul style="list-style-type: none"> Turn a tape recorder or CD player on or off Independently operate computer game Explore multimedia effects on the computer Look at X-rays in the dramatic play area 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide a green sticker on the play button and a red sticker on the stop button on tape or CD player Provide a variety of age appropriate computer games Provide X-rays in the dramatic play area Provide supervision when children are using devices Put non-working devices in play areas, including objects that can be taken apart and put back together

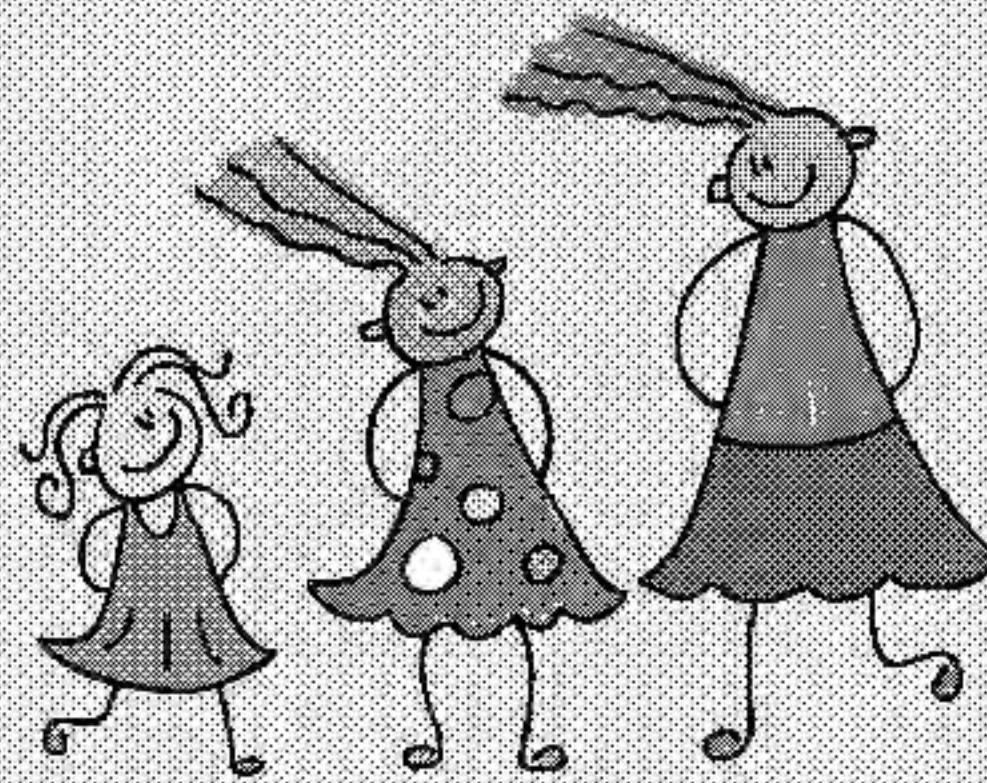
Appendix (A)(1)-4b: Learning Standards for Pre-K

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

BIG IDEA: Past and present experiences and ideas help us make sense of the world.

ESSENTIAL QUESTIONS: How can I sequence events? Can I recall things that have occurred? Can I get information about a topic from several sources?

8.1.1 CONTINUITY AND CHANGE OVER TIME	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate understanding of a sequence of events Use words to describe time (yesterday, today, tomorrow) 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Put pictures from a story in sequential order Show anticipation for regularly scheduled events Describe a daily routine Describe what happens next in a familiar story 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about what is happening during the day and the week Use the names of the days of the week Establish and maintain a consistent routine Ask children to recall what happened last night or yesterday Use calendars to talk about what happened in the past and what will happen in the future Read familiar story and pause so children can say what might happens next
8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand how things, people and places change over time 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Recall information from the immediate past Predict how events today or in the recent past affect the near future such as "We had crackers for snack yesterday, so we'll have pretzels today" Attempt to use terms like yesterday, tomorrow, last night correctly Sequence pictures of self from birth to present 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide access to clocks, timers and watches Discuss what happens in the beginning, middle and end of stories Label events and routines using language such as today, tomorrow, next, later, long ago Include materials (dinosaurs and robots) from the past and future for play and discussion Invite grandparents to talk about their experiences Display pictures and books that show children in different stages of growth
8.1.3 RESEARCH	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Understand that information comes from many sources, such as books, computer, or newspapers 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Look at books, pictures and authentic items related to a topic to gather information Watch a movie on a topic Play act looking up a phone number in a directory or a recipe in a cookbook 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide books, pictures and authentic objects on a theme Model going to the library to get information about a question Provide multimedia information about a theme Talk about the resources you use for specific information such as a cookbook or a map Model researching to answer a question by looking it up on the computer or in a book Include topical books in multiple learning areas for children's access

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

SOCIAL STUDIES THINKING GLOSSARY

CIVICS AND GOVERNMENT

Authority – Right to control or direct the actions of others, legitimized by law, morality, custom or consent

Citizen – Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government

Community – A group of people who share a common social, historical, regional or cultural heritage

Conflict Resolution – The process of attempting to solve a dispute or conflict

Country – The acceptable political boundaries or borders recognized throughout the world

Decision-making Process – An organized approach to making choices

Government – Institutions and procedures through which a territory and its people are ruled

Leadership – State or condition of one who guides or governs

State – A commonwealth; a nation; a civil power

ECONOMICS

Community Helpers – Any group or individual who plays a role in the community such as doctors, nurses, dentists, teachers, parents, firemen, policemen, trash collectors, animal control officers

Competition – The rivalry among people and/or business firms for resources and/or consumers

Consumer – One who buys or rents goods or services and uses them

Cost – What is given up when a choice is made; monetary and/or non monetary

Demand – The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various prices during a specific time period

Goods – Objects that can satisfy people's wants

Household – The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated

Money – A medium of exchange

Natural Resource – Anything found in nature that can be used to produce a product (e.g., land, water, coal)

Price – The amount people pay in exchange for a particular good or service

Producer – One who makes goods or services

Profit – Total revenue minus total costs

Services – Actions that are valued by others

Supply – The different quantities of a resource, good or service that potential sellers are willing and able to sell at various prices during a specific time period

Wants – Desires that can be satisfied by consuming goods, services or leisure activities

GEOGRAPHY

Climate – Long-term patterns and trends in weather elements and atmospheric conditions

Culture – The way of life of a group of people, including customs, beliefs, arts, institutions and worldview. Culture is acquired through many means and is always changing

Environment – Everything in and on earth's surface and its atmosphere within which organisms, communities, or objects exist.

Geographic Tools – Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs)

Place – An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas

Resource – An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value

HISTORY

Conflict – The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.

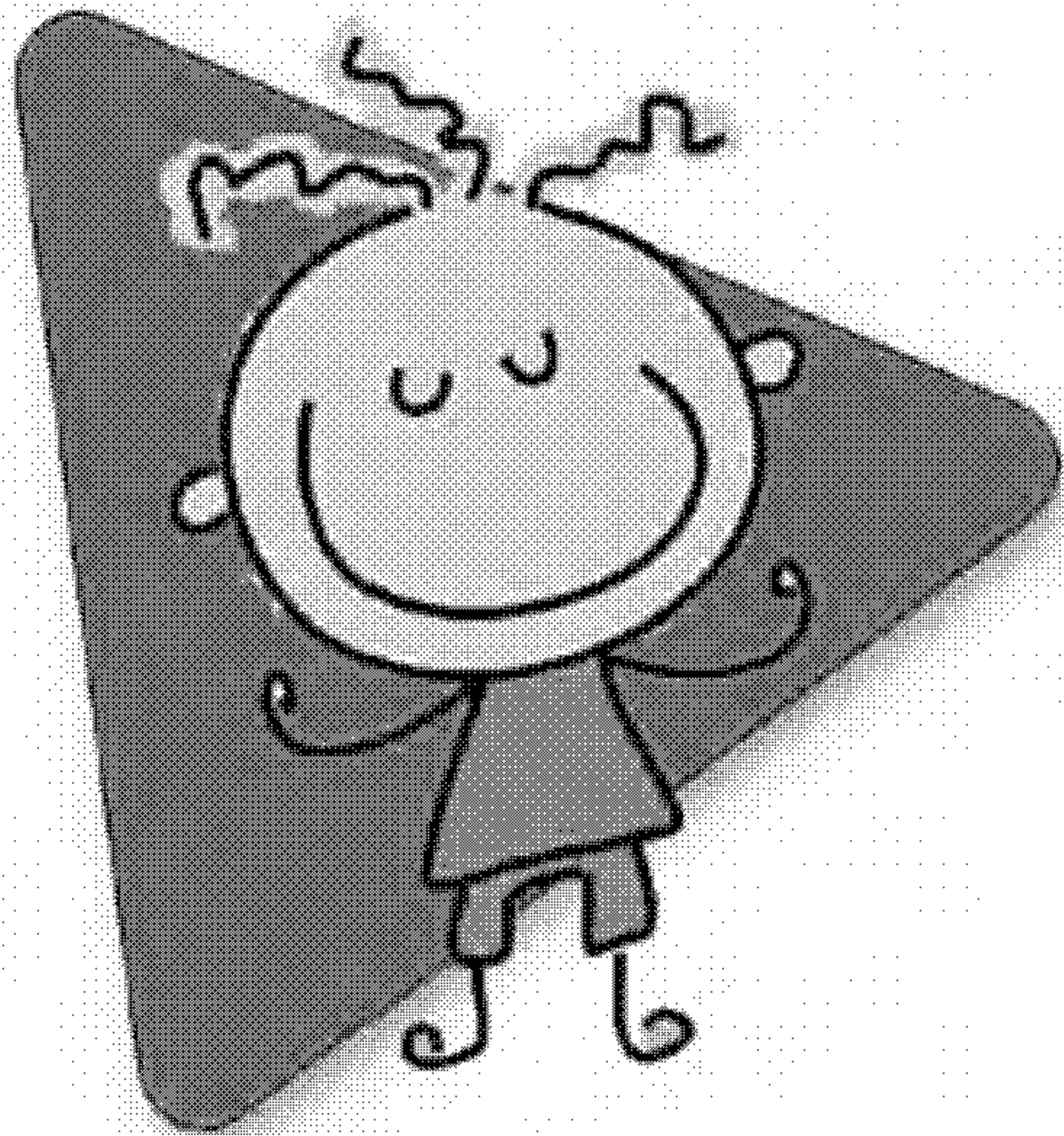
Document – A formal piece of writing that provides information or acts as a record of events or arrangements

Media Sources – Various forms of mass communication such as television, radio, magazines, newspapers and internet

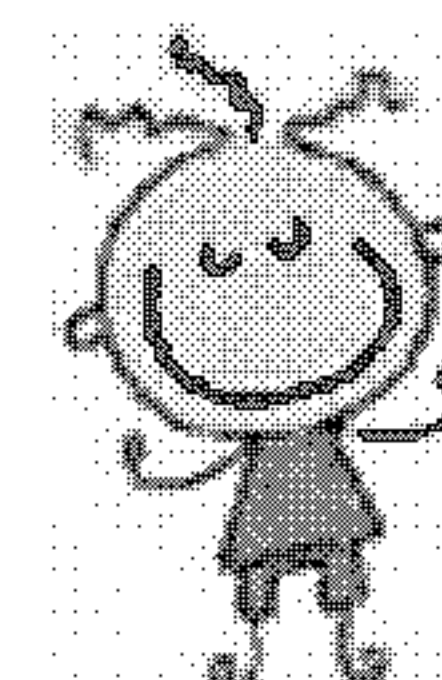
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HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT

LEARNING ABOUT MY BODY



Children's future health and well-being are directly related to the development and strengthening of their gross and fine motor muscles. Children must have opportunities to experience active indoor and outdoor play in which they can use their bodies to explore the environment while acquiring muscle control, balance, coordination, strength, eye-hand coordination and other related skills. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.



GET UP AND MOVE!

Obesity is a growing concern even for very young children. Research indicates that even young toddlers are eating inappropriate foods with too many calories. Early childhood programs have a unique opportunity to influence children's healthy eating and physical activity habits. Teachers need to plan adequate opportunities for children to exercise and engage in outdoor play, weather permitting. Including active movement games and songs as part of the indoor routine can also extend the amount of time children are exercising each day. Providers must carefully plan menus that offer healthy foods and limit snacks and extras, like dessert, to nutritionally-appropriate selections. Teachers who work with their program administrators and their families to introduce and sustain good healthy choices and habits influence children's ongoing development and school success.

Standard	Page
10.1-3.1 Health and Safe Practices	53
10.1-3.2 Physical Activity	55
10.1-3.3 Concepts, Principles and Strategies of Movement: Fun Motor Experiences	56

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES

THIS STANDARD IS A COMPONENT OF THE CURRICULAR AREA OF HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT. IT IS ONE OF THE STANDARDS FOR GRADES 3-12: STANDARDS 10.1, 10.2 AND 10.3.

BIG IDEA: Children need to make healthy choices, physically and nutritionally, to optimize their learning potential.

ESSENTIAL QUESTIONS: What are things I can do to keep myself healthy and safe? Can I identify ways to help my body develop? What are some healthy foods?

	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	<ul style="list-style-type: none"> Practice basic hygiene routines with adult reminders Identify medicine and know that it is used to stay healthy Identify fundamental practices for good health Identify how people keep us healthy 	<p>The learner will:</p> <ul style="list-style-type: none"> Wash own hands, brush teeth, cover nose and mouth when sneezing, wash hands after using tissue Discuss what medicine is used for Discuss times medicine might be needed Explain that we need to eat well, get rest and exercise to be healthy Explain how a doctor, nurse or dentist can keep us healthy 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities in daily schedule to practice hygiene routines (tooth brushing, flossing teeth) Create learning centers that support healthy practices Provide opportunities for children to discuss what happens when we are sick and what we do to feel better Discuss the positive and negative points of medication Remind children to only take medicine from a trusted adult Provide examples of healthy meals Display the food pyramid Encourage children to rest to help their bodies stay healthy Model and encourage exercise and active play Read books about staying healthy

	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
10.1-3.2 BODY AWARENESS	<ul style="list-style-type: none"> Identify and locate body parts Identify specific practices that support body development and function 	<p>The learner will:</p> <ul style="list-style-type: none"> Name and point to body parts when asked Discuss what is meant by feeling healthy Identify rest, exercise and good eating as ways to stay healthy Participate in body part identification games and songs such as Hokey Pokey or "Where's the Head?" 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide play opportunities to point to and name different body parts on dolls and child Provide dolls and pictures with body parts Make outlines of body and add body parts such as facial features and fingernails Read books about healthy practices and images Discuss the concepts of rest, exercise and good eating related to good health Encourage children to engage in healthy practices

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Appendix (A)(1)-4b: Learning Standards for Pre-K

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES *continued*

10.1-3.3 SAFE PRACTICES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify and follow basic safety rules Identify how people help to keep us safe Identify the consequence of unsafe behavior 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify potential hazards at home, school, and community Identify and avoid unsafe practices, such as playing with matches, crossing streets and talking to strangers Identify and use playground and classroom rules Identify emergency procedures Explain how a firefighter and police officer can keep us safe Explain what could happen if unsafe behavior occurs 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk with children about harmful substances and objects, discuss and practice crossing street Practice making "911" calls Model and positively guide playground and classroom rules Demonstrate and practice "STOP DROP ROLL" and emergency procedures Practice fire and emergency evacuation procedures Use sunscreen Provide safety worker props for dramatic play area Read books about safety Invite safety workers to visit class Include nontraditional roles using display, pictures, puppets, dolls Discuss consequences of unsafe behavior such as injury or damage to property
	(b)(6)		

10.1-3.4 NUTRITION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Name foods that keep us healthy Classify foods by their food group 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make healthy food choices Identify healthy and not healthy foods Match foods to others in a similar category such as fruit, vegetable, milk or grain 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of healthy choices at snack or meal time Create a healthy/not healthy picture sort game Discuss the importance of making healthy choices Model healthy eating Display the food pyramid Provide a variety of foods and pictures including ethnic foods such as tortillas, lasagna, black-eyed peas, bagels or chili for children to classify
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HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration.

ESSENTIAL QUESTIONS: Do I participate in large motor activities and games? Am I able to comfortably use large motor equipment?

10.4.1 CONTROL AND COORDINATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Combine large motor movements with the use of equipment Demonstrate coordination of body movements in active play Move and stop with control Perform a variety of movement skills along side and with a partner 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Throw a bean bag or ball overhand with aim Catch a ball Pull wagons or push wheelbarrows Ride a tricycle, using feet to pedal Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately Run with control and direction Stop when intended Engage in games like Hokey Pokey, London Bridge or Simon Says 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Play catch with children Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward Provide targets for children to throw toward such as hula hoops or baskets Include toys and equipment that encourage active play such as three and four wheeled steerable vehicles, balls, climbers and slides, balance beams, ramps Provide areas on the playground for riding toys to be used safely Ensure riders wear helmets Provide outside time for children to run Create opportunities for children to participate in large motor movement games that involve partners
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10.4.3 BALANCE AND STRENGTH	<p>STANDARD STATEMENT:</p> <ul style="list-style-type: none"> Exhibit balance while moving on large motor equipment Show enthusiasm for mastery of gross motor movements through repetitive practice 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Engage in large motor activities such as marching, hopping, running, jumping and dancing Walk on a balance beam Climb stairs using alternating feet Jump over an object with both feet Walk on tip toe for a short distance Participate in an obstacle course going through tunnels, over or under equipment Participate in movement games Climb a short ladder on a slide Kick a ball 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide space and opportunities for children to walk, run and climb every day Provide opportunities for children to engage in gross motor activities inside such as dancing and moving to music, bean bag toss, or Velcro mitts Include large motor activities during transitional times such as hop to the table, jump five times while you wait to wash your hands Include motor games and songs such as Skip to my Lou and The Farmer in the Dell Create obstacle courses to practice gross motor movements
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Appendix (A)(1)-4b: Learning Standards for Pre-K

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength and controlled use of tools.

ESSENTIAL QUESTIONS: Can I perform simple finger plays? How do I use my hands and fingers to manipulate objects? How do I develop hand-eye coordination?

10.5.1 STRENGTH, COORDINATION AND MUSCLE CONTROL	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use hands, fingers and wrists to manipulate objects Practice manual self help skills 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Manipulate dough and clay by squeezing, pounding, rolling Tear paper with purpose Use scissors to cut Use tongs or tweezers to pick up objects Manipulate pegs into a pegboard String beads, noodles, or cereal onto a string Play with pop beads and snap cubes Zip zippers Snap, button and Velcro clothes Practice tying Act out finger plays and songs using hands and fingers Complete wooden and cardboard shape and frame puzzles 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities and materials to play with playdough Provide opportunities to use scissors Provide pegs and peg boards Provide a variety of objects for stringing Supply tweezers and tongs to grasp objects. Provide a wide variety of beads and snap cubes for children to put together and pull apart Encourage children to attempt to use closures Encourage and practice shoe tying Teach and participate in finger plays Provide a variety of puzzles
10.5.2 EYE/HAND COORDINATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Coordinate eye and hand movements to perform a task 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Act out finger plays with hands and fingers Complete self-help skills such as zip, snap or button String beads, manipulate pegs, build with small blocks Use tools to pour, such as funnels, basters, and pitchers Put together puzzles 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide small toys that need to be put together, such as snap beads or lacing beads Include puzzles of varying levels of difficulty for children to put together Develop activities or opportunities for children to practice drawing and writing with a variety of tools Encourage children to practice their own self help skills such as zipping Provide opportunities for children to pour water or milk and to serve their own foods such as spooning out applesauce
10.5.3 USE OF TOOLS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use writing and drawing implements with correct grip to make pictures Use classroom and household tools independently to accomplish a purpose 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hold pencils, crayons, and markers in a functional grasp (pincer grasp) Use glue sticks to paste various items Use paint brushes to make strokes at the easel Use appropriate tools to complete classroom jobs Use fork and spoon appropriately Use cup or glass for drinking 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to use pencil sharpener, chalkboard erasers and watering can to complete classroom jobs Provide both forks and spoons for children to use when eating

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

HEALTH, WELLNESS & PHYSICAL DEVELOPMENT GLOSSARY

Agility – A component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy

Balance – A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

Coordination – A skill-related component of physical fitness that relates to the ability to use the senses together with body parts in performing motor tasks smoothly and accurately

Developmental Differences – Learners are at different levels in their motor, cognitive, emotional, social and physical development. The learners' developmental status will affect their ability to learn or improve

Developmentally appropriate – Motor skill development and change that occur in an orderly, sequential fashion and are age and experience related

Directions – Forward, backward, left, right, up, down

Flexibility – A health-related component of physical fitness that relates to the range of motion available at a joint

Food Guide Pyramid – A visual tool used to help people plan healthy diets according to the Dietary Guidelines for America

Health – A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity

(b)(6)

Health Education – Planned, sequential PK-12 program of curricula and instruction that helps students develop knowledge, attitudes and skills related to the physical, mental, emotional and social dimensions of health

Locomotor Movement – Movements producing physical displacement of the body, usually identified by weight transference via the feet. Basic locomotor steps are the walk, run, hop and jump as well as the irregular rhythmic combinations of the skip, slide and gallop

Motor Skills – Non-fitness abilities that improve with practice and relate to one's ability to perform specific sports and other motor tasks (tennis serve, shooting a basketball)

Movement Skills – Proficiency in performing nonlocomotor, locomotor and manipulative movements that are the foundation for participation in physical activities

Nonlocomotor Movement – Movements that do not produce physical displacement of the body

Physical Activity – Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure

Physical Education – Planned, sequential, movement-based program of curricula and instruction that helps students develop knowledge, attitudes, motor skills, self-management skills and confidence needed to adapt and maintain a physically active life

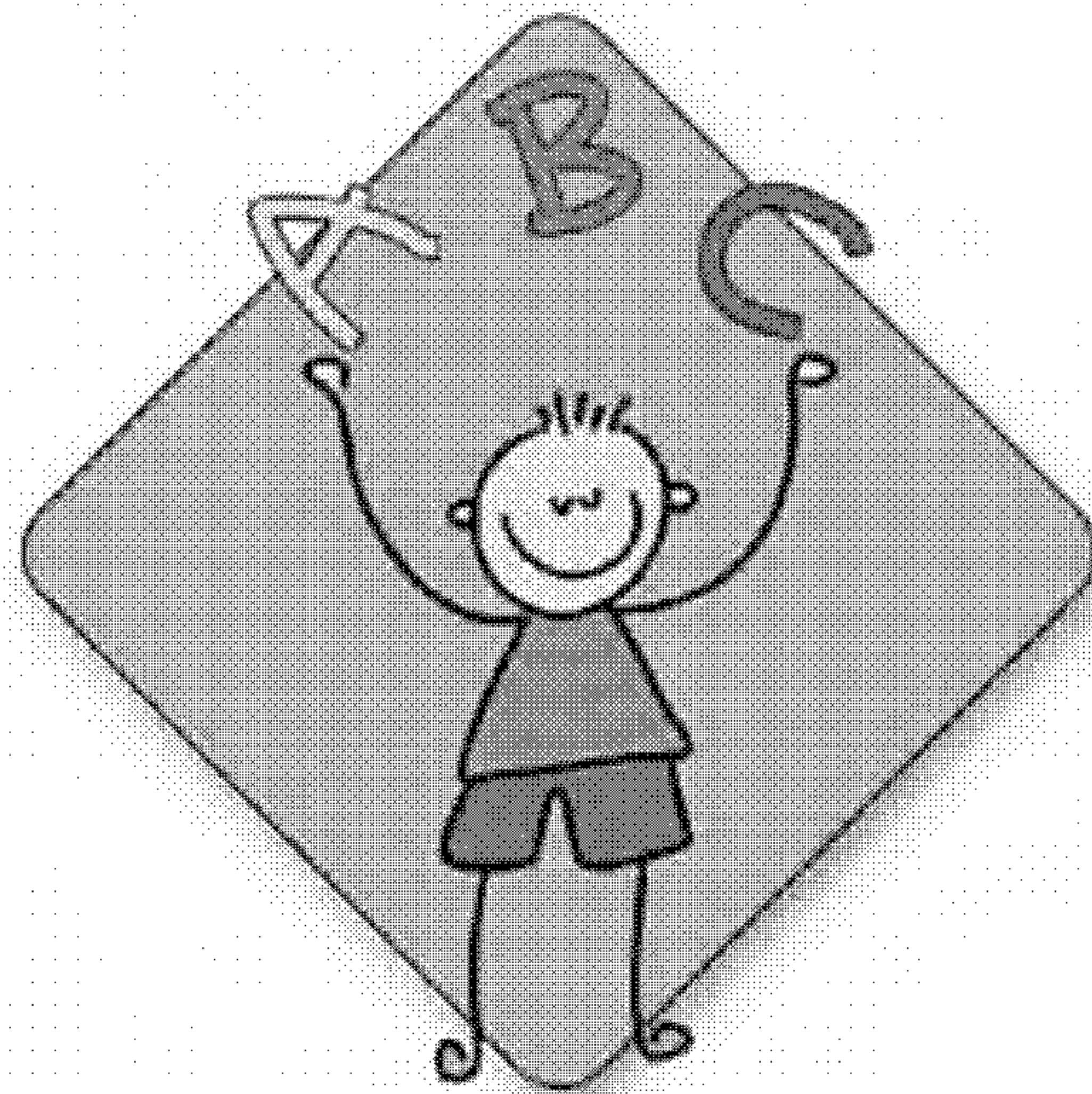
Physical Fitness – A set of attributes that people have or achieve that related to their ability to perform physical activity

Safety Education – Planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes and confidence needed to protect them from injury

(b)(6)

LANGUAGE AND LITERACY DEVELOPMENT

EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING



Communication occurs in different ways. It is a way to share one's ideas and understand the ideas of others. Reading involves the use of pictures, symbols and text to gain information and derive meaning, and writing is used for a variety of purposes. Children should be exposed to a variety of books to acquire new information and for personal fulfillment. Children apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text. Children draw meaning from their prior knowledge and experience, their interactions with others, their knowledge of word meaning and their word identification strategies. Children vary their use of the spoken and written language to communicate effectively with others. One of the first building blocks of reading is phonemic awareness; this is one of the best predictors of early reading achievement. Children should be developing this awareness in the early years by listening to rhyming stories and songs and engaging in word play activities.

INCLUSIVE CLASSROOMS

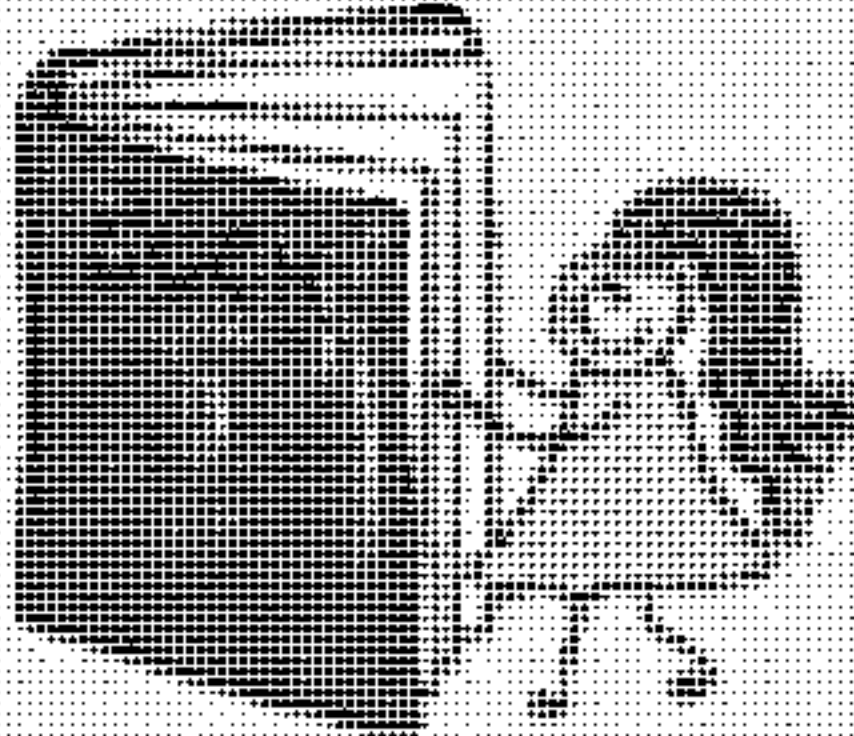
Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying classroom experiences alongside their typically developing peers. Teachers, specialists, and families must work together to understand all children's unique needs while adapting teaching strategies, materials and/or environment to assure that every child can learn and develop to his/her highest potential. Adults must celebrate all children's accomplishments and appreciate what children can learn and do.

Standard	Page
1.1.1 Purposes for Reading	58
1.1.2 Word Recognition Skills	59
1.1.3 Vocabulary Development	60
1.2.1 Reading Foundational Skills	61
1.2.2 Reading Foundational Skills	62
1.2.3 Reading Foundational Skills	63
1.2.4 Reading Foundational Skills	64
1.2.5 Reading Foundational Skills	65
1.2.6 Reading Foundational Skills	66
1.2.7 Reading Foundational Skills	67
1.2.8 Reading Foundational Skills	68
1.2.9 Reading Foundational Skills	69
1.2.10 Reading Foundational Skills	70
1.2.11 Reading Foundational Skills	71
1.2.12 Reading Foundational Skills	72
1.2.13 Reading Foundational Skills	73
1.2.14 Reading Foundational Skills	74
1.2.15 Reading Foundational Skills	75
1.2.16 Reading Foundational Skills	76
1.2.17 Reading Foundational Skills	77
1.2.18 Reading Foundational Skills	78
1.2.19 Reading Foundational Skills	79
1.2.20 Reading Foundational Skills	80
1.2.21 Reading Foundational Skills	81
1.2.22 Reading Foundational Skills	82
1.2.23 Reading Foundational Skills	83
1.2.24 Reading Foundational Skills	84
1.2.25 Reading Foundational Skills	85
1.2.26 Reading Foundational Skills	86
1.2.27 Reading Foundational Skills	87
1.2.28 Reading Foundational Skills	88
1.2.29 Reading Foundational Skills	89
1.2.30 Reading Foundational Skills	90
1.2.31 Reading Foundational Skills	91
1.2.32 Reading Foundational Skills	92
1.2.33 Reading Foundational Skills	93
1.2.34 Reading Foundational Skills	94
1.2.35 Reading Foundational Skills	95
1.2.36 Reading Foundational Skills	96
1.2.37 Reading Foundational Skills	97
1.2.38 Reading Foundational Skills	98
1.2.39 Reading Foundational Skills	99
1.2.40 Reading Foundational Skills	100

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

BIG IDEA: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning.

ESSENTIAL QUESTIONS: How do I practice pre-reading skills? How do I understand information and details from a variety of books?

1.1.1 PURPOSES FOR READING	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use a variety of text during play Select a variety of genre during play 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose books from classroom library to peruse Identify environmental print Pretend to read by moving eyes and /or pointing with finger from left to right, top to bottom, front to back Use print materials in learning centers, such as cookbooks, menus, phone books or maps 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide purposeful and playful exposure to a variety of printed materials Use printed material for functional purposes Model and explicitly demonstrate to read print top to bottom and left to right Provide opportunities for learners to practice to read print top to bottom and left to right Read and re-read quality literature daily Provide learning centers and a classroom library where learners can independently interact with quality books
1.1.2 WORD RECOGNITION SKILLS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify upper case letters Associate some names of letters with their shapes and sounds Differentiate words and letters Continue teacher-initiated word patterns Identify familiar words and environmental print 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Name upper case letters Begin to differentiate between and among letters, numbers, words, sentences Recognize that one child's name begins with the same sound as another child's name Recognize when two or more words begin with the same sound Create two words, a phrase or short sentence with words that begin with the same sound Read familiar names and words in the environment 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music and chants Provide opportunities to clap out the syllables of names or words Read books that contain rich language (rhyme, repetition and rhythm) Provide rich environmental print in classroom (posters, charts, word walls) Play rhyming and sound games Provide opportunities for children to hear and identify rhyming words and alliteration of beginning sounds Provide opportunities in group and centers for identifying letters, words, numbers, sentences Provide materials for exploration of letters and sounds
1.1.3 VOCABULARY DEVELOPMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe pictures in books using detail Practice new vocabulary with teacher assistance Match vocabulary to picture clues Use new vocabulary when speaking 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about pictures using many details Match pictures with new vocabulary words Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to use new vocabulary words when discussing pictures or real objects Provide learning centers for children to engage with words and pictures Support and praise children's use of new words Introduce vocabulary in the context of topics when using books, fingerplays or songs, poems

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Appendix (A)(1)-4b: Learning Standards for Pre-K-K

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS, READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY *continued*

1.1.4 COMPREHENSION AND INTERPRETATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond appropriately to directions and stories Use verbs to describe illustrations showing action Retell a simple story in sequence with picture support Identify story details through questioning Draw connections between story events and personal experiences 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate understanding of directions and stories by appropriate responses Attach action words to illustrations showing action, such as "That girl in the picture is running fast." Retell a story in sequential order using various materials Answer questions about stories Use prior knowledge to draw connections between events of story and self 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Reinforce appropriate responses to directions or stories Provide purposeful and playful exposure to a variety of printed materials Read rich literature (stories/books, poems) daily and model making connections between story events and background knowledge Provide opportunities to practice sequencing using pictures and flannel boards Model attaching nouns and verbs to illustrations on a regular basis
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recite rhymes, songs, and familiar text while using tracking Apply knowledge of letters, words, and sounds to read simple sentences <p>(b)(6)</p>	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Say or sing nursery rhymes Read chants, poems daily using pointers or finger to track print Assemble words to form sentences and share with classmates 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide charts and morning messages for children to read independently Promote reading the room strategy, such as searching for environmental print Expose learners to poems, chants, finger-plays, and songs that include rhyme, rhythm and repetition Create learning centers that focus on letters, sounds, words and creating simple sentences

STANDARD 1.2: READING, ANALYZING AND INTERPRETING TEXT

BIG IDEA: Children understand and respond to a wide variety of text.

ESSENTIAL QUESTIONS: How do I identify parts of books? How do I show print awareness? Can I make and confirm predictions about text?

1.2.1 TEXT ANALYSIS AND EVALUATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify title and author of story Identify characters in story Discuss events in book or story Explain reasons for liking or disliking a book or story with prompting 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell the name of a book and author when asked Name characters in a story Talk about events that happened within a story Tell why a book is liked or disliked 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Point out title, author and illustrator when reading Discuss characters and story events after reading Graph likes and dislikes Encourage children to explain why they like or dislike a book
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LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS, READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.2: READING, ANALYZING AND INTERPRETING TEXT *cont.*

1.2.2 TEXT ORGANIZATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice book handling skills Identify beginning and end of a story Practice tracking from top to bottom and left to right with scaffolding 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Orient a book correctly Turn pages in order Tell what happens at the beginning and end of the story Use pointers or finger to track print on charts, posters, environmental print or in books 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model correct book orientation Model turning pages carefully and in order Ask about the beginning and end of the story Provide pointers and charts for children to practice tracking Reinforce children moving from top to bottom and left to right
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Differentiate between real and make-believe State at least one important fact from informational text 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell what could or could not happen in a story Identify real or make believe characters Tell one thing learned from a non-fiction text 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask children to talk about what could really happen, such as "Do you think pigs can really fly?" Verify children's responses about real and make believe characters Read non-fiction texts to children Encourage children to use non-fiction to find out information Ask children to identify facts from text

(b)(6)

1.2.5 INFERENCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use illustration clues and story sequence to infer and predict what happens next in a story Decide if predictions were confirmed 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make predictions before a story or during a story Determine if the prediction was correct after reading 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to make predictions before and during story reading Use the story to confirm predictions
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Appendix (A)(1)-4b: Learning Standards for Pre-K

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.3: READING, ANALYZING AND INTERPRETING LITERATURE

BIG IDEA: Literature consists of a variety of elements to convey meaning.

ESSENTIAL QUESTIONS: How do I recognize the different elements in a story? How do I respond to questions about the story?

1.3.1 ANALYSIS AND EVALUATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Select favorite book from many by same author 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Listen to many books by the same author and determine favorite 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use author studies to read many books by the same author Ask children to choose favorite book Graph results
1.3.2 LITERARY GENRES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify a variety of literary genre with teacher support 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell if a book or reading selection is a fairy tale, poetry, fiction or non-fiction 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Discuss genres when reading Make a chart of books that fit into each category Ask children to name genre
1.3.3 LITERARY ELEMENTS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to questions about main characters, setting and events during a read aloud 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Answer who, how, when and where questions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask questions during and after reading that focus on character, setting and events
1.3.4 LITERARY DEVICES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize rhyming words in words of literature with teacher support 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify rhyming words in a story when asked by the teacher 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Point out rhyming words and patterns in books

STANDARD 1.4: TYPES OF WRITING

BIG IDEA: Children write for different purposes and audiences.

ESSENTIAL QUESTIONS: How do I share information through writing? How do I describe my writing?

1.4.1 NARRATIVE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Create illustration and write about it 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Draw a picture and write symbols or words that tell about it 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to write symbols or words that describe their pictures Use journals pages where children can write about stories or events in their day
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LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.4: TYPES OF WRITING continued

1.4.2 INFORMATIONAL	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Share information through pictures and dictated words 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Create a picture about a nonfiction topic and talk about it with the teacher Share information from various sources about non-fiction topics 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Write the child's words on the picture Display in the classroom Create charts of children's ideas about topics Display informational text in various locations in the room, such as on posters or bulletin boards, in stories and books or in learning areas
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STANDARD 1.5: QUALITY OF WRITING

BIG IDEA: Writing conveys the author's ideas about a topic.

ESSENTIAL QUESTIONS: How do I choose the key ideas of a topic about which to write? How do I practice writing symbols and words?

1.5.1 FOCUS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Illustrate and /or tell about a specific topic 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Create a picture that is related to a topic and talk about it 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about the focus of books and pictures that children see
1.5.2 CONTENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Generate ideas for a picture, story or shared writing Identify and/or create illustrations that depict story details 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Brainstorm ideas for pictures and stories Create pictures that represent details in the story Tell teacher what s/he will draw when asked 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Create a list of ideas brainstormed by the children Ask children to explain the pictures drawn to represent a story
1.5.3 ORGANIZATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Write symbols, words or simple phrases that communicate an idea 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Work with teacher to create words or sentences that relate to one topic 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide materials and opportunities for children to write daily Allow children to create written work of their choice
1.5.6 CONVENTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Experiment with a variety of writing tools and surfaces Create letter forms using various materials Print letters in name using letter-like forms or conventional print 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use markers, paints, crayons, chalk and chalkboard to communicate Use pipe cleaners, playdoh, hair, toothpicks and other materials to create letters and letter forms Write name using letter-like forms or conventional print 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of materials in the writing center for children to communicate or create Post children's names on word wall and in writing center to practice letter formation

Appendix (A)(1)-4b: Learning Standards for Pre-K

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.6: SPEAKING AND LISTENING

BIG IDEA: Speaking and listening are connected skills that build the foundation for literacy and communication.
ESSENTIAL QUESTION: How do I listen for meaning? How do I appropriately express my thoughts?

1.6.1 DISCUSSION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Listen and respond attentively to conversations Ask and answer relevant questions Follow two-step directions 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make a statement that shows attention to the conversation Ask or answer a question with a response that makes sense Respond to adult's directions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Engage children in conversation about topics of interest daily Ask questions regularly Reinforce following directions
1.6.2 LISTENING SKILLS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Share experience when asked Speak in simple sentences Recite rhymes, songs and familiar text in a group Answer questions 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about experiences clearly using some details Speak clearly enough to be understood by most listeners Use appropriate volume to be heard by group, paying attention to inside and outside voices Participate in fingerplays and songs Practice and play with words and language Answer question about shared information 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Speak to and engage children in group and individual conversations every day Model appropriate volume when speaking Introduce children to new words through fingerplays, songs and rhymes Ask children questions that involve detailed answers instead of one word responses
1.6.3 DISCUSSION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Communicate using detail when relating personal experiences Pose questions and listen to ideas of others Contribute to class discussion 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use details to share personal experiences Ask questions and listen to others to acquire new knowledge Participate respectfully in class or group discussions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to use detail in describing experiences Encourage children to ask questions to find out more information Model appropriate participation in group or class discussions including polite interactions, one person speaking at a time or asking questions
1.6.4 PRESENTATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Share information about an item of interest <p>(b)(6)</p>	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Talk about an object or experience during circle time Tell teacher or peer about a home experience or event Respond to questions about shared information 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Give children time to talk with each other throughout the day Use meal time as an opportunity for peer sharing and discussion Re-phrase learners' sentence structure or grammar by repeating the sentence properly Praise children's efforts to share information Introduce new ideas or words to increase vocabulary

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

BIG IDEA: Information can be shared in many ways.
ESSENTIAL QUESTION: How do I communicate in more than one way?

1.7.1 COMMUNICATING IN MORE THAN ONE LANGUAGE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to communicate for a variety of purposes Repeat a few words in a language other than native language 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use words and gestures to communicate meaning in many forms Say words in a new language after hearing them 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage children to use words frequently Model common sign language signs Introduce words in new languages for familiar objects or words such hello, numbers, goodbye or friend
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STANDARD 1.8: RESEARCH

BIG IDEA: Information to answer questions is available through a variety of resources.
ESSENTIAL QUESTION: Where can I go to find the answer to my question?

1.8.1 INQUIRY BASED PROCESS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Ask questions about topics of personal interest to gain information 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask adult for explanations or information using why, how, where and when questions, such as "Why do leaves turn colors?" or "Where are the towels?" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Engage children in discussions about interests such as cars, dinosaurs or dogs
1.8.2 LOCATION OF INFORMATION AND CITING SOURCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Locate information on identified topics using resources provided by teacher 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use books or computer programs to find new information Use a cookbook to find a recipe or a phone book to get a phone number during dramatic play 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of resources on topics that interest children including books, computer programs, maps or pictures
1.8.3 ORGANIZATION AND PRODUCTION OF FINAL PRODUCT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Produce a simple project based on research with assistance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Create a picture or other product using information learned through research 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Support children, ask questions and encourage thinking while children are working on a project based on research

Appendix (A)(1)-4b: Learning Standards for Pre-K

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY

BIG IDEA: Technology provides access to new information.

ESSENTIAL QUESTIONS: How do I use technology to gain information?

1.9.1 MEDIA AND TECHNOLOGY RESOURCES

STANDARD STATEMENT

- Identify technology that can be used to gain information
- Use age appropriate computer program after training

EXEMPLARS (EXAMPLES)

The learner will:

- Name computer and television as technology that can give information
- Use the computer with assistance from the teacher

SUPPORTIVE PRACTICES

The adult will:

- Talk about ways that television and computers can help us to learn new things
- Model and support learners using the computer
- Provide various computer programs for children's use during free play
- Limit amount of time children spend on the computer at one sitting to 15 minutes or less

LANGUAGE AND LITERACY DEVELOPMENT GLOSSARY

Alliteration – The repetition of initial consonant sounds in neighboring words

Antonym – A word that is the opposite of another word.

Characterization – The method an author uses to reveal characters and their various personalities

Compare – Place together characters, situations or ideas to show common or differing features in literary selections

Context Clues – Information from the reading that identifies a word or group of words

Concepts of Print – Print goes left to right; one to one match with voice to print, concept of first and last; concept of letter, word, sentence, space, letter order in words is important; different punctuations have meaning

Conventions of Language – Mechanics, usage and sentence completeness

Decoding – Analyzing text in order to identify and understand individual reading

Echo Reading – Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line

Emergent Literacy – One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy

Expressive Language – Being able to convey messages using words

Evaluate – Examine and judge carefully

Fine Motor – Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay or pinching clothespins

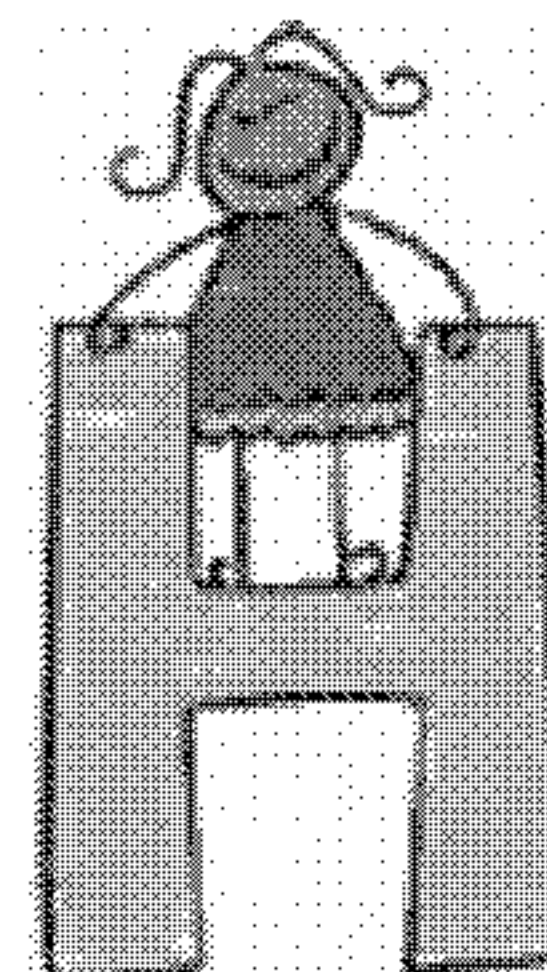
Fluency – The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading

Genre – A category used to classify literary works, usually by form, technique or content (prose, poetry)

Guided Reading – Teachers work with students at their instructional level to guide them in using context, visual and structural cues

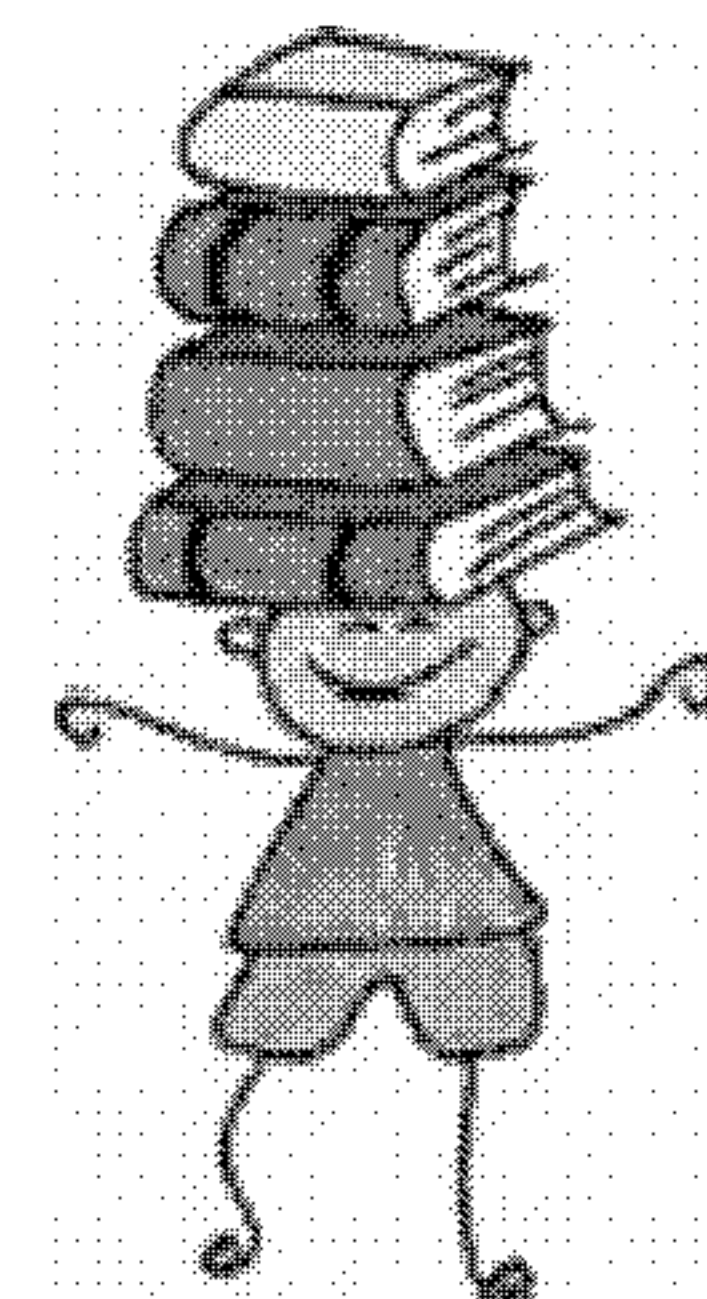
Homophone – One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode)

Language Experience – Reading own writing; teacher takes dictation from students or students do own writing. Use student's own words as reading material; an effective way to encourage self-expression and build awareness of the connections between oral and written language.



LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

LANGUAGE AND LITERACY DEVELOPMENT GLOSSARY continued



Learning Styles –

- Visual (learn through seeing) needs to see the teacher's body language and facial expression to fully understand the content of the lesson
- Auditory (learn through listening) learns through lectures, discussion and listening and needs to talk things through
- Tactile/kinesthetic (learn through moving and touching) learns best through a hands-on approach actively exploring the physical world around them

Literary/Story Elements – The essential techniques used in literature (characterization, setting, plot, theme, problem, solution)

Literary Devices – Tools used by the author to enliven and provide voice to the writing (dialogue, alliteration)

Multiple Intelligences – Howard Gardner's theory of intelligences

- Visual – spatial (ability to perceive the visual)
- Verbal-linguistic (ability to use words and language)
- Logical/mathematical (ability to use reason, logic and numbers)
- Bodily/kinesthetic (ability to control body movements and handle objects skillfully)
- Musical/rhythmic (ability to produce/appreciate music, sound, rhythm)
- Interpersonal (ability to relate and understand others; other people's feelings)
- Intrapersonal (ability to self-reflect and be aware of one's inner state of being; self awareness)
- Naturalist (ability to recognize, categorize and draw upon certain features of the environment)

Narrative – A story, actual or fictional, expressed orally or in writing

Onset – A sound in word that comes before the vowel

Phonemic Awareness – Ability to hear and identify parts of spoken language and auditorily divide into phonemes

Phoneme – A sound unit of speech

Phonics – A way of teaching reading that stresses sound symbol relationship; refers to the relationship between the letters and letter sounds of a language

Phonological Awareness – A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables and onsets and rimes

Picture Walk – A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story

Point of view – The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told

Print Awareness – Ability to understand how print works

Reading Awareness –

- Uses the language of literacy (top, bottom, same, different)
- Identifies the beginning, middle, and end of a story, with the main idea coming first and details added later
- Demonstrates awareness that language can be written down and read later
- Differentiates between pictures and words
- Shows curiosity about environmental print
- Differentiates between pictures and words

Reading critically – Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria

Receptive Language – Being able to receive and give meaning to message/words heard

Research – A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem

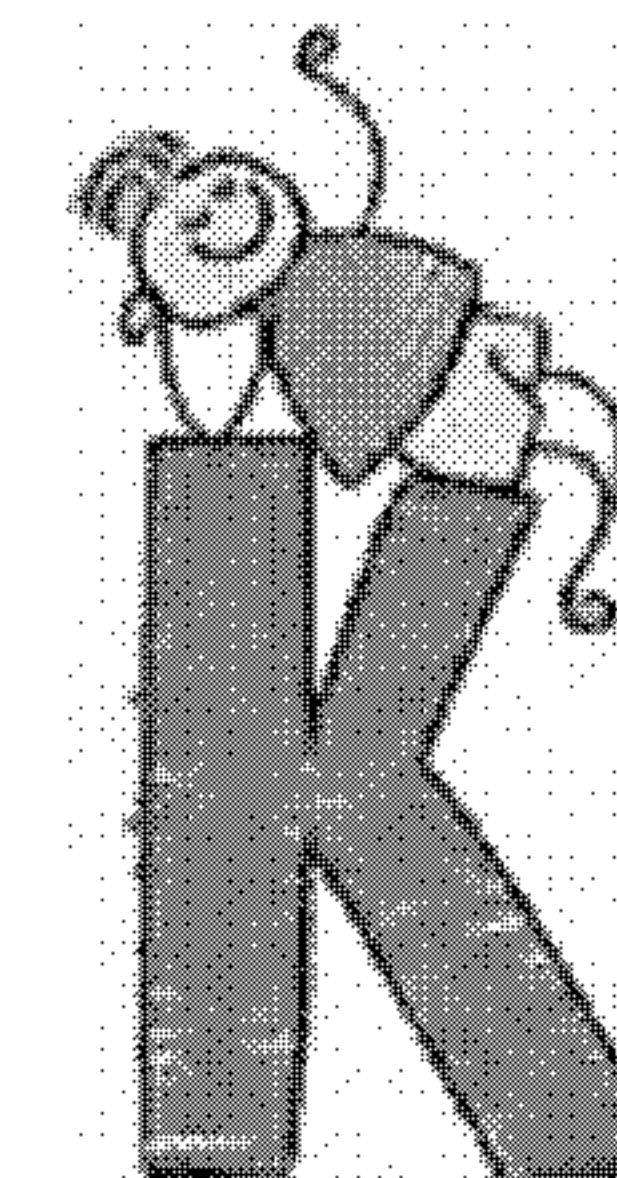
Rime – The part of a syllable that contains at least one vowel and all that follows

Shared Reading – Teacher guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading or fill the gap reading)

Shared Writing – Teacher and learner work together to compose a message or story

Tone – The attitude of the author toward the audience and characters (serious or humorous)

Voice – The fluency, rhythm and liveliness in writing that make it unique to the writer



PARTNERSHIPS FOR LEARNING FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES



The school experience consists of much more than the academic content that teachers share with students every day. School success is also dependent on children's ability to learn, their interest in learning, and the connections between schools, community agencies and families that enable the child to learn in a way that supports his or her own learning style, needs and home experience. The partnership, links and connections that begin in the early childhood years between teachers and administrators and families, along with the other agencies in which a child or family interacts are critical to providing a holistic and seamless approach to children's learning. Schools and families should work together to share information about individualized learning plans and goals; assure positive transition to and from the current school setting; and identify and refer family members to other community agencies when appropriate.

WONDER AND DELIGHT!

Young children are curious, and from birth, they naturally seek out problems or questions to solve. They use their senses to explore materials and the environment and the search for answers to perceived problems or situations is motivational, holding their attention and creating their enthusiasm for learning. When classrooms or learning environments are structured to promote this curiosity or a sense of wonder and delight, they use instructional strategies that are based on inquiry. Inquiry is the active searching for knowledge and understanding of a specific idea and occurs most successfully when adults intentionally create activities and experiences that allow children to use previously learned knowledge to understand new information. The adults' role during this active exploration is to scaffold children's thinking by asking "open-ended" questions that encourage problem solving and support children's imagination and story-telling. Open-ended questions or statements such as, "I wonder why that's painted blue" or "If you were Sally, what would you have done?" Allow children to express their thoughts, think creatively and problem solve. They are a more successful choice to encourage learning and critical thinking than closed questions, such as "What color did you choose?" or "Did Sally make a good choice?" that typically result in short answers that don't ask or provide good insight into children's thinking.



Standard	Page
20.1 Connections	69
20.2 Family Engagement	71
20.3 Supporting Children's Learning	77
20.4 Transition	78

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

BIG IDEA: The relationship between the family and school personnel is a critical foundation to children's success in school.
ESSENTIAL QUESTION: How do schools understand families' home lives, their values, and attitudes towards learning? How do schools incorporate family preferences and interests into the life of the classroom? How do schools assure that families are familiar with and accepting of school values, attitudes and philosophies?

20.1 INFORMATION EXCHANGE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Offer an on-site enrollment meeting where family can meet school personnel and observe the classroom where the child will be attending Share families' and school routines and discuss any needed accommodations Provide and regularly review a Parent Handbook that outlines program expectations and operating details Offer parent-teacher school events that provide updates and give families opportunities to participate in school life Identify home culture, language, and routines and how they might impact a child's adjustment to school Discuss schedules, events or past experiences that may impact a child's school experience Share instructional philosophies that help families understand the school structure 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Participate in introductory enrollment meetings that enable both family and school representatives to share values, attitudes, philosophies about learning along with unique details and needs of the child and family Provide a classroom tour for child and family where they can meet the teacher and explore the classroom setting Discuss families' needs for drop-off and pick-up, health concerns, and potential language barriers Hold a "Back to School" or Open House night Talk about a recent event, such as divorce or death, which may impact a child's behavior and what might occur at school as a result; discuss ways to communicate reciprocally about child's adjustment Discuss child guidance and management strategies so both family and school understand the similarities and differences in approach Talk about previous group experiences and child's reaction – what might be expected on the first few days Ask questions to learn about the child's temperament Ask child to bring to school pictures of family members, home environment or other important home elements that might make the adjustment to a new school easier Support family's apprehensions during the first few weeks of school by calling them on the first day to describe child's adjustment, or where appropriate, inviting the family to stay with the child for increasingly shorter periods of time prior to drop off Formulate a survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading Talk about the classroom structure and how children learn through play Learn about who the child considers 'family' and how the family defines itself, including extended family members if relevant
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Appendix (A)(1)-4b: Learning Standards for Pre-K

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

20.1.2 HOME TO SCHOOL CONNECTIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify family practices and traditions that should be included within the classroom Work with families to identify books, songs, and finger plays, dances, foods, and toys that should be included in the classroom or school environment; ask for donations Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited Work with families to determine child's best classroom placement including when to transition from one to the next, personality types 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Identify ways to assure the child's positive and comforting entry into a new classroom setting, such as a picture in the cubby, a stuffed animal or blanket Encourage volunteers and program participation from cultural groups in the community such as foster grandparents or other multi-generational connections Determine if child may eat traditionally served foods, and celebrate holidays Use family or culturally specific phrases or words to describe activities or materials Ask about family members, calling them by name, such as how is the newborn, and how grandma is doing after return home from hospital Add culturally-specific materials and experiences into the schedule and environment such as adding a week to the making area, or counting in both English and Spanish during morning message Invite a family member to teach the class a culturally-specific song or to provide the words to the song Display family pictures inside and outside the classroom Seek out community volunteers to share information about specific events or activities that are meaningful to children Invite family members to participate in classroom events, whenever possible Serve familiar cultural foods and introduce new traditional foods periodically – such as migas with cheese on bagsels and corn cheese Encourage children to show pride in family-specific beliefs or practices by showing interest and describing them to the class
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20.1.3 SCHOOL TO HOME CONNECTIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers Regularly send home information about the child's growth and progress and adjustment to the school setting Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc and learn if there are potential challenges for families, making accommodations as appropriate Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school Where appropriate, complete home visit with family Support families' efforts to build the child-child or family-family connection 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Create videos, picture books and written schedules that depict the classroom daily routine and send home to families as requested Ask family members to identify successful accomplishments the child may have completed at home during the week and acknowledge them in school Provide connections between school and school activities such "We are learning about caterpillars and read The Very Hungry Caterpillar. Here's green paper and scissors for you to make a caterpillar at home" Take a picture of a child at school, such as sitting with a completed block structure or wiping the table after lunch, and send home to family or email it to family member, "Look what Tamika did today!" Disseminate newsletters that highlight key events in the life of the program and the classroom; identify key songs, books and recipes, and clarify a key program expectation Post the daily schedule in the parent information area for families to become familiar with the sequence of the day Regularly update classroom or program message boards to keep information current and fresh Create a classroom web page and provide family members with the link – include a bulletin board or question and answer section that is checked by classroom staff regularly Provide opportunities for families to meet each other and connect based on commonalities, such as "Miles' family lives in your neighborhood too" or "Sandy's mom just found out she's going to have a new baby also"; being respectful of confidentiality
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PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.2: FAMILY ENGAGEMENT

BIG IDEA: Children's motivation to learn and succeed in school is impacted by family support and involvement in the life of the program.
ESSENTIAL QUESTION: How do families and schools work together to make decisions about the program? What kinds of school events and activities encourage family participation? How do we assure that information exchange is reciprocal?

20.2.1 SHARED GOVERNANCE OR DECISION-MAKING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Implement a family-school annual review of program operation Develop and update annually a Parent Manual that details operational procedures Establish conflict resolution policies that identify procedures for complaints or suggestions Post regulations and program requirements in strategic locations within the school so family members can review it regularly Offer training to Advisory or Board on shared governance 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Invite family feedback from classroom observations and share summary of results Invite family members to participate in exit interviews about the program experience Create a Parent Handbook committee which includes staff, families and community members that annually reviews information and suggests updates as needed Develop a joint family-school committee that investigates new state, federal or local initiatives that may impact the school's operation and recommends next steps Identify a procedure which includes family members and staff to consider complaints and make recommendations for improvement Disseminate parent surveys or interviews to all or a percentage of the clientele which provides feedback about general program operation or about newly instituted policies Inform families of ways to share concerns or worries about school policy and develop a review process to handle issues Develop a Governing Board or Advisory Committee whose members represent families, community agencies and school personnel Involve the families in program goal-development and strategic planning
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20.2.2 SPECIAL EVENTS AND ACTIVITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Learn families' interest and capacity for participation in specific events such as a holiday party, and graduation event Offer family education events such as parenting classes, sign language, health and safety that reflect families' interests and needs Incorporate unique cultural events or beliefs into classroom life 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Inform families about community cultural events that may be occurring at specific times of the year and determine if/how the event could be expanded into the classroom Ask a family to share information about a specific event, such as Chinese New Year, and help you design a related activity Within classrooms or programs, come to consensus about how holiday celebrations or birthdays should occur at school Create a family resource area that contains books, toys, and informational pamphlets that families can access Design parent education events that families can do together after work, such as Parents as Teachers workshops, or ways to transition children into kindergarten Offer parent nights or events at mutually-agreed upon times, including meals or babysitting when appropriate Seek feedback from families to design field trips or big classroom events that may be of particular interest to the children Ask families if they'd like to volunteer materials or information about specific cultural events Increase awareness by finding locations in the community that will allow children's work to be displayed, such as a library or town hall
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Appendix (A)(1)-4b: Learning Standards for Pre-K

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

BIG IDEA: Early childhood programs must work closely with families to support children's development and learning, both at school and at home.
ESSENTIAL QUESTION: How do families and school work together to identify children's skills, interests and long-term and short-term goals for learning? How do I understand families' at-home learning attitudes and strategies? How do I provide individualized and meaningful at-home learning connections to the school experience?

20.3.1 SCREENING AND ASSESSMENT

STANDARD STATEMENT

- Identify screening, assessment and referral processes that include families' involvement
- Utilize screening and assessment instruments that are aligned with the early learning standards
- Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families
- Be familiar with community agencies that provide additional screenings or assessments upon referral
- Provide information on child development and parenting that identifies age-appropriate skill development
- Conduct age-appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback
- Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observation, and standardized checklists

THE FAMILY AND SCHOOL TOGETHER

- Assure families' understanding of the purpose of screening and prepare them for the process, including their input and shared-decisions about referrals when appropriate
- Share initial results of screening and assessment with the family in a way that enables family adults to understand the child's strengths and areas for focus
- Work with family to explain screening and assessment results and identify how they align with home experiences and observations
- Work together to identify external agencies where needed and support families' contact with them
- Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations, periodically re-assessing and discussing until action is taken, if needed
- Collect and share portfolios with families, asking for at-home contributions as well, that show children's growth and development of specific skills
- Provide information on child development that is written in easy-to-understand language

20.3.2 GOAL DEVELOPMENT

STANDARD STATEMENT

- Use assessment results to lay the framework for understanding individual children's strengths and areas of need
- Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention
- Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities
- Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed

THE FAMILY AND SCHOOL TOGETHER

- At the family-school meeting, both family and teaching adult share information about the child's interests and skills to facilitate joint planning of activities and goals
- Teaching adult shows family the continuum of learning development in the Key Areas of Learning and together they identify where the child falls on the continuum, next steps and whether it should be a specific area of instructional focus
- Family and teacher agree on key skills or attitudes for focus and accommodate each other's interests when appropriate. For example, the family changes math goal expectation from "counting to 100" to "counting to 20," based on learning standards or the teacher adds a math skill since it is important to family even though it wasn't identified in the assessment
- Teaching staff and family talk about ways each goal could be supported at home, identifying basic at-home routines that can be used to "teach", such as counting steps or sorting socks, and the types of intentional instruction that will occur at school
- Classroom personnel praise family interest and participation, helping them to see that they are the young child's primary teacher
- Participate in development and review of child's IFSP or IEP, working with the parent and intervention program to formulate appropriate expectations

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

20.3.3 ONGOING PROGRESS REVIEW

STANDARD STATEMENT

- Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development
- Classroom staff and families should participate in a minimum of two face-to-face conferences to discuss children's developmental progress and other pertinent updates
- Offer informal opportunities for family members to converse with classroom adults as needed about children's progress
- Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process

THE FAMILY AND SCHOOL TOGETHER

- Send home a brief note that identifies growth towards skill mastery such as, "Mary counted to 10 today during circle time!" Read comment to child so s/he feels excited about sharing the note with the family adults
- Schedule a fall and spring conference date, identifying with the family where the conference should occur either home or school, and accommodating families' unique schedules
- Offer notes to families (or other culturally appropriate communication strategies) that help families understand what's occurring in the classroom and how it could link to home, such as "We're going to work on gross motor skills this week with relay races, outside play, and a trip to the park. Take them to the park this week and watch how their skills have grown!"
- Identify potential areas of concern for shared focus, "I noticed Tommy was trying really hard to hop on one foot, but was getting frustrated. Have you seen him do that at home? How many want to play some jumping and hopping games like we're doing at school?"
- Develop strategies for sharing children's accomplishments. Ask family members to send samples of children's at-home work to school and post or send home classroom samples that help families notice progress
- Remind children how much they've grown, "Remember when you had trouble making the S in your name? Now, look at your name. You've got the S, I and L. Way to go!"
- Identify the skills being learned in each activity, helping families to understand the role of play and active learning in the instructional process

20.3.4 COMMUNITY SUPPORTS

STANDARD STATEMENT

- Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work
- Develop ongoing information-sharing processes with other agencies who work with families
- Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library
- Develop and honor confidentiality policies regarding information exchange
- Utilize community agency's suggestions to enhance classroom experiences for all children

THE FAMILY AND SCHOOL TOGETHER

- Tell families about special gym classes or music workshops when children show a specific interest or need in those areas, collecting and making available brochures
- Invite a gym instructor into the classroom regularly to help children develop coordination or balance
- Ask the local librarian to provide books and reading activities during an evening parent meeting
- Invite school district personnel to review kindergarten registration and attendance policies with outgoing preschool families
- Work with Early Intervention to assure referrals have been received and child will get evaluations or services as needed
- Incorporate specialists' ideas such as a speech therapist or behavioral therapist into the classroom practice to support all children, including the child with a special need
- Assure confidentiality statements and release of information approvals have been signed prior to information sharing approvals have been signed prior to information sharing

Appendix (A)(1)-4b: Learning Standards for Pre-K

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.4: TRANSITION

BIG IDEA: Schools and families must work together to coordinate information exchange from one setting to another that will assure children's seamless learning experiences.

ESSENTIAL QUESTION: How do I create a seamless transition into and out of the program? What resources and materials do I make available for families to assure at-home learning links with school learning?

20.4.1 PROGRAM ENTRY

STANDARD STATEMENT

- Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success.
- Identify welcome strategies that excite children and families about their upcoming, new experience.
- Establish processes for information-sharing with sending schools.
- Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing.

THE FAMILY AND SCHOOL TOGETHER

- Provide incoming family forms to complete prior to the enrollment visit so they can gather the needed information.
- Welcome incoming family by holding an enrollment meeting that reviews the daily schedule, program and classroom expectations, values and philosophies as well as pre-enrollment requirements such as physical, and first tuition payment.
- Prior to the child's attendance, learn about the child's interests and display trays or activities that may be especially appealing, display books about the first day of school, post pictures from home, and create activities that will capture the child's interests.
- Create orientation books or manuals for both children and adults -- "What to expect when you come to school".
- Invite family to visit at least once prior to the first full day, giving children time to meet the new teacher and play in the classroom; pick up a child who has been in program for a while with a new child.
- With parent permission, communicate with sending school about child's past experiences, review screening and assessment results and other information that will support the child and family's move from one school to another.
- Whenever possible, use some of the sending school's materials or materials, such as singing the clean-up song or displaying home-made books with pictures of sending school, to ease child's transition into the new situation.
- Develop an ongoing classroom communication between both schools, such as encouraging children to write letters or draw pictures about their new experience and send to the sending school or create "jam pods" between sending and receiving schools.
- Develop process for assessing child's readiness to move from one age group to another that includes parent feedback.



PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.4: TRANSITION

20.4.2 PROGRAM EXIT

STANDARD STATEMENT

- Develop policies and procedures for transferring information about child's program participation to the next school location.
- Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible.
- Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school.
- Set up information-sharing processes with receiving school to discuss child's goals, progress, and interests.

THE FAMILY AND SCHOOL TOGETHER

- Meet with receiving schools to identify commonalities between the schools' approaches and convey them to families so they will have some comfort with similar routines and activities.
- Establish information-exchange processes between sending and receiving school that provide opportunities for teachers to share successful strategies for learning that will support the transition.
- Provide the receiving school with materials or activities that can be used to offer familiarity and comfort during the transition, such as a "measure hand" activity or set of questions to answer in the new school or picture books of the sending school.
- Display materials from the receiving school that children will recognize when they transition such as a picture book of the new school, classrooms and teachers; talk with children about what to expect.
- Send child to new school with a portfolio of completed work -- either to keep at home or to share with the school.
- Arrange a time to visit child at new school or to call and talk with family after they have left the sending school atmosphere.

20.4.3 COMMUNITY CONNECTIONS

STANDARD STATEMENT

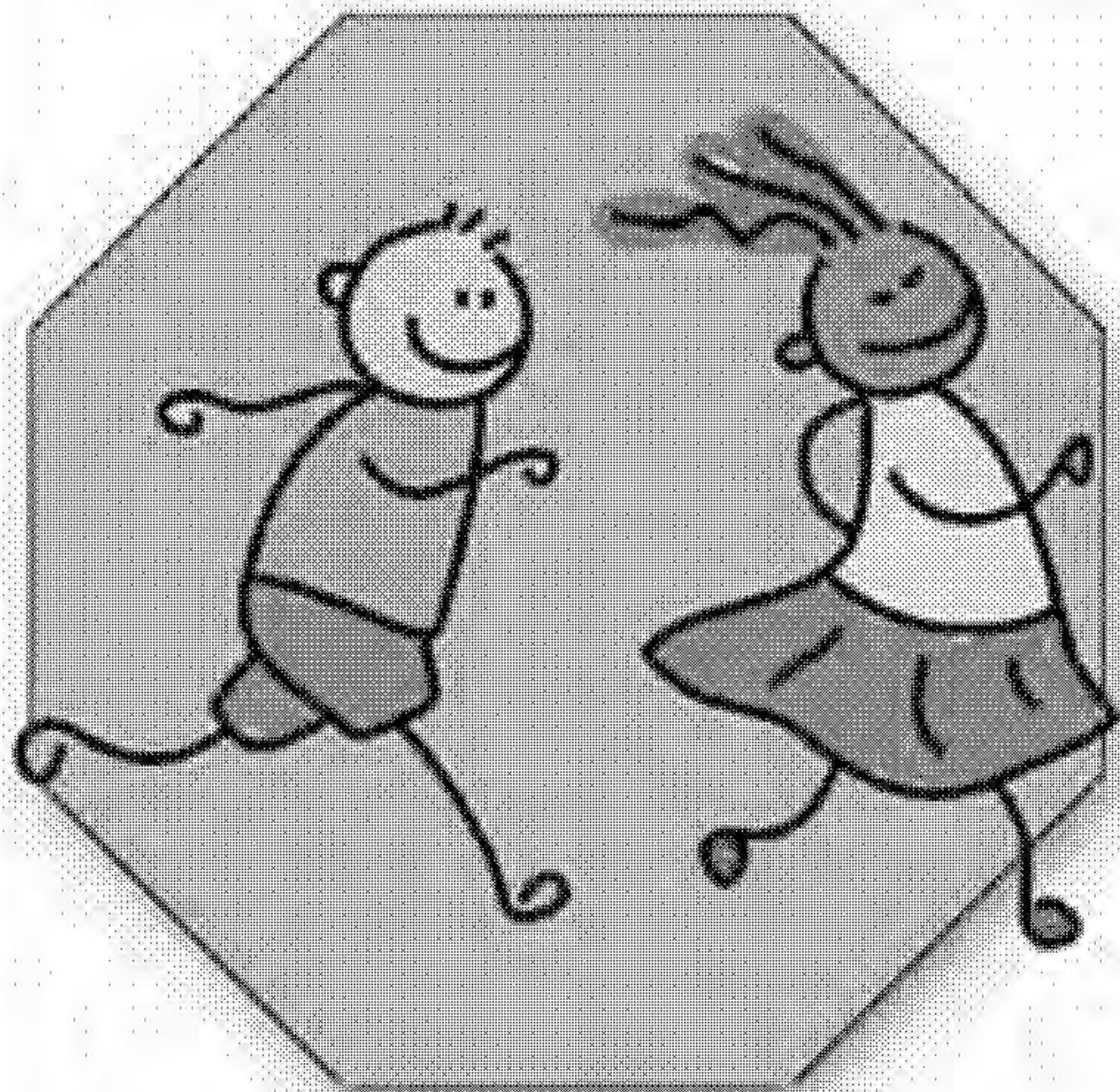
- Identify and include child's participation in other schools or programs as information that is sent to receiving school -- in transition.
- Develop relationship with local Early Intervention agencies, Birth to Three and Three to Five, and create process for information and referral exchange.
- Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early.
- Assume the program's representation at county or community days.
- Produce regularly updated program brochures as promotional materials and distribute throughout the community.
- Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs.
- Offer early childhood professional development to other community agencies.
- Invite community agencies to provide special seminars or workshops for families.

THE FAMILY AND SCHOOL TOGETHER

- Develop a transition form that assures transfer of information from sending to receiving school.
- Schedule meetings with Early Intervention providers, local Birth Start agency to introduce your school and to discuss collaboration.
- Invite local libraries to visit the school to present a story hour; invite family members.
- Hold a registration day where families can register children for Kindergarten at your familiar location.
- Use field trips to introduce children to nearby agencies and resources that may be tapped or invite community agency representatives to visit the school and lead to children or work on activities with small groups.
- Meet with local school district to review their strategies for use of the learning standards in their instruction and develop common goals.
- Post a display shelf of community agencies' brochures for family access, or feature a community agency in the monthly newsletter.
- Disseminate state resources such as Kindergarten, Here I Come, Kindergarten, Here I Am and Learning is Everywhere.
- Participate in community events that allow school to stay updated on state and local events or create a booth/display for county events.
- Join and use state list serves to stay current (and everyone might know what these are, thus the clarification).
- Host joint meetings of schools, district, community agencies to network and talk about community needs.
- Offer PQMS standards-based training to other community providers.
- Disseminate agency newsletter to community agencies.

SOCIAL AND EMOTIONAL DEVELOPMENT

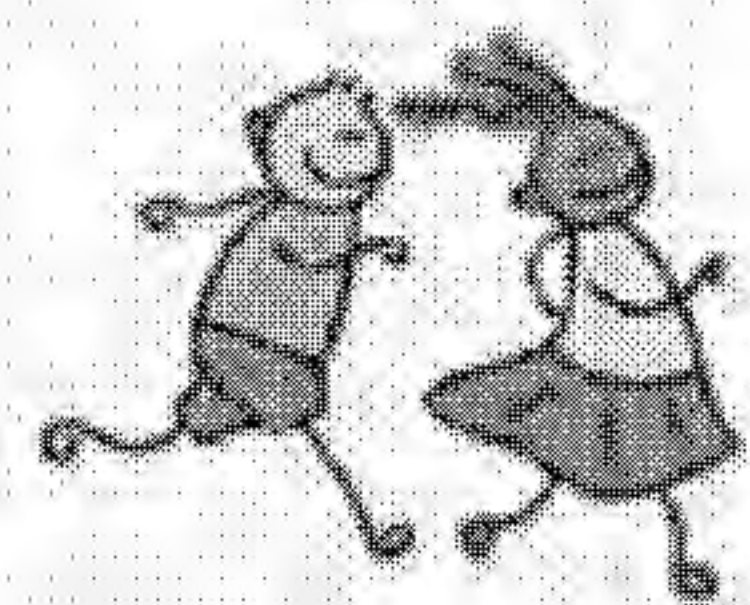
LEARNING ABOUT MYSELF AND OTHERS



All children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children's social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children's self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning and interacting with others.

TEMPERAMENT

Every human being has a unique way of looking and interacting with the world known as temperament. Some of us are reserved or shy; others are outgoing and make friends easily. Some of us enjoy learning new things and others are wary about trying new things or dealing with new situations. These temperament traits influence the way in which a child learns, interacts with others, and expresses himself. Adults need to adapt their teaching practices to match the individualized needs of children and consider how their own temperament affects the way in which important relationships with children are developed and maintained.



Standard	Page
25.1: Self Concept (Identity)	77
25.2: Self Regulation	78
25.3: Pro-Social Relationships with Adults	79
25.4: Pro-Social Relationships with Peers	80

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.1: SELF CONCEPT (IDENTITY)

BIG IDEA: Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.

ESSENTIAL QUESTIONS: How do I know what my preferences are? How do I develop a positive feeling about myself? How do I grow confident in myself and my abilities?

STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
<p>25.1.1 SELF AWARENESS</p> <ul style="list-style-type: none"> Demonstrate awareness of self and one's own preferences Know and state independent thoughts and feelings 	<p>The learner will:</p> <ul style="list-style-type: none"> Refer to self as "I" Participate in self care activities, such as putting on clothes, pouring milk or zipping jacket Choose specific activities, toys, foods when given options Show preferences for familiar adults and peers Show preference for favorite books, activities and toys State preferences such as "I like peas" or "I don't want to play with blocks" 	<p>The adult will:</p> <ul style="list-style-type: none"> Refer to the child by name Write or encourage children to write name on papers or pictures Provide child with opportunities to make decisions and choices Design a daily schedule with a large block of time for child-directed play and learning Ask children to share opinions about classroom activities and experiences Graph children's likes and dislikes Share enthusiasm and describe child's abilities and preferences. "I see you enjoy building with the blocks on the floor."

STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
<p>25.1.2 UNDERSTANDING EMOTIONS</p> <ul style="list-style-type: none"> Use socially-accepted ways to express emotions Recognize and label basic feelings Express feelings that are appropriate to the situation 	<p>The learner will:</p> <ul style="list-style-type: none"> Express feelings that are appropriate to the situation Express feelings verbally or through play and artistic representation Name a range of feelings, such as happy, sad, angry, surprised Control most negative responses by expressing in appropriate ways, such as talking with a peer or telling the teacher 	<p>The adult will:</p> <ul style="list-style-type: none"> Offer materials in dramatic play, blocks and art that encourage children to creatively express emotions Read books about feelings such as "When Sophie Gets Mad" and talk about the outcome Engage children in discussions about how they feel when they experience certain situations (both positive and negative) Use expressions such as "I feel" or "That must have made you feel..." when interacting with children Describe children's emotional expressions such as "When your lips are turned down like that, I can tell you're sad."

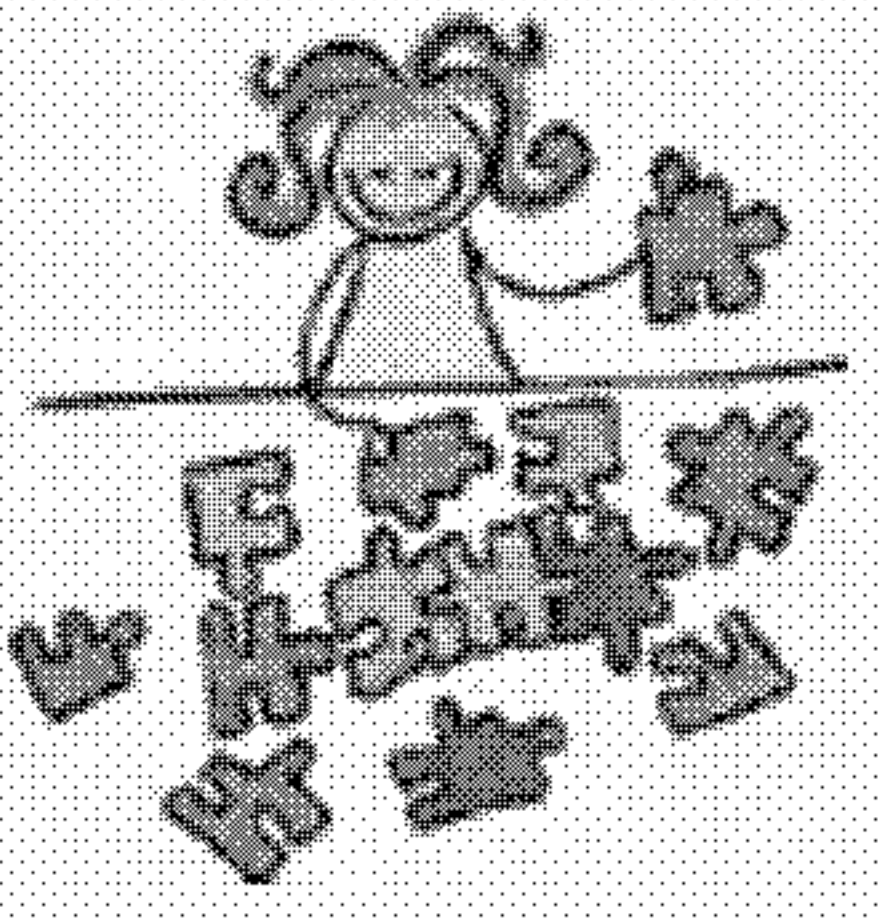
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Appendix (A)(1)-4b: Learning Standards for Pre-K

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.1: SELF CONCEPT (IDENTITY) *continued*

25.1.3 COMPETENCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Show pride in own accomplishments Choose materials and activities independently Participate in new experiences with confidence and independence 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose activities, select materials, and carry out tasks Show adult an accomplishment with pride, such as "I made my name!" Ask peers to look at pictures or accomplishments with pride Demonstrate confidence in own abilities, such as "I can kick that ball really far." Express intent to play in a specific area or to make a certain object Independently decide to begin a project or activity Work on a task until completion 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Display children's work at their eye level Provide encouragement and praise children's efforts, "You worked really hard on that picture." Be supportive when children want to try something new, giving them time to investigate Store materials on the children's level so they can access them by themselves Design activities that combine new experiences with the familiar to engage children in trying new things Ask children about their decisions to play or make specific objects, "How did you decide to play with the legos today?" or "What will you make when you go to the art table this morning?"
			

STANDARD 25.2: SELF REGULATION

BIG IDEA: Children will express feelings, thoughts and needs appropriately to adults and peers.

ESSENTIAL QUESTIONS: How do I express my feelings appropriately? How do I manage my feelings? How do I use healthy strategies to manage my behavior?

25.2.1 EMOTIONAL REGULATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Ask for and accept offers of help when needed or appropriate Know when to withhold expression of feelings in certain situations Adjust to changes in routines and activities with guidance Begin to understand the consequences of own behavior 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Begin to use words to tell others how she/he feels Separate feelings from actions Use non-verbal and verbal interactions that are congruent with feelings Help teacher announce a transition Accept warnings about play ending and begin to clean up Stop action when told such as "Stop running and use your walking feet" Ask and then wait for teacher's attention 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model genuine, appropriate emotional responses Encourage open expression of feelings by asking children how they feel Respond to child's non-verbal and verbal cues Offer warnings prior to a change in activity (transition) Use picture schedules that describe the flow of the day and explain during morning meeting time if a change will occur that day Promptly respond to children's requests for attention Use the Pyramid Model to support children's social and emotional success

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SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.2: SELF REGULATION *continued*

25.2.2 BEHAVIORAL REGULATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate increased self reliance in self-care activities Follow the rules and routines in classroom and other settings with reminders Use materials with purpose, safety and respect Understand and follow simple classroom rules Make transitions between activities after warning Wait for teacher approval before acting in required situations Recognize unsafe situations and tell an adult Clean up or put away materials on own with teacher direction 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Complete self-care activities with a minimum of teacher help (toileting, hand washing) Remember and express simple classroom rules Keep behavior within bounds most of the time Complete activities that she/he has started Move from one activity to another with minimal adult support Respond to adult requests or enter into conversation about the request Return materials to the shelves when finished Tell adults when she/he has to go to the bathroom. Check in with adults when she/he thinks something is not safe Take turns and wait for a turn Offer to share materials with other children 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use logical consequences and guidance practices that support self-control ("As soon as you clean up, you can go outside" rather than "You didn't clean up so you can't go outside.") Provide activities that engage children in self control practice, such as stop-start games or block play Whenever possible, wait until play is finished before pulling children from an activity in which they are engaged Give advanced notice so that children can bring their play to an end Give clear directions with expectation that child will comply Ask children to identify safe and unsafe situations Develop a few simple and basic classroom rules that children can follow independently

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

BIG IDEA: Early adult-child relationships, based on attachment and trust, set the stage for lifelong expectations that impact children's ability to learn, respect adult authority and express themselves.

ESSENTIAL QUESTIONS: How do I learn to trust adults? How do I learn to separate from my parents and familiar adults? How do I learn to communicate with my parents and familiar adults?

25.3.1 TRUST	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Seek help from familiar adults when needed Respond to familiar adults' questions and directions Engage in reciprocal conversation with familiar adults 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Ask for help with fastening pants or jacket Comply with teacher directions Tell the teacher what happened at home the night before or talk about something special that may be coming up such as, "I'm going to the store with Mommy after school" Ask adult to help solve a problem or to help complete a task, "I can't put this puzzle together" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Create an environment that is nurturing and accepting for all children Ask if child wants help before jumping in and solving a situation, "Can I help you with that zipper?" Promptly respond to children's requests for help Talk to children about events that are going on in their lives during lunch, "How is baby sister doing?" Provide clear and consistent directions Follow through with things you've said or offered

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Appendix (A)(1)-4b: Learning Standards for Pre-K

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

25.3.2 ATTACHMENT

STANDARD STATEMENT

- Demonstrate affection for familiar adults through hugs, kisses or making gifts
- Separate from familiar adults in a familiar setting with minimal distress
- Show preference for one adult over another when more than one is present

EXEMPLARS (EXAMPLES)

The learner will:

- Affectionately greet teacher upon arrival to school
- Give adults a picture that has been made just for them
- Smile and show happiness to see parent at end of day
- Affectionately talk about home events and relationship with parents
- Ask to sit at one adult's table or ask to hold teacher's hand on walk
- Say good-bye to parent upon arriving at school and become involved in the life of the classroom

SUPPORTIVE PRACTICES

The adult will:

- Provide consistency and predictability in daily routines, environment, and staff
- Assign a primary adult for each child when there are multiple adults in the classroom
- Encourage family members to say goodbye to child when leaving the classroom and inform the child where they are going and when they will return
- Tell children when a familiar adult is going to be absent for an extended period of time
- Permit children to keep pictures or comfort objects from home in their cubbies for limited access when sad or upset

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

BIG IDEA: Children will learn to develop healthy relationships through positive peer interactions.

ESSENTIAL QUESTIONS: How do I learn to interact with peers? How do I make friends?

25.4.1 SOCIAL IDENTITY

STANDARD STATEMENT

- Imitate others' actions using social play or dramatic play situations
- Initiate play with 1 or 2 peers
- Play cooperatively with a few peers for sustained period of time
- Cooperate in both large and small group activities that are facilitated by adults

EXEMPLARS (EXAMPLES)

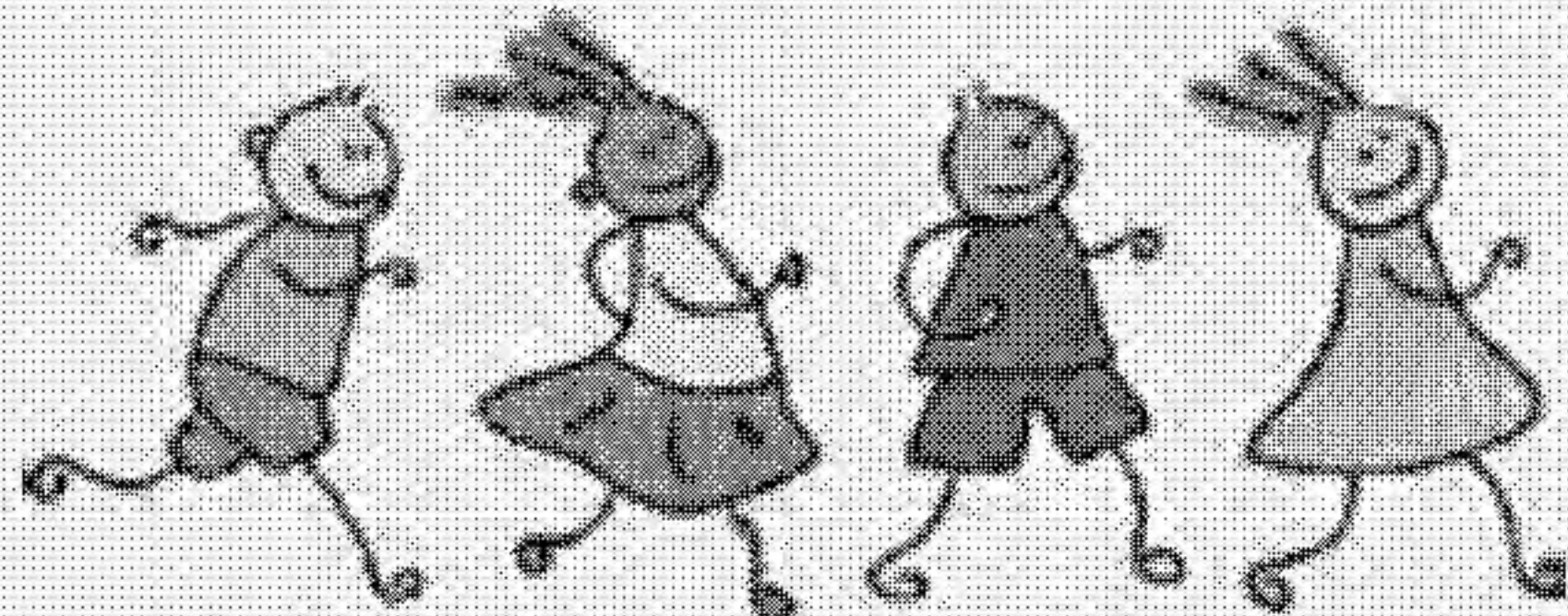
The learner will:

- Seek out companionship from another child
- Re-establish a relationship with others after a conflict
- Use multiple strategies for getting what is needed such as asking another child, then an adult for help
- Ask another child to play, "Do you want to make a block house with me?"
- Act out a conflict or uncomfortable situation during dramatic play
- Participate in group activities like Hokey Pokey or Duck, Duck, Goose
- Play a simple game with another child

SUPPORTIVE PRACTICES

The adult will:

- Engage in joint activities with children
- Arrange the environment so that children can work together on activities
- Provide duplicate materials (trucks, telephones) so children can play together
- Set aside large blocks of uninterrupted time for child-directed play
- Provide opportunities for one on one conversations between children and adults
- Introduce large group games or activities where children can participate alone or with a partner



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SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

25.4.2 RESPECT AND EMPATHY

STANDARD STATEMENT

- Respond with empathy to others who are upset
- Seek help from peers
- Share and take turns with adult guidance
- Respect feelings and belongings of peers
- Solve simple conflicts with peers with independence
- Demonstrate polite and respectful interactions
- Demonstrate respect for children's differences

EXEMPLARS (EXAMPLES)

The learner will:

- Express sympathy to a friend who is feeling sad
- Asks another child to help carry a heavy basket of blocks
- Ask for a toy before grabbing it
- Begin to negotiate conflicts that arise using words, "Give me back my toy" before seeking help
- Say "I'm sorry" when she/he bumps into another child or causes a toy to fall
- Use words during a conflict, "Stop hurting me" instead of physically responding
- Show understanding that others might be feeling differently than self
- Identify others' differences in feelings or thought

SUPPORTIVE PRACTICES

The adult will:

- Use eye contact and body proximity to give children support when needed
- Be available to help children resolve conflicts rather than removing the child or the toy
- Give children the words to use in difficult situations, "Tell her how that made you feel"
- Describe others' feelings during difficult situations, "Look at Susie's face. She is mad."
- Read books about empathy and discuss the outcome
- Set timers for toy or equipment sharing
- Invite children to help others, "Can you help Mary with her jacket?"
- Create spaces in the classroom where children can store their own belongings
- Praise children's efforts to help others

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James Comer School Development Program www.schooldevelopmentprogram.org/

Rutgers University Social Emotional Learning Law www.rci.rutgers.edu/~melias/

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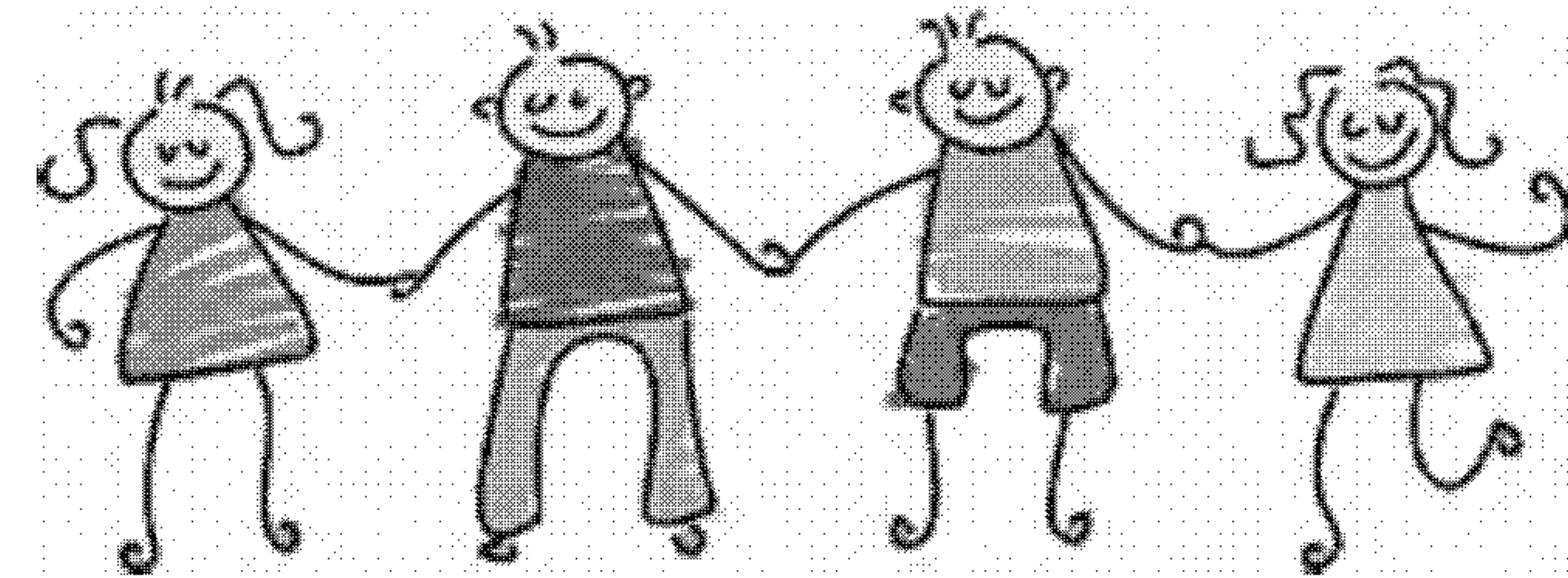
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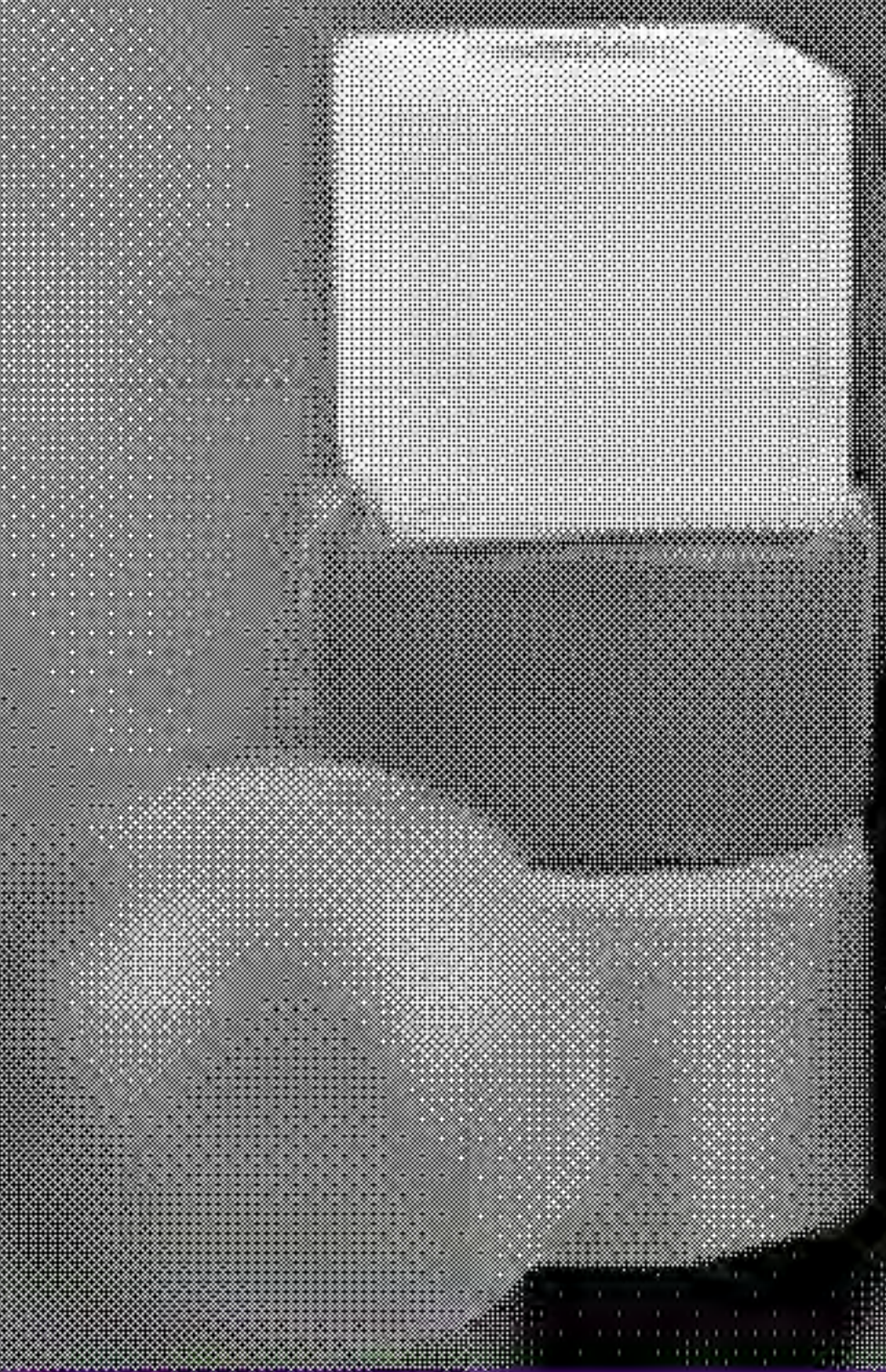
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Pennsylvania Learning Standards for Early Childhood

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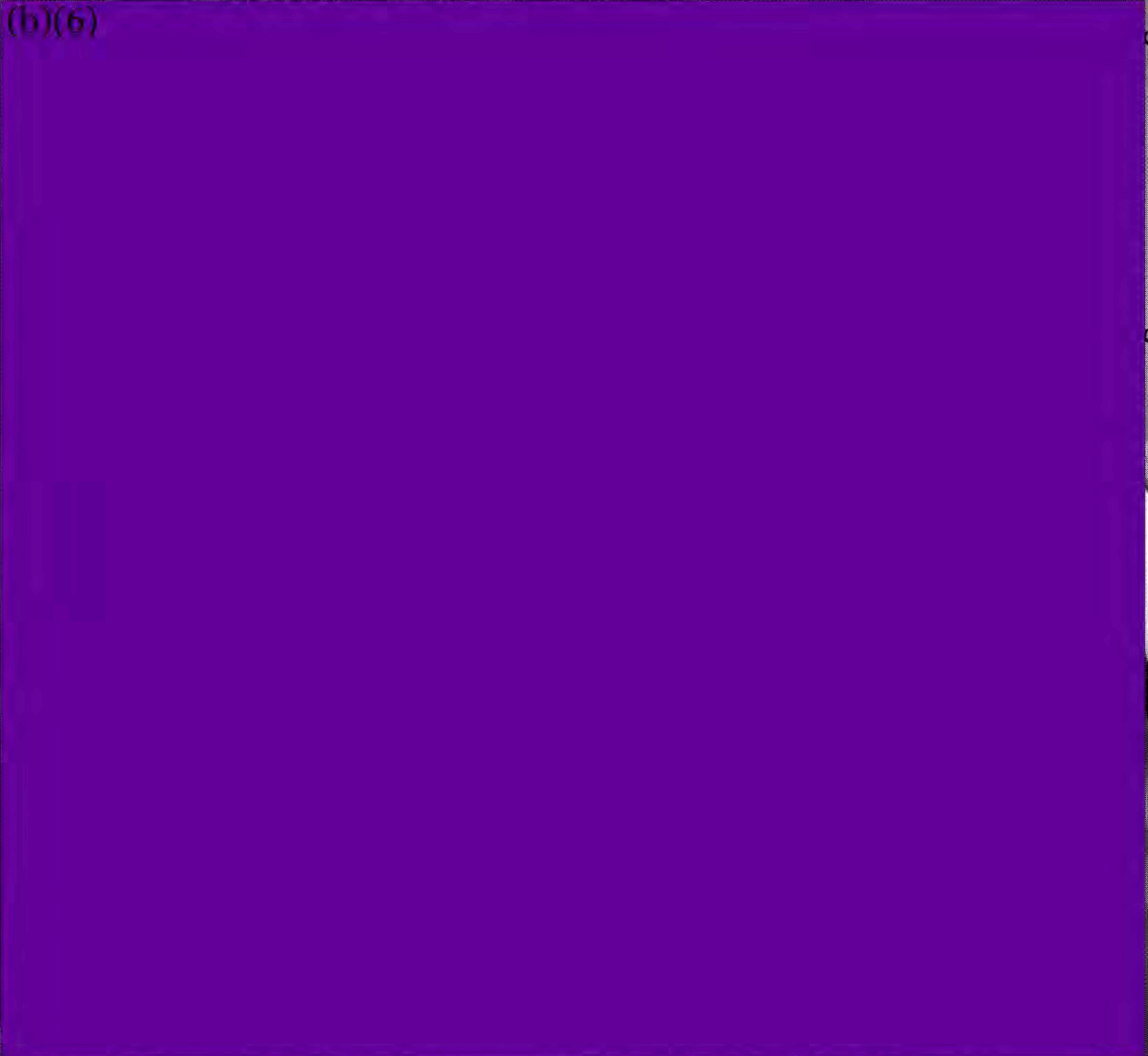
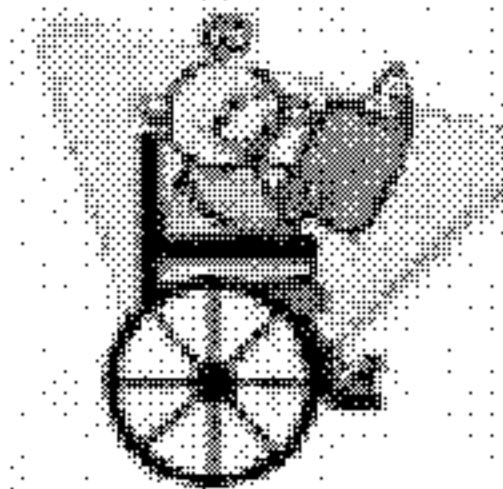


TABLE OF CONTENTS

Introduction 2
The Learning Standards for Early Childhood Format 5
Guiding Principles 6



**KEY LEARNING AREA:
 APPROACHES TO LEARNING THROUGH
 PLAY: CONSTRUCTING, ORGANIZING AND
 APPLYING KNOWLEDGE** 7

Standard 15.1: Constructing Knowledge 8
Standard 15.2: Organizing and Understanding Knowledge 9
Standard 15.3: Applying Knowledge 10
Standard 15.4: Learning Through Experience 10
Approaches to Learning Through Play Glossary 12

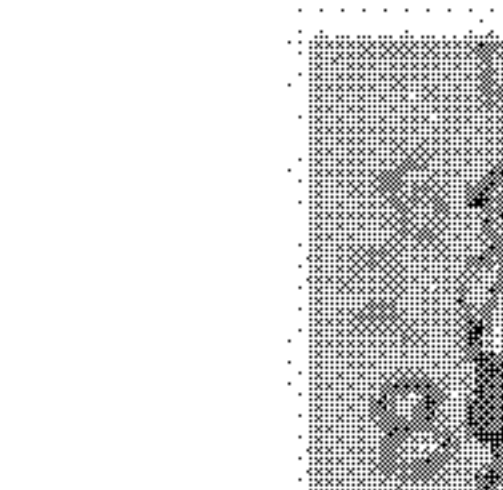


**KEY LEARNING AREA:
 PRODUCTION AND PERFORMANCE
 OF ARTS AND CULTURAL APPRECIATION** 13

Standard 9.1: Production and Performance
9.1a: Music and Movement 14
9.1b: Dramatic and Performance Play 15
9.1c: Visual Arts 15
Standard 9.2: Historical and Cultural Context of Works in the Arts .. 16
Standard 9.3: Critical Response to Works in the Arts 17
Standard 9.4: Aesthetic Response to Works in the Arts 17
Creative Thinking and Expression Glossary 18



**KEY LEARNING AREA:
 SCIENTIFIC THINKING AND TECHNOLOGY
 DESIGN** 19



**KEY LEARNING AREA:
 MATHEMATICAL THINKING AND
 COMMUNICATION** 20

Standard 2.1: Numbers, Number Systems and Relationships 21
Standard 2.2: Computation and Estimation 22
Standard 2.3: Measurement and Estimation 24
Standard 2.4: Mathematical Reasoning and Connections ... 25
Standard 2.5: Mathematical Problem Solving and Communication 26
Standard 2.6: Statistics and Data Analysis 27
Standard 2.7: Probability and Predictions 28
Standard 2.8: Algebra and Functions 29
Standard 2.9: Geometry 30
Standard 2.11: Calculus 31
Mathematical Thinking and Expression Glossary 32



**KEY LEARNING AREA:
 SCIENTIFIC THINKING AND TECHNOLOGY
 DESIGN** 33

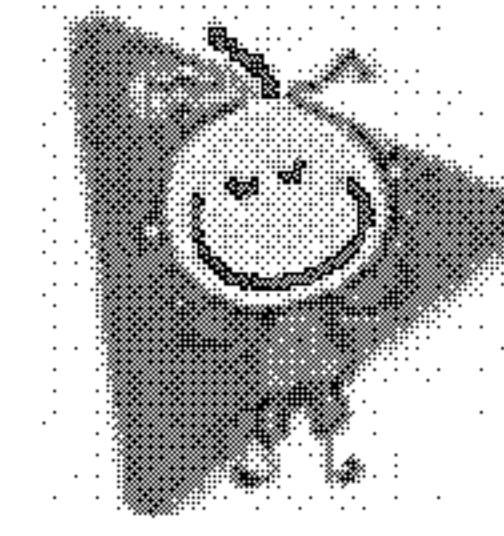
Standard 3.1a: Living and Non-Living Organisms 34
Standard 3.1b: Genetics 35
Standard 3.1c: Evolution 36
Standard 3.2a: Physical Sciences: Chemistry 37
Standard 3.2b: Physical Sciences: Physics 38
Standard 3.3a: Earth and Space Sciences:
 Earth Structure, Processes and Cycles 39
Standard 3.3b: Origin and Evolution of the Universe 41
Standard 3.4a: Scope of Technology 41
Standard 3.4c: Technology and Engineering Design 42
Standard 3.4d: Abilities for a Technological World 42
Standard 3.4e: The Design World 43

Environment and Ecology
Standard 4.1: Watersheds and Wetlands 44
Standard 4.2: Renewable and Non-Renewable Resources . 44
Standard 4.3: Environmental Health 44
Standard 4.4: Agriculture and Society 44
Standard 4.6: Ecosystems and Their Interactions 45
Standard 4.7: Threatened, Endangered and Extinct Species . 45
Standard 4.8: Human and the Environment 45
Standard 4.9: Environmental Laws and Regulations 45
Scientific Thinking and Technology Glossary 46



**KEY LEARNING AREA:
 SCIENTIFIC THINKING AND TECHNOLOGY
 DESIGN** 47

Standard 5.1: Principles and Documents of Government ... 48
Standard 5.2: Rights and Responsibilities of Citizens 48
Standard 5.3: How Government Works 49
Standard 6.1: Economic Systems 50
Standard 6.2: Markets and the Functions of Government ... 50
Standard 6.3: Scarcity and Choice 51
Standard 6.4: Economic Interdependence 52
Standard 6.5: Work and Earnings 52
Standard 7.1: Basic Geographic Literacy 53
Standard 7.2: Physical Characteristics of Places and Regions . 53
Standard 7.3: Human Characteristics of Places and Regions . 54
Standard 7.4: Interactions Between People and the Environment . 54
Standard 8.1: Historical Analysis and Skills Development... 55
Social Studies Thinking Glossary 56



**KEY LEARNING AREA:
 HEALTH, WELLNESS AND PHYSICAL
 DEVELOPMENT** 57

Standard 10.1-3: Health and Safety Practices 58
Standard 10.4: Physical Activity: Gross Motor Coordination 60
Standard 10.5: Concepts, Principles and Strategies of Movement:
 Fine Motor Coordination 61
Health, Wellness and Physical Development Glossary 62



**KEY LEARNING AREA:
 LANGUAGE AND LITERACY DEVELOPMENT** 63

Standard 1.1: Learning to Read Independently 64
Standard 1.2: Reading, Analyzing, and Interpreting Text 66
Standard 1.3: Reading, Analyzing, and Interpreting Literature 67
Standard 1.4: Types of Writing 68
Standard 1.5: Quality of Writing 68
Standard 1.6: Speaking and Listening 69
Standard 1.7: Characteristics and Function of the
 English Language 70
Standard 1.8: Research 71
Standard 1.9: Information, Communication, and
 Technology Literacy 71
Language and Literacy Development Glossary 72



**KEY LEARNING AREA:
 CONNECTIONS AND TRANSITION** 73

Standard 20.1: Connections 74
Standard 20.2: Family Engagement 76
Standard 20.3: Supporting Children's Learning 77
Standard 20.4: Transition 79

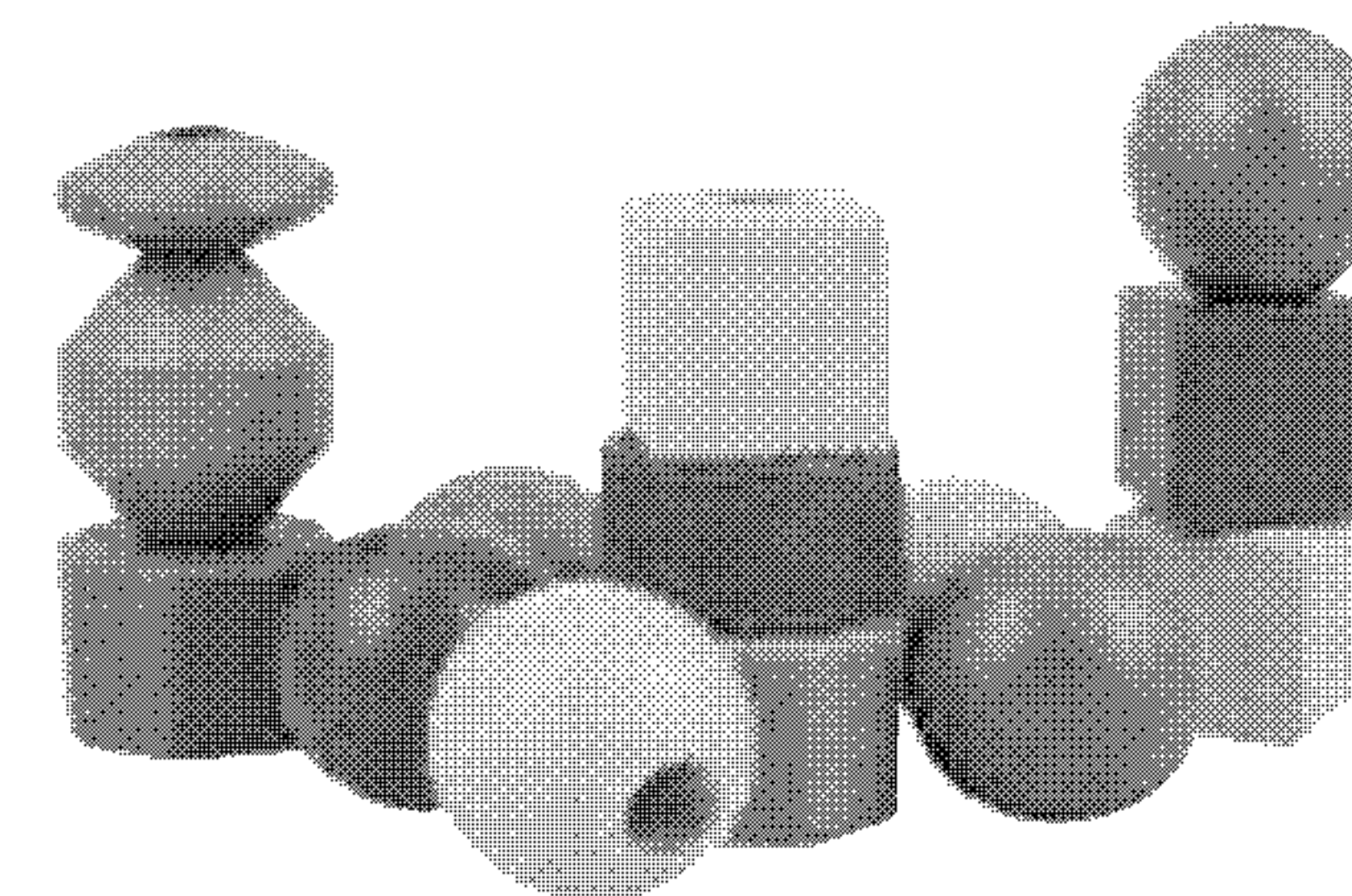


**KEY LEARNING AREA:
 SELF CONCEPT AND SELF REGULATION** 80

Standard 25.1: Self Concept (Identity) 82
Standard 25.2: Self Regulation 83
Standard 25.3: Pro-Social Relationships with Adults 84
Standard 25.4: Pro-Social Relationships with Peers 85

Resources 86

Acknowledgements 88



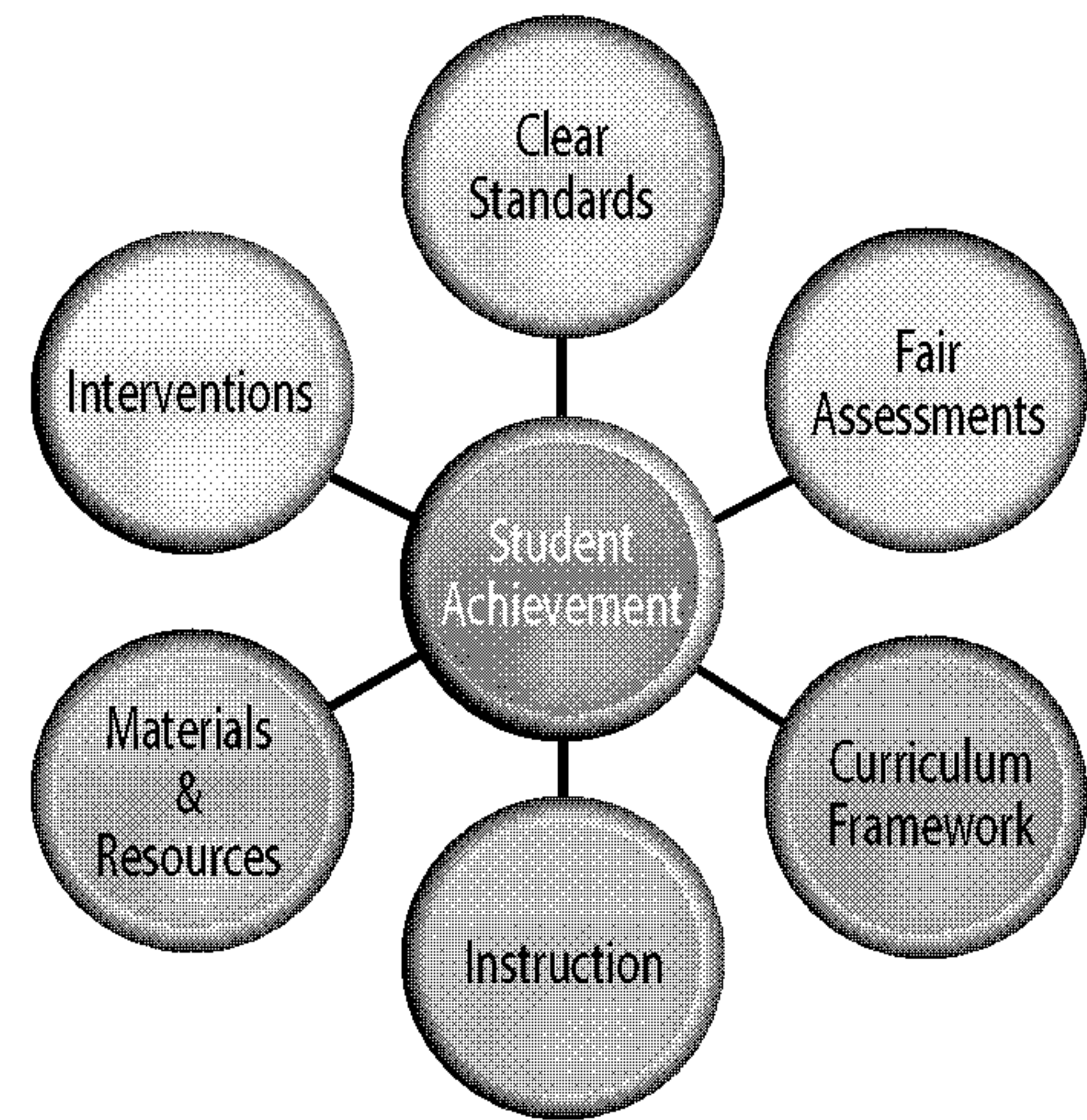
INTRODUCTION

Children are born with an incredible capacity and desire to learn. Over 30 years of research confirms the foundational importance of early education and care for children's school and life success. It is essential, then, that students' first school experiences are robust ones, steeped in expectations that develop critical thinking and problem solving skills, a deep understanding about themselves in a social society and age appropriate content.

Teachers' instructional practices must embed the domains of development: cognitive, social-emotional, language, and physical within the foundations or approaches to learning that enable children to explore, understand and reach beyond the "here and now" to challenge themselves and to experiment and transform information into meaningful content and skills.

Teachers of very young children have the awesome task of providing rich information and experiences that build skills and understanding in the context of every day routines and within intentionally-designed play opportunities that capture children's interests, wonder and curiosity so they want to know more. Pennsylvania's learning standards join hand-in-hand with the learning environment; the responsive relationships that have been built with children, families and the community; the age, cultural and linguistically-appropriate curriculum; and the practices being used to assess children, classrooms and programs to create the best possible experiences for learning success.

The Department of Education and the Office of Child Development and Early Learning utilize a Standards Aligned System (SAS) that links the elements of instruction, materials and resources, curriculum framework, fair assessment and interventions, and learning standards to children's engagement in learning and their school success.



1. MATERIALS AND RESOURCES

Every early learning classroom, whether it is in a home atmosphere or center-based setting, must be a comfortable, safe and nurturing environment where children can play with blocks, manipulatives, art materials, and dramatic play items to enhance skill development. Children discover and understand science, social studies, and math information when they actively explore materials and ideas that are guided by teachers who intentionally design activities that

engage children in critical thinking and processing. Children also learn about their own abilities and learning styles, how to get along with others and how to appreciate others' contributions in classrooms that include a diverse set of materials and experiences.

School environments should be linked to a child's home environment, incorporating cultural and ethnic materials and children's home language and provide experiences that are inclusive for all children, regardless of ability, socio-economic status, or family background. Well-designed classrooms demonstrate a commitment to the whole child by offering materials and activities that promote social, physical, cognitive and language learning.

Classroom assessment instruments that help providers assess the arrangement of indoor and outdoor space, the provision of materials and activities, and their development of class schedules are useful in assuring best practice implementation and alignment to Pennsylvania's Learning Standards for early childhood.

2. INSTRUCTION

Instruction in the early years often looks different than in the older grades. Learning occurs within the context of play and active learning strategies where children are engaged in concrete and hands-on discovery and in experimentation and interaction with materials, their peers and nurturing adults.

Teachers help construct knowledge during these active learning times by designing activities that build on children's prior knowledge to create new understandings and information. A limited amount of direct teaching combined with child-initiated play produce optimal conditions for young children's education. Teachers become facilitators or guides of learning who interact with children throughout the school day. They ask open-ended questions that encourage children to think about what comes next or want to know more and they support children's creativity, problem solving, intuition and inventiveness (approaches to learning) by challenging and encouraging them. Teachers design focused instruction that is based on the identified individual needs of every child and assure these experiences encompass their interests, abilities and culture.

3. CURRICULUM FRAMEWORK

A curriculum framework reminds us what information should be taught to young children within each of the Key Learning Areas. It assures the continuum of learning that begins at birth and continues through graduation. Pennsylvania's curriculum framework includes big ideas, essential questions, vocabulary, concepts and competencies that further define the learning standards.

4. FAIR ASSESSMENTS

Teachers must use both informal and formal assessments to understand children's progress. In early childhood, formative assessments that provide information about how children are progressing in the classroom allow teachers to make adaptations or adjustments in the individualized learning plans for every child.

Early childhood professionals observe and assess children in their classroom setting using the materials that are found in their school environment. Blocks that children count or stack, for example, provide the information teachers need to understand children's math or fine motor skills. Outdoor play or recess allows the adult to observe children's gross motor skills or the social interactions with peers.



Teachers must use the information they have documented during observation, along with information from the parent, to identify goals and next steps for children's learning through play.

5. CLEAR STANDARDS

Learning Standards provide the framework for learning. They provide the foundational information for what children should know and be able to do. Pennsylvania's learning standards build on information learned previously, creating a continuum of learning that assures consistent and linked learning that begins in infancy, gradually getting more difficult as it extends through high school.

Pennsylvania also uses program standards that assure children's experiences are being offered in high-quality settings. Keystone STARS, PA Pre-K Counts, ABG, HSSAP all use similar sets of standards that provide guidance on program operation that exhibits best practices.

6. INTERVENTIONS

When teachers are observant and assess children's abilities, interests and achievement using the standards as a guide, interventions become part of the teachers' everyday practice. Revising activities, adjusting lesson plans and accommodating children's individual differences becomes matter-of-fact and the norm. Successful strategies that allow children to master skills at his or her own pace provide benefits for all children as they interact with others of varying abilities and cultures.

Early Childhood Special Education

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically developing peers. Teachers may need to adapt or modify the classroom environment, teacher interactions and/or materials and equipment to help children with disabilities fully participate.

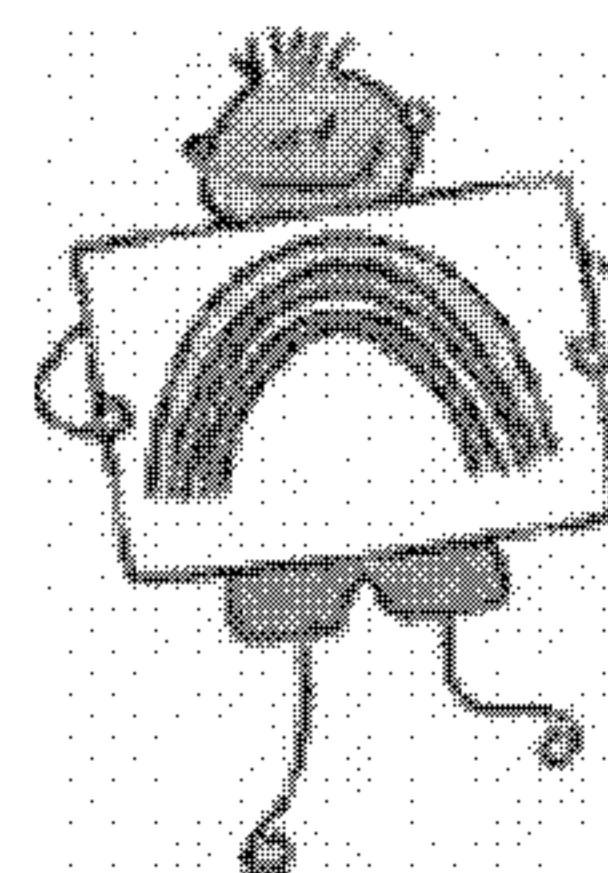
Pennsylvania's Learning Standards for Early Childhood are designed to be used for all children. The content within these standards does not need to be specific to an age, grade or specific functional level, but instead provide the breadth of information from which to create goals and experiences for children that will help them reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children's accomplishments and focus on what all children can do.

English Language Learners

Children develop language much the same way they acquire other skills. Children learn native and second languages using an individual style and rate. Differences among English Language Learners such as mixing languages or a silent period are natural. Each child's progress in learning English needs to be respected and viewed as acceptable and part of the ongoing process of learning any new skill. The skills needed for young English language learners to become proficient in English are fully embedded in the Pennsylvania's Standards for Early Childhood.

EARLY CHILDHOOD CONNECTIONS

High quality early learning programs also promote connections that assure children's school success. Programs that build relationships with children and families and coordinate their work with other early learning programs, school districts and grades within districts create strong partnerships for success.



1. CONNECTIONS TO CHILDREN

Relationships are the key to successful connections between a teacher and the students. Teachers must take time to know every child, to understand the way in which they learn best, to identify the special talents and skills each child possesses and the interests that excite them to learn more. Adults who work with young children must be students themselves as they learn about children's home experiences and culture so they can design learning environments that support the home-school connection and expand prior learning and experiences into new achievements and acquisition of knowledge.

2. CONNECTIONS TO FAMILIES

Parents of young children have much to offer in the learning process. When a partnership is formed between teacher (or school) and the family, the connection between home and school has been strengthened, assuring that children receive consistent messages about learning and skill development. Parents should be given opportunities to learn about their children's day at school, to provide input into the information they want children to learn and master, and to understand what they can do at home to enhance the school experience. Frequent informal conversations, invitations to participate in classroom life and voluntary take-home activities that relate to school experiences help to build the partnership.

At-home resources for parents such as *Kindergarten, Here I Come*, *Kindergarten, Here I Am* or *Learning is Everywhere* provide both teachers and families with tools to connect at home and school learning and to share age appropriate expectations and activities that support that connection.

Families' ethnicity and culture must be interwoven into the life of an early childhood program and classroom. Staff must embrace all children's heritages and provide activities, materials and experiences that help children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others'. Staff in high quality early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.

3. CONNECTIONS WITH OTHER EARLY LEARNING PROGRAMS

Children and families often have other needs and priorities in addition to participation in high quality early childhood learning programs. Families may need to coordinate their early learning program services with child care, health services or early intervention services, as well as with their other children's school experiences. Programs within a community that support families' single point of contact or help to coordinate services for children demonstrate a strong understanding and respect for families. Providers that reach out to neighborhood schools to facilitate transition into the public school or who have developed a working relationship with their early intervention provider assure linkages that support children's school readiness and ongoing success.

4. CONNECTIONS FOR LEARNING

Young children make learning connections through play. Providers that allow children time to explore and discover, both inside and outside, have optimized children's capacity to internalize and generalize content by making their own connections to prior-learned knowledge. All children, regardless of age and ability, need opportunities to engage in practice activities and experiences that are steeped in play.

Adults must also use literature connections in all domains. Literature supports both content and social and cultural learning. It is a foundation for curriculum integration.

CONTINUED...

Appendix (A)(1)-4c: Learning Standards for Kindergarten

LEARNING STANDARDS TASK FORCE

Pennsylvania's Learning Standards for Early Childhood were originally constructed as a joint project of the Departments of Education and Public Welfare as part of Governor Rendell's commitment to early childhood education. The Office of Child Development and Early Learning, established in 2006 to administer both Departments' early childhood programs, has overseen revisions to the standards.

Each set of Standards has been formulated with help and guidance from practitioners who represent early childhood programs and advocacy groups, higher education, and policy analysts and researchers. Support for the development of the Standards was provided through the national Build Initiative, a multi-state partnership that helps states construct a coordinated system of programs and policies that respond to the needs of all young children.

THE LEARNING STANDARDS CONTINUUM

Within all of Pennsylvania's Early Childhood Standards, the Key Learning Areas define the domains or areas of children's learning that assure a holistic approach to instruction. All children, regardless of age and ability, should be exposed to experiences that build their skill development in approaches to learning, social-emotional development, language and literacy development, physical or motor development, creative expression and the cognitive areas of mathematics, science and social studies. The Standards within each Key Learning Area provide the information that children should be able to know and/or do when they leave the age level or grade. The Standards are also organized by Standard Statements that specify specific skills. New, in 2009, strands further define the standards by organizing the information into focus areas. The strands become the connections to the Academic Standards for grades 3-12. They, too, use these strands to organize the content that all children in Pennsylvania should be able to know and do.

PENNSYLVANIA'S EARLY CHILDHOOD CONTINUUM OF STANDARDS

Infant-toddler, Pre-kindergarten and Kindergarten standards are connected through the Continuum of Learning and further linked to the 3rd grade academic standards. Using the strands as the organizer, professionals are able to look across ages and grades to understand how children's development emerges. Some skills will not emerge in a noticeable way until a child is older. These standards statements will be identified on the continuum as "emerging". For example, concepts about money are not ones that infant teachers need to develop. They show in the social studies standards for infants as "emerging". Strands that are missing numerically are skills that do not need attention during the Early Childhood Education years.

Teachers who view children's skill development across ages and grades will be able to understand the sequential way children learn and become familiar with the way in which teachers at higher grade levels support learning.

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LEARNING STANDARDS FOR EARLY CHILDHOOD DO:

- Inform teachers and administrators about curriculum and assessment and guide the selection of program materials and the design of instruction
- Inform parents of age-appropriate expectations for children
- Provide a common framework for community-based work on curriculum and transitions

THE LEARNING STANDARDS FOR EARLY CHILDHOOD ARE NOT USED:

- As a specific curriculum or to mandate specific teaching practices and materials
- To prohibit children from moving from one grade or age level to another
- To assess the competence of children or teachers

AGE GROUPINGS IN PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD

INFANT-TODDLER LEARNING STANDARDS

The Infant-Toddler Standards are divided into three age levels: infant (birth through 12 months), young toddler (9 months – 27 months) and older toddler (24 months through 36 months). These age divisions are arbitrary as a means for organizing the content; very young children's development is uneven and may span two or all three of the age levels in different Key Areas of Learning. This is reflected by the overlap of the age 9 – 27 months in younger toddlers.

The Standards in each Key Area of Learning are displayed on an infant-toddler continuum with the content within one strand presented together on one page. Practitioners can look across each age level to determine the skills that best match their children's current development, identifying additional standard statements, examples and supportive practices to scaffold children's learning.

When strands include "Emerging" under infant or young toddler, these concepts are beginning to emerge but are expected to be mastered. For example, infants and young toddlers may be exploring mathematical estimation as they interact with materials, but intentional instruction would not be appropriate for that age. Adults should continue to introduce these concepts whenever appropriate for the individual child without expectation of mastery.

LEARNING STANDARDS FOR PRE-KINDERGARTEN

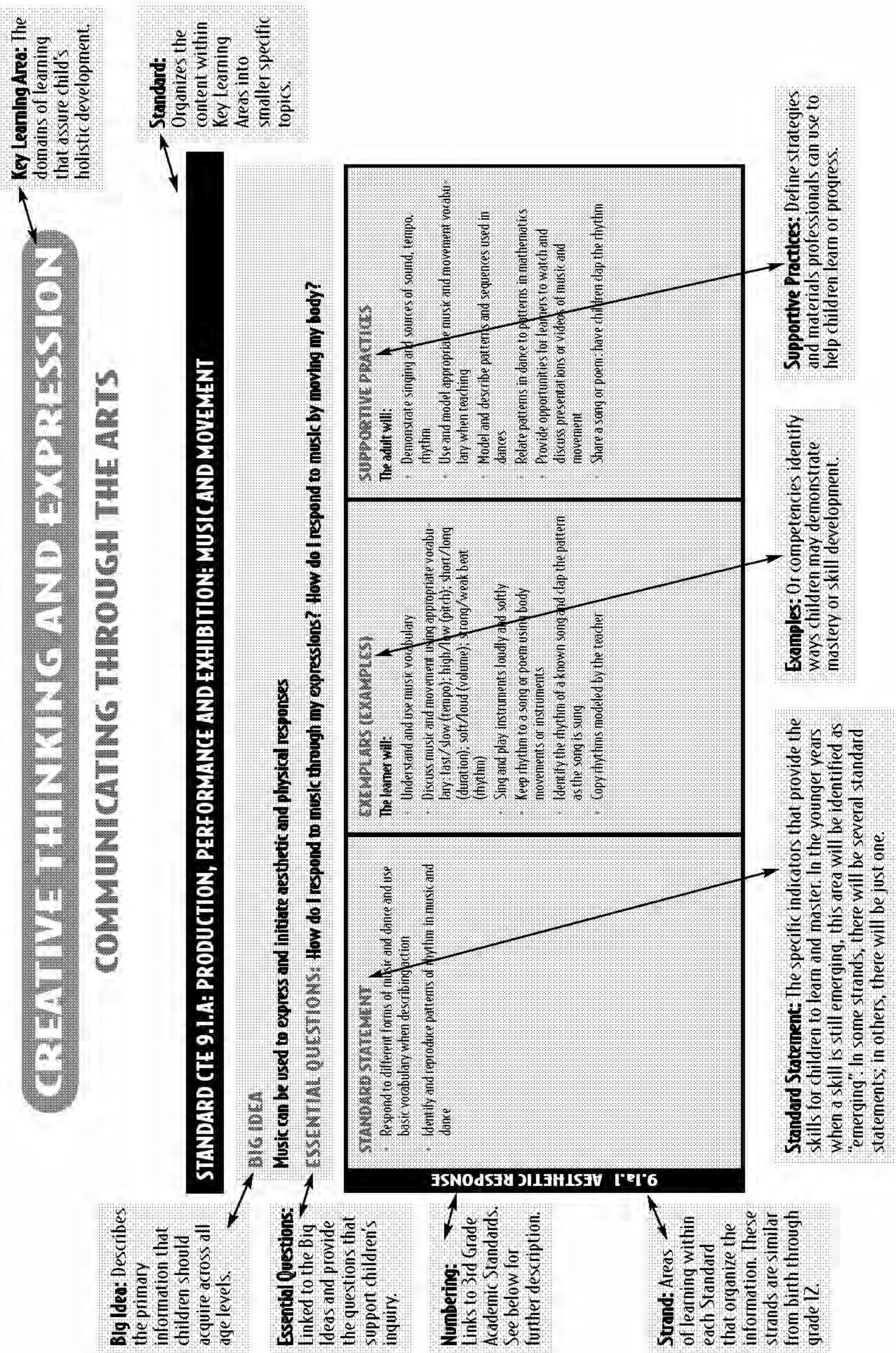
Teachers will find the skills that pre-kindergarteners (ages three and four) are practicing and mastering within the pre-kindergarten standards. Younger preschoolers will be learning the content, while older children will be mastering the skills and showing proficiency in many of them. Classroom environments, materials and activities that are developed for this age will be appropriate for both three and four year olds; expectations for mastery will be different.

LEARNING STANDARDS FOR KINDERGARTEN

Students who complete kindergarten should demonstrate mastery of many of the skills within the Kindergarten Standards. This document is designed for full day kindergarten classrooms. Half day kindergarten teachers will need to modify the amount of content that is introduced to children during the kindergarten year, but the cognitive processing that children must develop and the holistic instruction will remain constant regardless of the length of the kindergarten day.

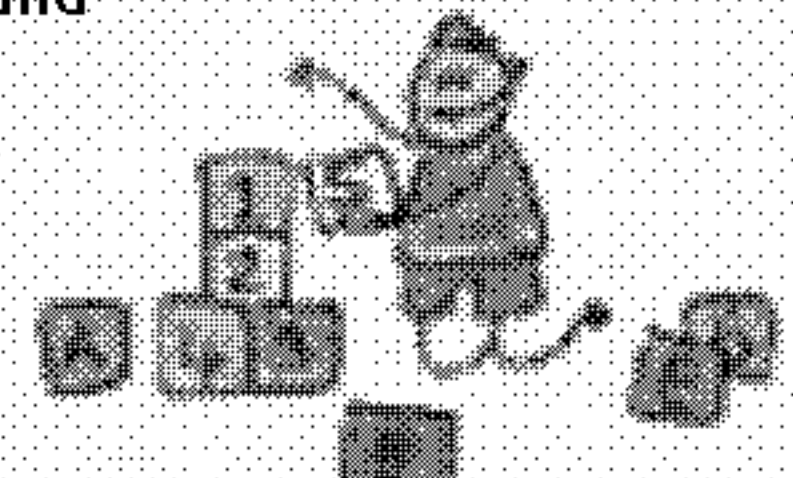
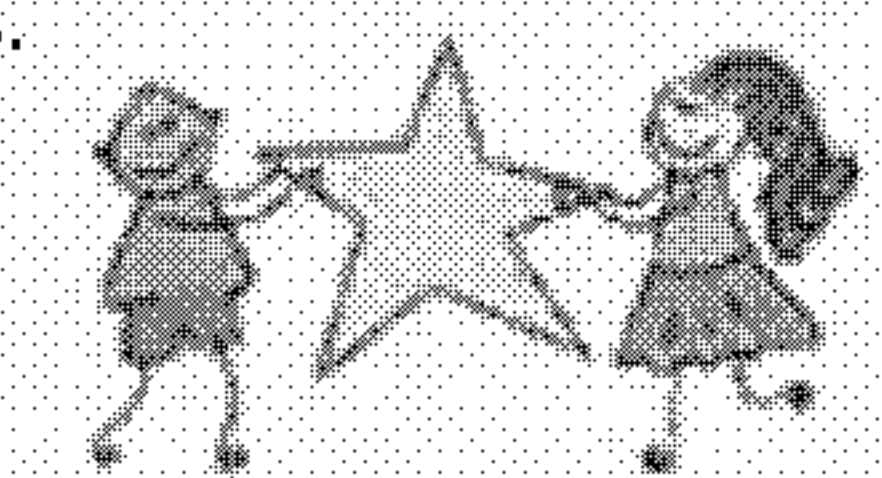
It is critical that kindergarten instruction occurs through an active learning approach where teachers use differentiated instructional strategies and focus on learning centers and play as key elements of the daily schedule. Child-directed instruction should be predominant with language and literacy and math infused through the day in addition to their special focus learning times. Kindergarten children should be given opportunities to develop social and emotional skills, physical skills and their creative expression within the course of a kindergarten day.

THE LEARNING STANDARDS FOR EARLY CHILDHOOD FORMAT



GUIDING PRINCIPLES

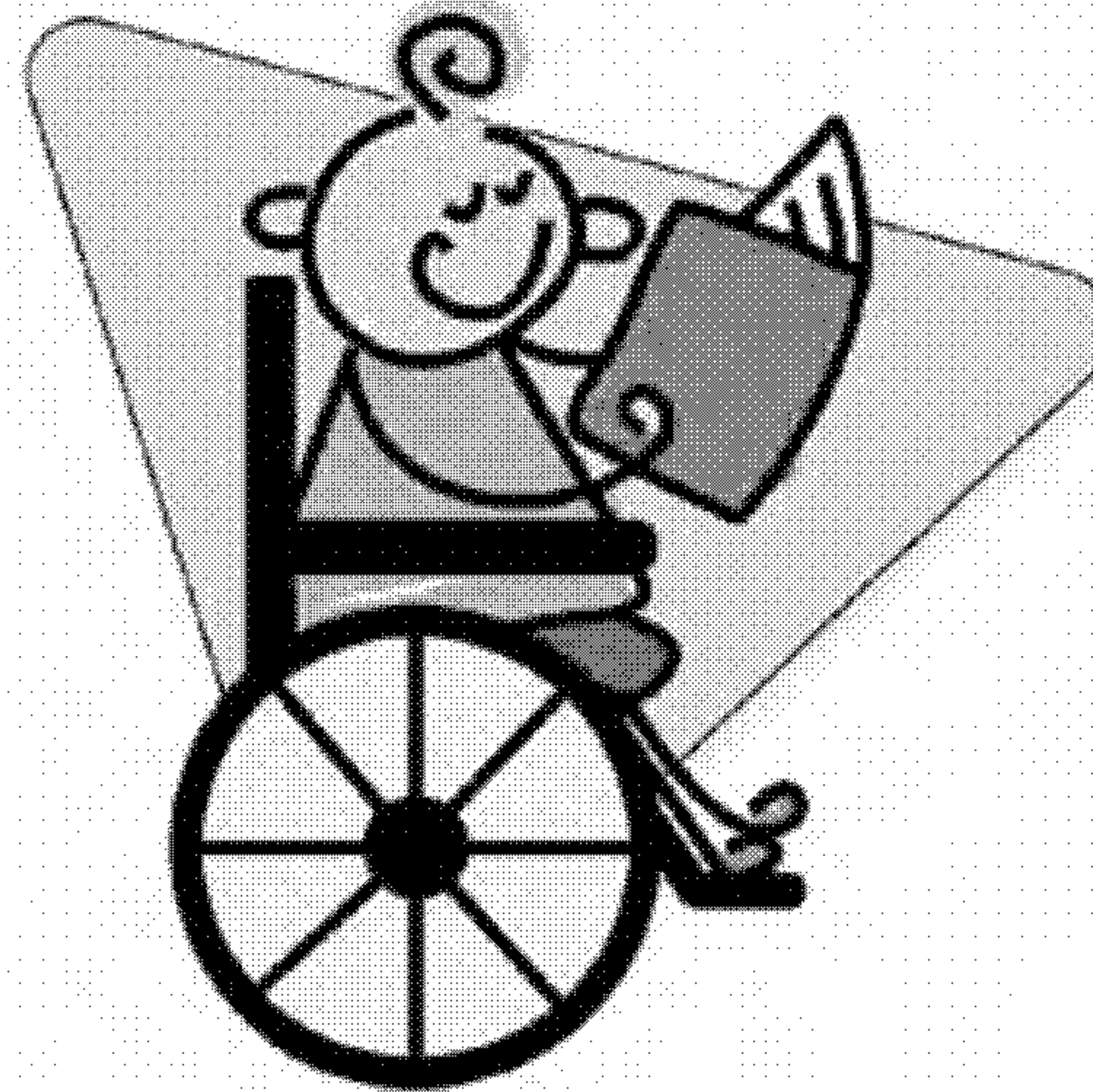
High quality early childhood programs offer learning opportunities that have a significant impact on the success of all children. A warm, responsive relationship with a highly trained teaching staff is foundational. It is expected that teachers will intentionally integrate developmental knowledge with the attitudes, skills, and concepts children need to make progress socially and academically. High quality early childhood programs maintain high developmentally achievable expectations for all children using clear performance standards with a continuous cycle of assessment understood and used by staff, children, and parents.

<p>1 High quality early childhood education and care programs have a significant impact on children's future successes.</p>	<p>Children's learning, development and opportunities are supported when their teachers are trained in early childhood development and education, including professional training and ongoing professional development, and are intentional in their relationships and work with children and families.</p>	<p>6</p>
<p>2 All children can learn and deserve high expectations that are age, individually, and culturally appropriate.**</p> 	<p>Early childhood care and education programs must address the individual needs of a diverse population of children, such as children with special needs, children from diverse cultural backgrounds, children from all social-economic groups.</p>	<p>7</p>
<p>3 Young children learn best when they are able to construct knowledge through meaningful play, active exploration of the environment and thoughtfully planned activities.</p>	<p>Early childhood care and education programs are defined by a set of comprehensive standards that maximize a child's growth and development across domains.</p>	<p>8</p>
<p>4 The learning environment for young children should stimulate and engage their curiosity of the world around them, and meet their physical needs and emotional needs so that children feel safe and secure.</p>	<p>There must be a system of research based assessment that documents children's growth and development in relationship to a defined set of standards, and is used to inform instruction.</p> 	<p>9</p>
<p>5 Language and early literacy development must be supported and integrated throughout all aspects of early childhood care and education programs.</p>	<p>Children's learning is enhanced when families, schools, and communities work together.</p>	<p>10</p>

**Footnote: Young children with disabilities will meet standards consistent with their individualized education programs (IEPs) goals developed by IEP teams in accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's Early Intervention Services System Act (Act 212 of 1990).

APPROACHES TO LEARNING THROUGH PLAY

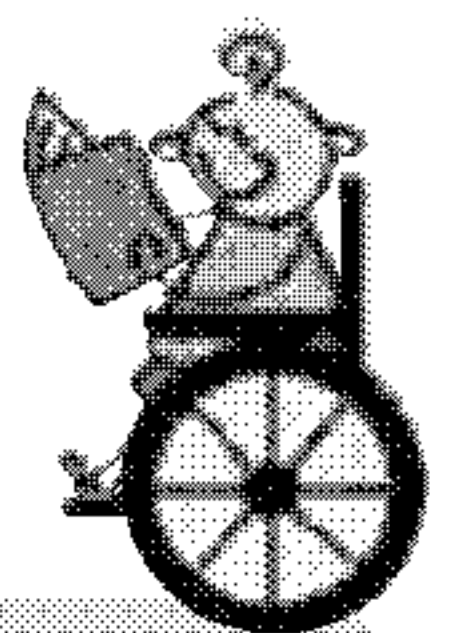
CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE



Children must demonstrate proficiency in both academics and their approach to their learning environment. These approaches are most effectively learned in the context of an integrated effort involving parents, educators and members of the community. The acquisition of these approaches is a developmental process that encompasses an individual's entire lifetime. Teachers must help students feel successful by supporting and understanding their individual differences, allowing them to explore the world in a safe and caring environment, and enhancing their curiosity and knowledge about the world in which they live.

FAMILY RELATIONSHIPS

There is no greater gift for children's successful endeavors in school than for schools to create a strong relationship between home and school. The connections that teachers and schools form with parents and guardians, especially in the early childhood years, provide the link for learning and assures that children, teachers and families work together to support children's growth and development and skill mastery. Families can be invited to participate in many ways – volunteerism, donations of time, resources and materials, shared decision-making about children's educational goals, support and referrals – but the key is a reciprocal relationship that invites parent input about a child's school performance and information about the values and home culture, while sharing details of the child's school routine and perceived successes and challenges in the classroom. Parents who perceive themselves as an integral member of the learning team are more likely to provide ongoing support and encouragement for children's learning that will carry them through high school.



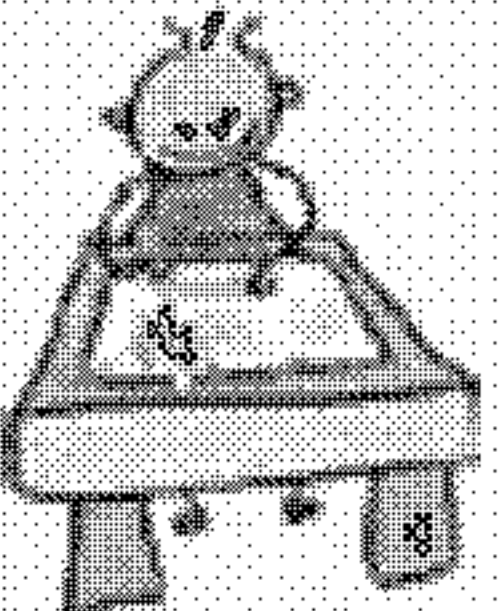
Standard	Page
15.1 Constructing Knowledge	8
15.2 Organizing and Understanding Knowledge	9
15.3 Applying Knowledge	10
15.4 Learning Through Experience	10

Appendix (A)(1)-4c: Learning Standards for Kindergarten

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.1: GATHERING AND CONSTRUCTING KNOWLEDGE

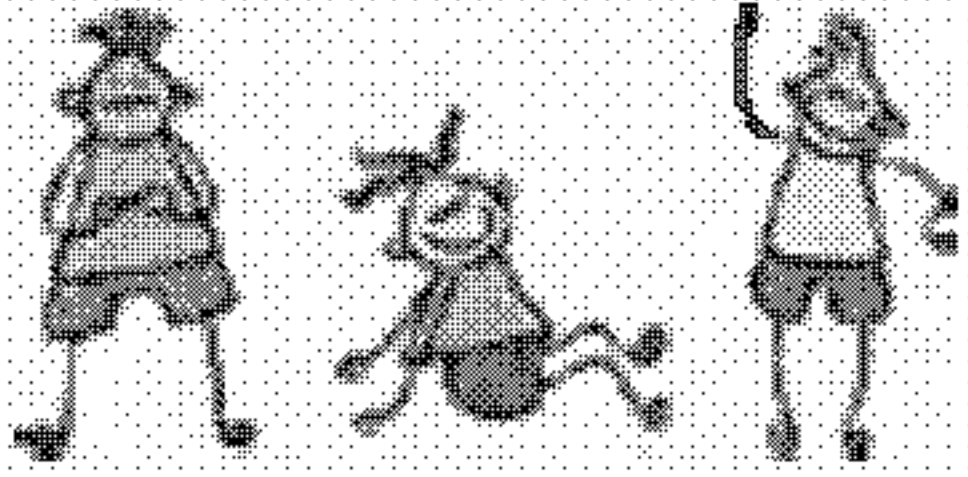
BIG IDEA: Children actively construct knowledge through routines, play, practice and language. They observe others and their environment, use their senses to manipulate objects and materials and develop their own individualized approach to learning.
ESSENTIAL QUESTIONS: How do I find out about things? What information do I need to learn new ideas? What do I learn while I am playing?

15.1.1 CURIOSITY AND INITIATIVE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Demonstrate an eagerness to discover and discuss a growing range of topics, ideas and tasks • Ask questions and seek meaningful information about a topic or idea • Show interest and ask questions about others' work or stories • Use play to demonstrate new skills and knowledge • Explore technological equipment and materials with interest 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Share ideas and interests with teacher • Ask "how" or "what" questions • Predict story endings or ask questions about a story • Use vocabulary words or concepts learned in class during play • Try a new computer game or use a CD player that has been added to the reading corner 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Encourage children to discuss and learn more about their interests • Introduce a book by asking, "What do you think this book might be about?" • Ask children to guess what might be inside a box or bag as a way to introduce a topic or idea • Provide real objects that can be manipulated or explored to help understand a concept • Respond to children's questions with explanations that help them understand • Encourage children to research answers to questions through books, such as "Let's find a book about dogs to see why their noses are cold." • Regularly rotate classroom materials and formally introduce new objects and activities into the classroom by showing excitement, "look what I brought for us to do today?"
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Demonstrate a willingness to participate in an increasing variety of diverse experiences • Determine appropriate method for learning information in a specific situation 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Participate in experiments, cooking experiences or field trips • Use books, ask questions or use materials to find out more about a topic 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Introduce new materials and activities by explaining what they are and providing instructions on their use • Rotate materials in the classroom, pairing new and familiar things for children's comfort • Demonstrate enthusiasm when introducing new materials • Provide experiments, field trips and other experiences to expand children's learning • Support and encourage children's independent exploration of a topic
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Engage in simple games with rules with the ability to plan ahead to develop strategies • Engage in elaborate interactive play sequences that include acting out rules and negotiating play themes 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Play kickball, Four Square, Checkers or Go Fish • Use materials and props to support an ongoing play experience such as a safari adventure 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Encourage children to play board games and group games • Provide support while children are learning games • Provide props and materials to support play experiences

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.2: ORGANIZING AND UNDERSTANDING INFORMATION

BIG IDEA: Children learn to organize complex information and thoughts into small steps and goals. They develop plans for completing tasks by establishing goals and carrying out plans to meet those goals.
ESSENTIAL QUESTIONS: How do I understand the steps of a task? How do I decide how to approach a task?

15.2.1 ENGAGEMENT, ATTENTION AND PERSISTENCE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Pay attention to adult who is providing instructions and follow through on directions • Demonstrate capacity to concentrate over time on task, despite interruptions or classroom disruptions • Complete simple activities or tasks from beginning to end with independence • Work or interact with a specific toy or object until complete 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Follow two- or three-step directions such as, "Get a book, choose a partner and find a space to partner read" • Work on a project or engage in a play experience while others are doing other activities • Complete a classroom job such as watering the plants without adult assistance • Complete a 24 piece puzzle 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Give clear and simple directions or explanations • Allow time for children to follow simple directions to complete a task • Save children's work for later completion if transition to a new activity is necessary • Show flexibility during transitions to allow children who are working on an project time to complete it • Offer help to children who are demonstrating difficulty completing a task or activity • Praise children's efforts to complete a project • Minimize interruptions and disruptions for children who are concentrating on a specific task or activity
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Classify, contrast and compare objects, events and experiences • Complete multi-step tasks with independence 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Use comparison of daily experiences or favorite activities to learn more about a topic • Gather materials, place in backpack, put on coat, and put chair up on desk before lining up at the end of the day 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Provide multiple types of materials that require use of classification skills such as blocks that can be sorted by size, shape, or color • Use story picture cards that children can put in sequential order • Ask children to describe the steps required to complete a certain task
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> • Explore a new way to continue with a task, project or experience after initially experiencing a failure 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> • Determine why the block tower fell over and experiment with alternate ways to build it so that it remains standing 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> • Ask "Why do you think" or "How can we" questions to help children discover alternate ways to approach a task such as "Why do you think the tower fell over when you put the big block on top?"

Appendix (A)(1)-4c: Learning Standards for Kindergarten

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.3: APPLYING KNOWLEDGE

BIG IDEA: Children extend their understanding when they think creatively about new ideas in the context of past experiences and knowledge.
ESSENTIAL QUESTIONS: How do I relate new information to things I already know? How do I use what I already know to learn new things? How do I finish a task?

15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Observe and imitate both adults and peers to gain understanding of specific tasks and skills Create an object to serve a functional purpose Combine unique materials to make a new (real or pretend) object or result 	<p>The learner will:</p> <ul style="list-style-type: none"> Combine different types of materials to represent a scenario or situation such as using legos, unit blocks and wood signs to make a neighborhood with roads, houses and people Use a toilet paper tube as a kazoo humming into it to make noise Try a new role in the dramatic play area that is suggested by another child Use a block as a truck or a large box to act as a fort 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for children to give input into the daily schedule when changes are needed Offer varied opportunities for children to work with materials to create projects that demonstrate learned skills Provide a diverse set of materials that can be combined to create an end product Use the Project Approach as a way for children demonstrate learned skills across Key Areas of Learning Use "What If" scenarios that require children's creative thinking and problem solving Incorporate creative play scenarios within content instruction such as, pretend to buy a train ticket to go to the beach – discuss cost, preparations for trip and what you'll see when you get there

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

BIG IDEA: Each child's biological make-up, family, history and learning style provide the important context in which learning is constructed.
ESSENTIAL QUESTIONS: How do my home experiences help me learn? How do I learn how to cope with difficult situations?

15.4.1 HOME-SCHOOL IDENTITY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Use home experiences to learn new knowledge Transfer information from home to school and from school to home Develop attitudes and values about the way she/he learns to understand new experiences Understand how information learned in other settings impacts school learning Understand the difference between school and home processes 	<p>The learner will:</p> <ul style="list-style-type: none"> Ask for additional help to master a skill or task that was begun at home such as writing his/her name Share notes with teacher and parent back and forth Show pleasure about learning something new when a parent is also pleased Tell about a song that was learned at piano lessons Ask parents to continue school activities when they get home, such as "Can we read this book when we get home?" 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide families with regular updates about the events that are occurring in school including songs, stories and special events Talk with families about what children are working on at home and incorporate those goals in the school day, such as helping a child who is learning to go to sleep on own at home by helping them lay down for nap independently at school Ask children to describe the extra curricular activities they participate in and show what they are learning Provide "take home" activity kits that can travel back and forth to school and home Acknowledge and value differences in class and home structure such as, "At school we leave our shoes on during the day – I know you like to go barefoot at home"

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

STANDARD 15.4: LEARNING THROUGH EXPERIENCE continued

15.4.2 RESILIENCE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Demonstrate a beginning understanding of consequences for behavior Utilize help when needed Communicate feelings of distress or anxiety Engage in problem solving activities to achieve a positive outcome 	<p>The learner will:</p> <ul style="list-style-type: none"> Name a consequence for a specific behavior Ask a friend who has mastered a skill to assist Tell teacher when she/he is feeling scared or apprehensive about a particular task Try new activities or tasks that build on previously-learned skills Strive to correct his/her own mistakes 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide guidance for improvement when children experience a lack of progress or failure to accomplish a goal or task Comfort children and provide encouragement during stressful times Encourage children to be autonomously by offering situations and tasks that can be completed independently Make referrals to health care, social service and other agencies as appropriate Model appropriate responses to difficult or uncomfortable situations Encourage step by step problem solving and completion of a task to maximize perception of successful outcomes
15.4.3 CULTURE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Express information about own family or background Show interest in different familial structures Interact with materials from different cultures such as rain stick, map that depicts Asia or Africa Show acceptance of children who appear to be different 	<p>The learner will:</p> <ul style="list-style-type: none"> Talk about spending the weekend with grandparents Look at pictures of families and make comparisons about what is similar or different from his/her own Play with materials from other cultures Use multicultural crayons to depict skin coloring when making a self portrait and compare it to others' colors and portraits Help the teacher learn useful classroom phrases from a home language Show interest in adaptive devices, such as a wheelchair or feeding tube and how they help children Show acceptance of a child with a disability and offer support where appropriate 	<p>The adult will:</p> <ul style="list-style-type: none"> Seek out information from families or community organizations to assure appropriate responses and practices that represent the cultures of children in the classroom and center Learn words or phrases from children's home language to use during the school day Label classroom materials and equipment as well as take-home materials in the home languages of the children in the classroom Encourage family members to volunteer or share information, materials and activities that reflect home cultures Use varied approaches or methods for instruction and learning to accommodate children's learning abilities and styles Learn about families' expectations for children's school success and incorporate those goals into classroom activities and experiences Incorporate ethnic foods, music, books and materials into classroom life Use sensitivity in celebrating traditional holidays and incorporate other cultures' holidays into the curriculum Provide opportunities for children to practice non-specific gender roles such as dads taking care of babies and moms acting in non-traditional female careers Adapt the environment, materials, and instructional practices to assure all children have opportunities for success

(b)(6)

APPROACHES TO LEARNING THROUGH PLAY: CONSTRUCTING, ORGANIZING AND APPLYING KNOWLEDGE

APPROACHES TO LEARNING THROUGH PLAY GLOSSARY

Associative Play – A form of play in which a group of children participate in similar and identical activities without formal organization, group direction, group interaction or a definite goal; children may imitate others in a group but each child acts independently

Attention – An ability to focus; take all stimuli in environment and focus the mind on one thing

Competence – The ability to perform a task, action, or function successfully

Cooperative Play – Any organized recreation among a group of children in which activities are planned for the purpose of achieving some goal

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, arts, customs and behaviors

Curiosity – A desire to learn or know about something; an inquisitiveness

Engagement – Ability to express oneself physically, cognitively, and emotionally during an activity; to feel a connection or a strong bond to work

Initiative – A readiness and ability to be eager to lead an action

Invention – An act of devising, creating or producing using imagination (art, music)

Parallel Play – A developmental stage of social development; an activity in which children play with toys like those the children around them are using, but child is absorbed in his/her own activity; usually play beside rather than with one another

Persistence – The steady continuance of an action in spite of obstacles or difficulties

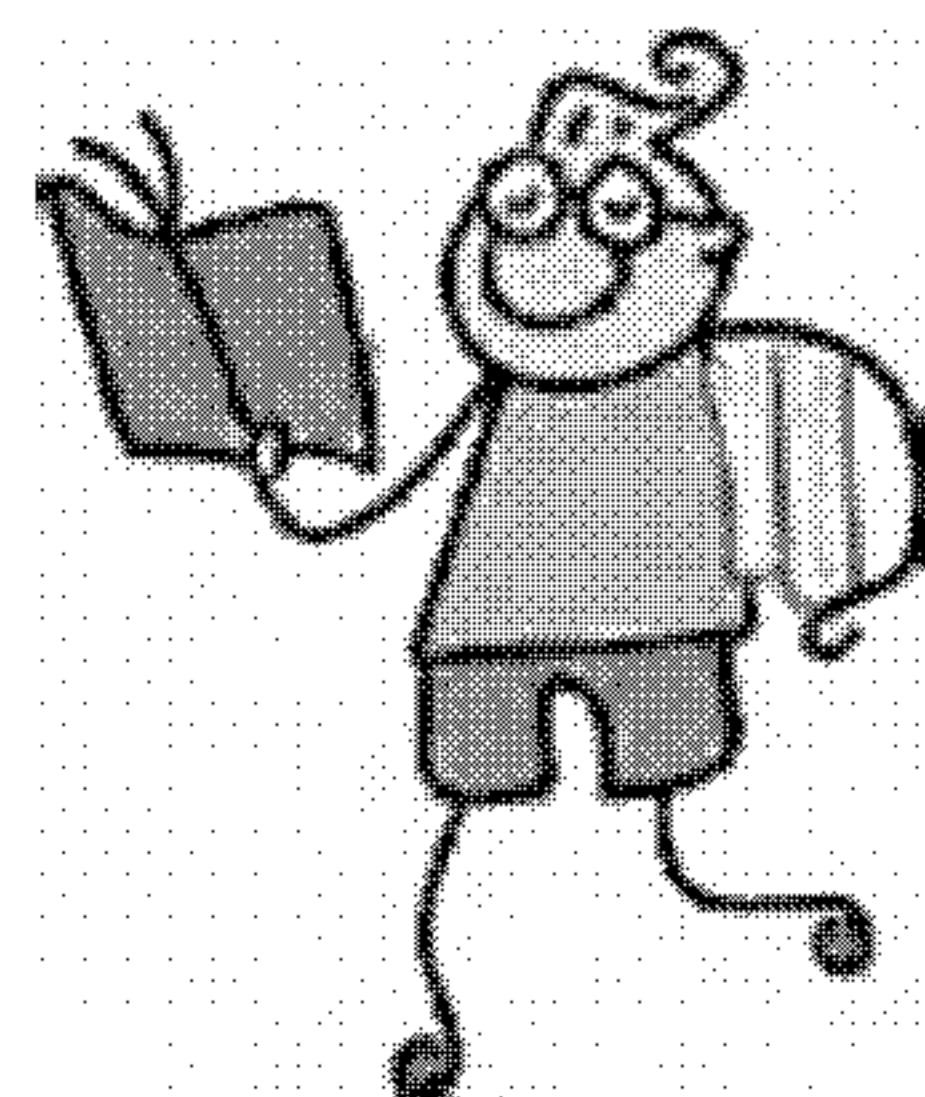
Pretend Play – Using an object to represent something else while giving it action and motion; actively experimenting with the social and emotional roles of life; can build skills in many developmental areas

Resilience – The ability to cope with and bounce back from all types of challenges. A person thrives, matures and increases competence by drawing on biological, psychological and environmental resources

Solitary Play – A form of play among a group of children within the same room or area in which each child engages in an independent activity using toys that are different from the toys of others; shows no interest in joining in or interfering with the play of others

Task Analysis – A process of breaking down complex behaviors into smaller, discrete, specific sub-behaviors to be performed in a certain order for maximum success

Temperament – The combination of mental, physical, and emotional traits of a person; natural predisposition



CREATIVE THINKING AND EXPRESSION

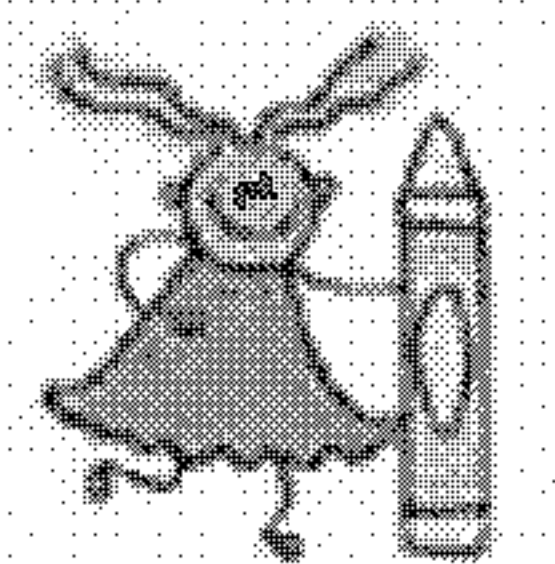
COMMUNICATING THROUGH THE ARTS



Creative thinking and expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

DIVERSITY AND CULTURE

Today's early childhood classrooms include an increasingly diverse group of children, families and teachers who represent many cultures, values and lifestyles. Providers have a unique opportunity to create welcoming environments that emphasize respect for diversity and support families' cultural and linguistic differences. Teachers must help assure the preservation of the child's home language while supporting their second language acquisition. Programs that create experiences and opportunities that honor all children's home cultures and values by developing creative strategies for including and expanding the home to school connection and provide children with varied ways to demonstrate their learning and understanding are securing all children's success in school.



Standard	Page
211. Production and Performance	14
212. Music and Movement	14
213. Drama and Role-Play	15
214. Visual Arts	15
215. Historical and Cultural Context of Works of the Arts	16
216. Critical Response to Works of the Arts	17
217. Aesthetic Response to Works of the Arts	17

Appendix (A)(1)-4c: Learning Standards for Kindergarten

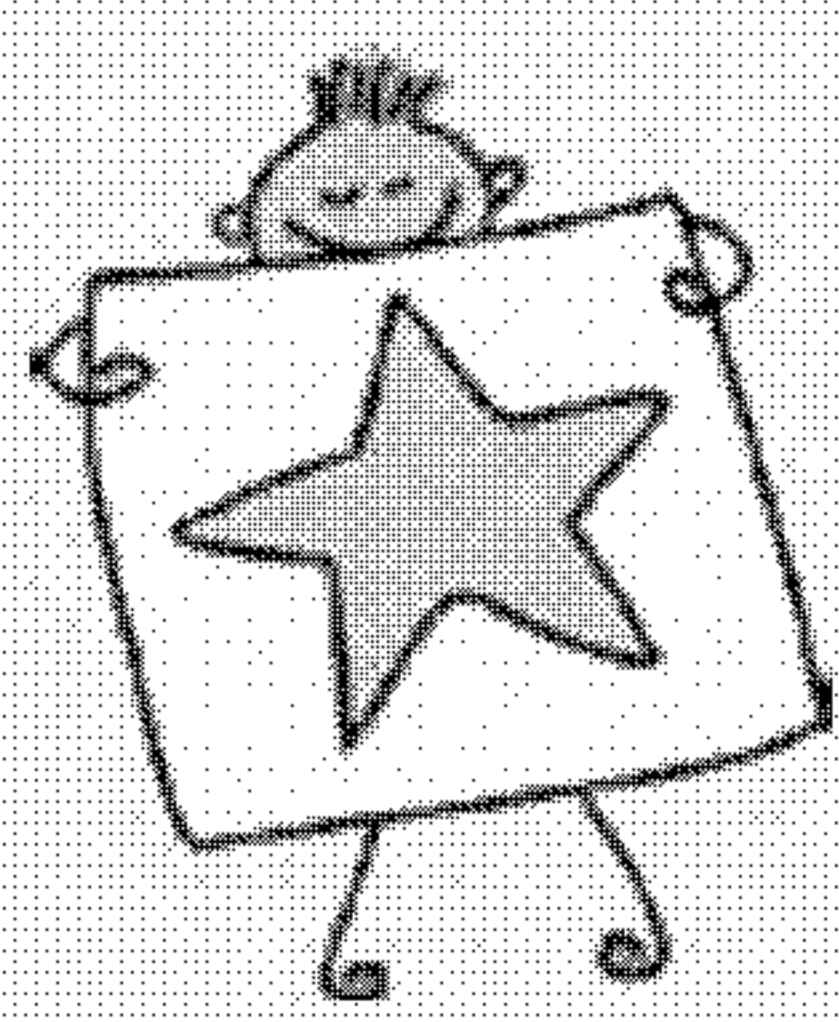
CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1a: PRODUCTION AND PERFORMANCE: MUSIC AND MOVEMENT

BIG IDEA: Music can be used to express and initiate aesthetic and physical responses.

ESSENTIAL QUESTIONS: How can I use music and movement to express my ideas and feelings? Can I use the appropriate vocabulary to describe experiences?

9.1a.1 AESTHETIC RESPONSE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond to different forms of music and dance and use basic vocabulary when describing action Identify and reproduce patterns of rhythm in music and dance 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Understand and use music vocabulary Discuss music and movement using appropriate vocabulary: fast/slow (tempo); high/low (pitch); short/long (duration); soft/loud (volume); strong/weak beat (rhythm) Sing and play instruments loudly and softly Keep rhythm to a song or poem using body movements or instruments Identify the rhythm of a known song and clap the pattern as the song is sung Copy rhythms modeled by the teacher 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Demonstrate singing and sources of sound, tempo, rhythm Use and model appropriate music and movement vocabulary when teaching Model and describe patterns and sequences used in dances Relate patterns in dance to patterns in mathematics Provide opportunities for learners to watch and discuss presentations or videos of music and movement Share a song or poem: have children clap the rhythm
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use instruments to accompany music or songs 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Use instruments to imitate sounds – a horse's hooves, a doorbell Use instruments to demonstrate the melody of a song 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Play many types of music Talk about the ways things sound and how that sound could be recreated Provide objects such as wooden bowls, that can be used to represent other sounds
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use imagination and creativity to design and perform music and dance Work with partner or others to represent form in space 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Express ideas and feelings through music Use instruments to create a song Create a dance sequence with a beginning, middle and end Create movements of different tempos Invent rhythm to accompany a favorite story or poem Create movement patterns Create repetitive motions for songs, rhymes, finger plays and chants Play rhythms with instruments Use bodies to represent letters, shapes, objects by oneself or with others 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide different types of music for children to dance and sing to Provide a variety of instruments for children to use, such as bells, chimes, shakers, and rhythm sticks Provide props to use when dancing and singing such as ribbons, hoops, and sticks Model examples of creating music Create different lyrics to a familiar song Provide opportunities for children to perform music and movement activities Take class to school assemblies and programs Model appropriate handling of instruments Demonstrate movement using time, space and locomotion Read a story about a particular animal and have students move like that animal Include vocabulary such as high/low, up/down, fast/slow, over/under



CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1b: PRODUCTION AND PERFORMANCE: DRAMATIC AND PERFORMANCE PLAY

BIG IDEA: Dramatic and performance play is a way to act out reality and fantasy and to solve problems.

ESSENTIAL QUESTIONS: How can I use role-play to solve problems? Can I perform a play?

9.1b.1 DRAMATIC EXPRESSION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use multiple nonconforming representations of real life objects or activities Create and enact fantasy play scenarios Extend pretend play scenarios over multiple periods of time Use pretend play as a means to negotiate and resolve challenging situations 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Participate in role-play experiences and engage in discussions Use vocabulary to discuss play activities such as, character, role, setting, story Recreate situations that have caused concern during dramatic play Use materials and props in non-traditional ways Create new scenarios to enact 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide props and costumes associated with themes children are experiencing Ask questions about the experience to guide thinking and problem-solving Use appropriate theatre vocabulary as children create plays and performances Use theatre vocabulary to discuss stories and poems shared in class Observe dramatic play situations Encourage problem-solving of classroom situations through play Use as possible solutions with children Model new uses for materials and ideas Provide materials that can be used in multiple ways
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Represent a character by using voice inflections and facial expressions Recreate a familiar story for an audience individually or cooperatively 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Act out parts of stories by inventing a voice and creating various facial expressions for the character Act out actions that relate to stories Create a play based on a familiar story Use appropriate tone, actions and speech to represent characters, setting and plot in a play 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Model voices and facial expressions of characters while reading aloud Provide opportunities for learners to practice different voice types Play charades Encourage learners to create plays based on familiar stories or original ideas Provide guidance and suggestions during preparation of play
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Expressed common themes and patterns in visual arts 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Paint and draw works of art Create a picture using lines and shapes Create various textures in a picture using different media Create simple sculptures using clay and various tools to create texture Use paints to create new shades and colors 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Model use of shapes, textures and color Use as use of line, shape, texture, patterns in art work Provide various objects with different textures to define and use Display a variety of artwork Provide a variety of examples of art Provide opportunities for children to explain and discuss

STANDARD 9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS

BIG IDEA: Visual arts allow individual expression of interests, abilities and knowledge.

ESSENTIAL QUESTIONS: Can I identify color, texture, form, objects and patterns in art? Can I create artwork using a variety of colors, forms and lines? How can I express my ideas about art and connect it to everyday life?

Appendix (A)(1)-4c: Learning Standards for Kindergarten

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

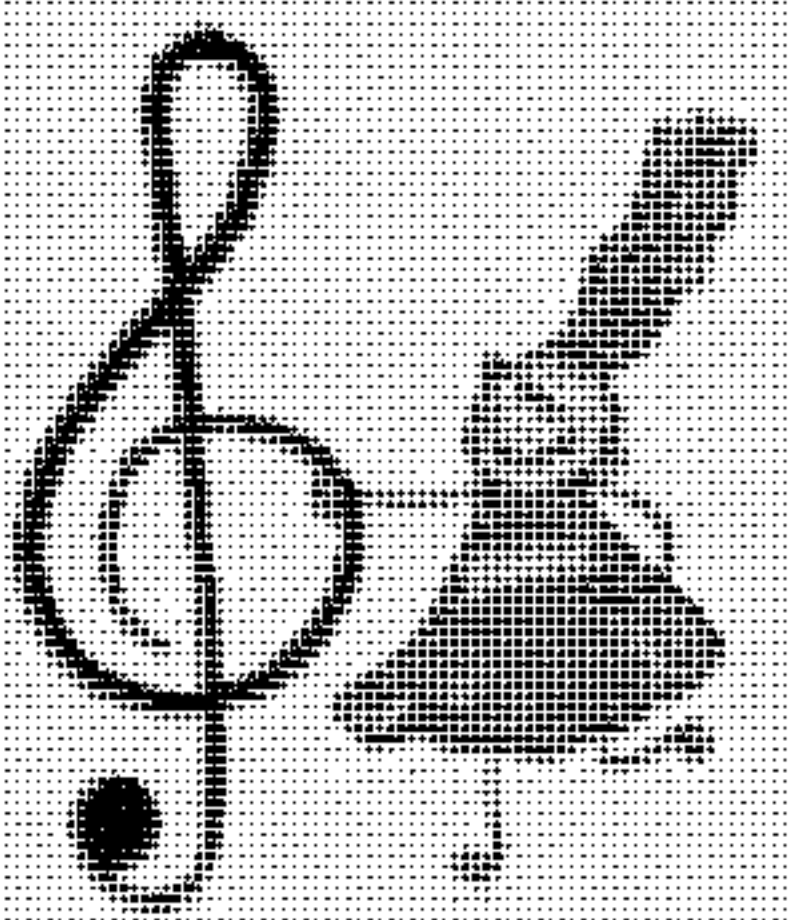
STANDARD 9.1c: PRODUCTION AND PERFORMANCE: VISUAL ARTS *continued*

9.1c.2 CONSTRUCTION	STANDARD STATEMENT • Create expressive images using a variety of media and techniques	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Express ideas and feelings through visual arts Create pictures that define mood Make choices about tools, mediums, etc for visual arts 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities to create expressive images through play experiences Provide opportunities to explore a variety of art materials and tools in their own way Discuss and expand the child's art work through guided questions allowing for child's ownership and creativity Model and expect safe care, handling and use of art tools
	STANDARD STATEMENT • Discuss how art work represents an artist and his/her thoughts, emotions	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Recognize and discuss own and others' art work using appropriate vocabulary - color, shape, line and texture Discuss works of art to determine mood or emotion Point out differences and similarities in works of art Select pieces of artwork for display in the room or hallway Show respect for artwork exhibited by other students 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Use appropriate visual arts vocabulary when describing art work Use literature, illustrations and other art works to model vocabulary and to determine mood or idea Describe common themes and patterns that are repeated within each art form such as color, design, movement, and shape Model how to select - select a best piece of artwork Point out artwork in hallways, offices and on field trips

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

BIG IDEA: Every culture has its own art forms.

ESSENTIAL QUESTION: Can I use various cultural art forms within my own creations?

9.2.1 PATTERNS AND THEMES	STANDARD STATEMENT • Use various art forms from other cultures while creating own art works	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Create own works using various art forms from other cultures Create similar works of art to those displayed Reproduce songs and dance movements that are familiar 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display many types of art work Show a variety of music and movement forms Play many types of music Provide materials and instruments from many cultures
			

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD: 9.3 CRITICAL RESPONSE TO WORKS OF ART

BIG IDEA: People make choices about the types of art they like.

ESSENTIAL QUESTIONS: Can I make a judgment about an art form? Can I use appropriate words and terms to talk about works of art?

9.3.1 CRITICAL RESPONSE	STANDARD STATEMENT • Compare others' products to ones own work	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Evaluate and form judgments about art using "I" statements Show respect for the response of others to a work of art Make comparative statements such as "I used color just like..." or "I can tap dance like..." 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model and describe judgments about others' work using "I" statements Use appropriate vocabulary when discussing art (volume, rhythm, line, color, jumps, characters, and action) Provide opportunities to explore increasingly more complex art forms throughout the year
	STANDARD STATEMENT • Recognize and name a variety of elements within one form	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify a painting, sculpture, drawing, types of dance, and types of songs Name music by type, such as drumming or singing 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Display art work throughout the classroom at children's eye level Discuss the various types and characteristics of painting, sculpture, dance, and song

STANDARD: 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

BIG IDEA: Artists create works as a form of self-expression and to share thoughts and ideas.

ESSENTIAL QUESTION: Can I explain how an art form makes me feel?

9.4.1 EMOTIONAL RESPONSE	STANDARD STATEMENT • Make statements that express emotion about viewing or watching various art works	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Respond to works of art by expressing feelings ("This makes me feel happy because..." "This makes me feel sad because...") Show appreciation for visual arts Respond to music by expressing feelings related to types of music Show appreciation for music and movement Respond to dramatic performances by expressing feelings about characters and actions Show appreciation for dramatic and performance play 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model responding to works using emotions Model showing appreciation through notes Model showing appreciation (clapping and saying thank you) Ask clarifying questions such as, "Why did you say that?", "What do you notice that makes you respond that way?"

Appendix (A)(1)-4c: Learning Standards for Kindergarten

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

CREATIVE THINKING AND EXPRESSION GLOSSARY

Aesthetics – A branch of philosophy that focuses on the nature of beauty, the nature and value of the arts and the inquiry processes and human responses they produce

Aesthetic Response – A philosophical reply to works in the arts

Artistic Choices – Selections made by artists in order to convey meaning

Arts Resource – An outside community asset (performances, exhibitions, performers, artists)

Assess – To analyze and determine the nature and quality of the process/product through means appropriate to the art form

Community – A group of people who share a common social, historical, regional or cultural heritage

Create – To produce works in the arts using materials, techniques, processes, elements, principles and analysis

Culture – The way of life of a particular social, ethnic or age group of people which includes beliefs, customs, arts and behaviors

Elements – Core components that support the principles of the arts

Genre – A type or category (music – opera, oratorio; theater – tragedy, comedy; dance – modern, ballet; visual arts – pastoral, scenes of everyday life)

Humanities – The branch of learning that connects the fine arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment

Multimedia – The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity

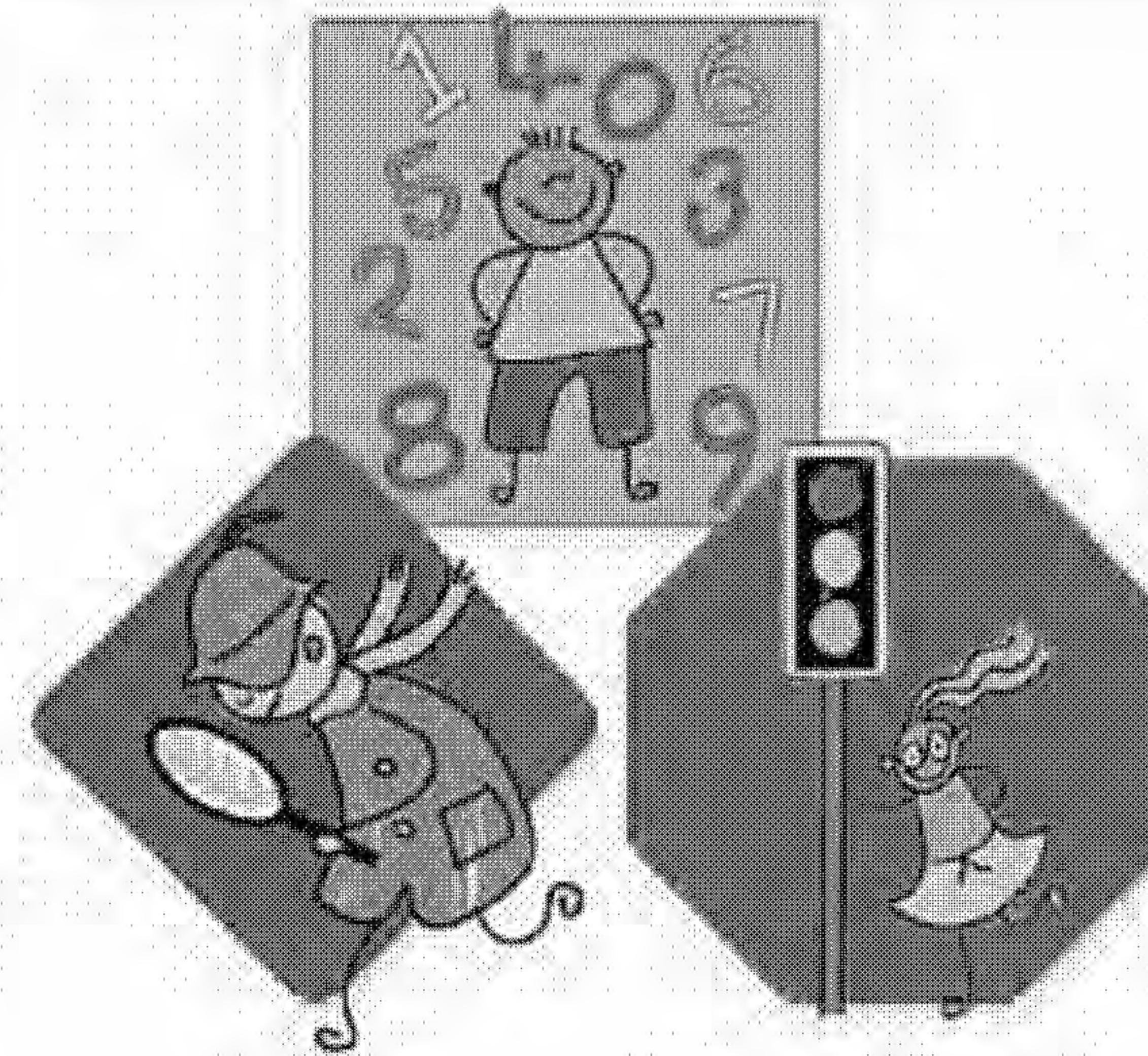
Original Works in the Arts – Dance, music, theatre and visual arts pieces created by performing or visual artists

Style – A distinctive or characteristic manner of expression

Technique – Specific skills and details employed by an artist, craftsman or performer in the production of works in the arts

Timbre – A unique quality of sound

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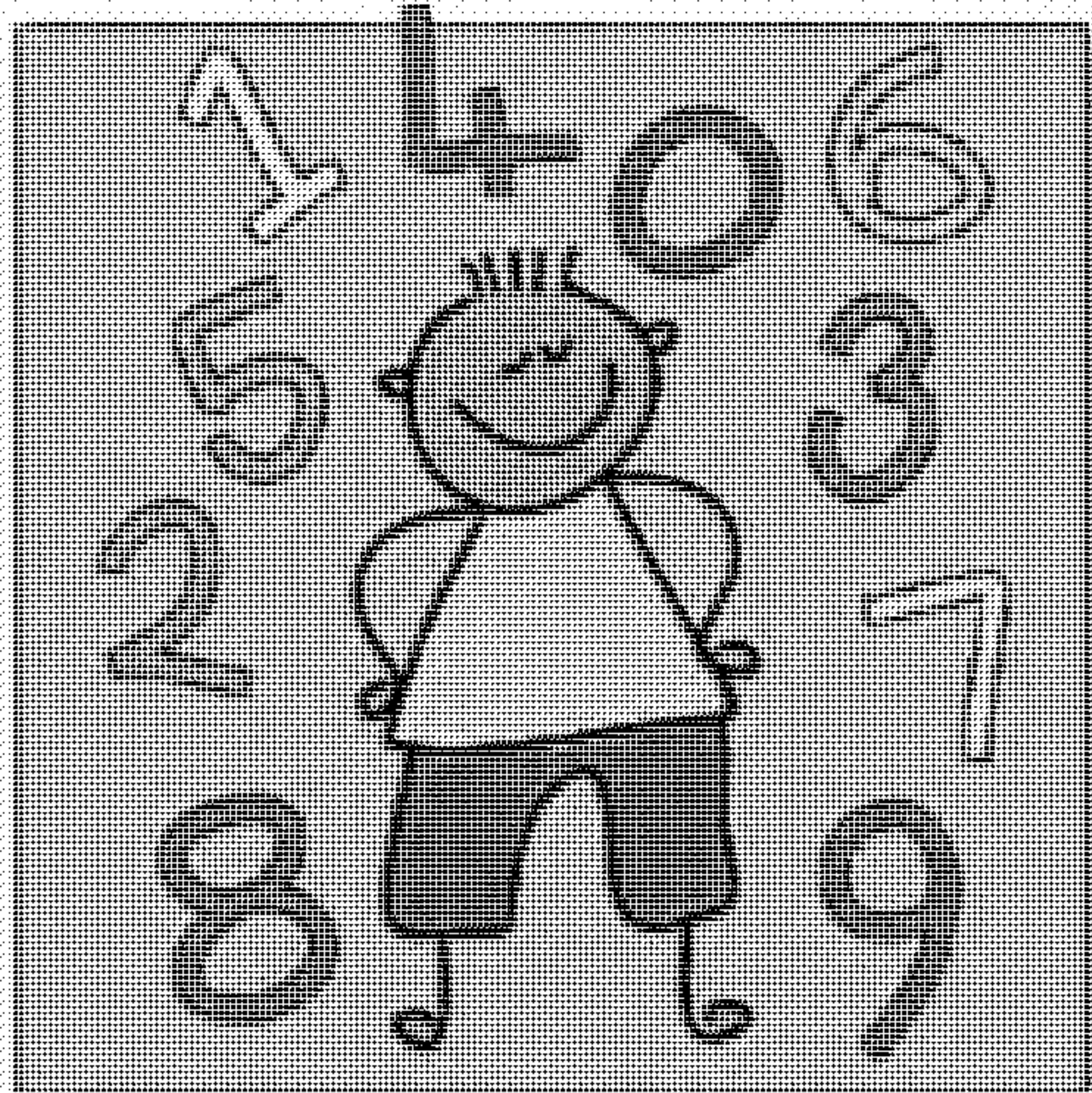
Learning and development is typically divided into learning domains: Physical, Intellectual or Cognitive, Social-Emotional, and Language and Literacy. Cognitive learning refers to the brain's functions that develop thinking, learning, awareness, judgment and information processing. In early childhood, Pennsylvania's Cognitive Domain includes the standards for the Key Learning Areas of Mathematics, Science and Social Studies. While each Key Learning Area contains content-specific information, children learn this information best when activities and materials are integrated together. A science experience that uses graphing (math) and cooperative small group work (social studies) combines thinking and processing to enhance and expand problem solving and critical thinking. Units of study that incorporate all the domains of learning into connected activities and projects scaffold learning and build new understandings and connections.

COGNITIVE THINKING & GENERAL KNOWLEDGE

- MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING
- SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY
- SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

MATHEMATICAL THINKING AND EXPRESSION

EXPLORING, PROCESSING AND PROBLEM SOLVING



Mathematical learning in the early years relies on children's opportunities to describe and explore the relationship of objects and materials. Children's knowledge and understanding of mathematics is built through active manipulation where children use their senses to build concept knowledge in the areas of numbers and operations, patterns, algebra, geometry, measurement, and comparison. When children truly understand the fundamentals and have mastered the basic mathematical skills they will have the capacity and confidence to excel at learning more advanced mathematics. Teachers facilitate mathematical learning when they encourage children to problem solve, reason, communicate, connect and represent. When engaged in manipulative mathematical activities, children better understand the world around them, begin to use number concepts to communicate their own thoughts and ideas which means they are beginning to think and reason.

USE OF MANIPULATIVES IN EARLY LEARNING SETTINGS

Manipulatives are physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept. They can be used in all areas of math instruction. One kind of basic manipulative is a counter. There are a variety of counters that can be used to explore concepts. Objects can be sorted, arranged in patterns, counted, seriated, compared, calculated and investigated. Children's development moves from concrete to abstract so manipulatives need to be a part of instruction in all areas of development in the early years. Children can be given specific problems and activities to use with manipulatives or can use them to make discoveries and explore new ideas. The exploration of manipulatives allows children to have their curiosity satisfied. The use of manipulatives should be shared with families also.

Standard	Proficiency
2.1.1.1. Represent numbers up to and including twenty	1
2.1.1.2. Identify penny, nickel, dime	1
2.1.1.3. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20	1
2.1.1.4. Use concrete objects to represent quantities up to and including twenty	1
2.1.1.5. Identify penny, nickel, dime	1
2.1.1.6. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20	1
2.1.1.7. Use concrete objects to represent quantities up to and including twenty	1
2.1.1.8. Identify penny, nickel, dime	1
2.1.1.9. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20	1
2.1.1.10. Use concrete objects to represent quantities up to and including twenty	1
2.1.1.11. Identify penny, nickel, dime	1
2.1.1.12. Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20	1

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

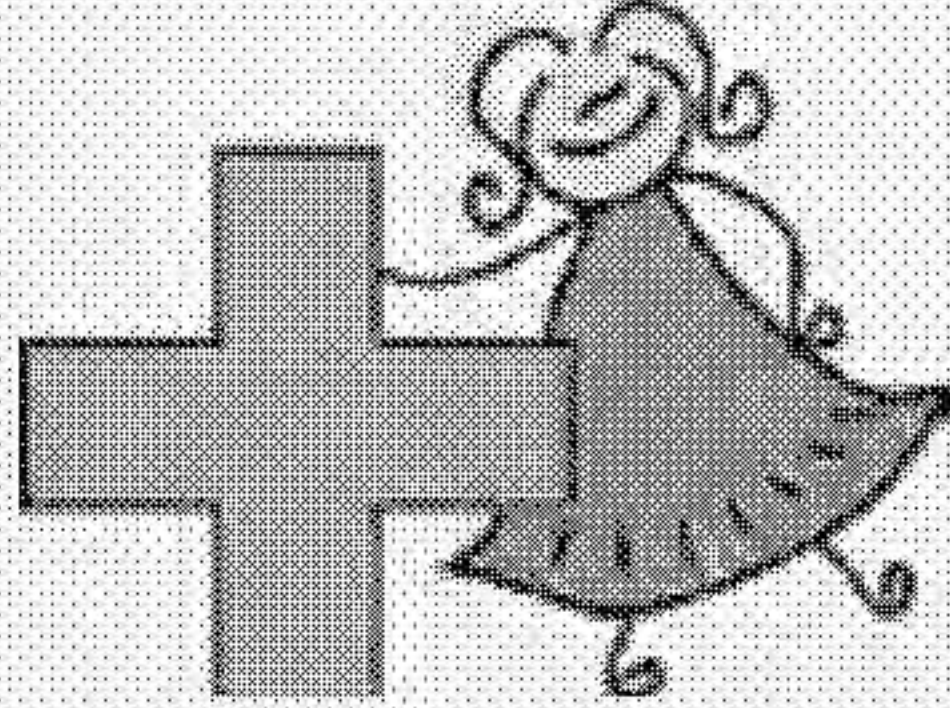
BIG IDEA: Mathematic knowledge is built in the areas of numbers and operations by organizing, representing and comparing numbers.
ESSENTIAL QUESTIONS: Why do I need to be able to count objects? How do I use numbers every day? How can I record what I count?

2.1.1 COUNT AND COMPARE NUMBERS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES) The learner will:	SUPPORTIVE PRACTICES The adult will:
	<ul style="list-style-type: none"> Rote count by whole numbers to 100 by ones Attempt to count by tens along with an adult Read and write whole numbers 0 – 20 Count up to 20 objects using one to one correspondence Use basic numbers and counting Use vocabulary independently to compare number of objects Tell what number comes before or after (up to 20) 	<ul style="list-style-type: none"> Practice group and individual rote counting experiences such as counting objects or children in the classroom Count by ones and tens Count and match up to 20 objects using one to one correspondence Practice using vocabulary to compare numbers of objects (5 is more than 3; 2 is less than 3) Choose from a group of three numbers what comes next 	<ul style="list-style-type: none"> Provide opportunities and support learner's counting during everyday activities Provide opportunities and support learners matching and counting objects (passing out snacks, counting manipulatives, learner's jacket, classroom materials; how many more do you need) Practice rote counting on a daily basis during small group and individual activities Post a number chart in the classroom for reference and daily use during small group and individual activities Engage children in activities related to order of numbers (before, after) during small and individual group activities Provide practice of ordering numbers in learning center activities
2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS	<ul style="list-style-type: none"> Use concrete objects to represent quantities up to and including twenty Identify penny, nickel, dime Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20 	<ul style="list-style-type: none"> Represent a given number up to twenty with manipulatives Count a set of manipulatives to match a given number Create sets of objects up to 20 Recognize and practice writing numerals through 20 to label sets Practice grouping sets of objects and attach to number words through five with assistance (create a set of two and match to the number word 2; show the number 2 and create a set of two objects) 	<ul style="list-style-type: none"> Model using the appropriate language/ vocabulary, the process of counting with one to one correspondence and write the number representing that amount Provide opportunities and support learner's counting with one to one correspondence during classroom activities Provide opportunities to write numerals to label sets Write numerals to represent a number
2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS	<ul style="list-style-type: none"> Use concrete objects to separate a set into two equal parts Group objects into sets of ten Use ordinal number words to describe the position of objects Match numerals to sets of objects 	<ul style="list-style-type: none"> Analyze a set of objects and practice dividing into two equal parts (4 blocks = 2 blocks and 2 blocks) Count a set of ten single objects and combine to create one set of ten Use ordinal numbers to describe the positions of objects (first, second, third, last) Match a numeral to a set up to 20 	<ul style="list-style-type: none"> Provide opportunities, and support learners counting, reading and writing numbers during various classroom activities Provide opportunities and support learners creating groups of ten during classroom activities (popsicle sticks, baggies of objects) Provide opportunities for learners to order objects (classmates, colored manipulatives) in groups and centers

Appendix (A)(1)-4c: Learning Standards for Kindergarten

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

2.1.4 PLACE VALUE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Practice regrouping ones to tens with adult assistance 	The learner will: <ul style="list-style-type: none"> Practice counting objects up to 20 and grouping into sets of ten with assistance (12 = one group of 10 and 2 more) 	The adult will: <ul style="list-style-type: none"> Provide opportunities for regrouping ones to tens during the daily routine
2.1.6 CONCEPTS AND APPLICATIONS OF OPERATIONS	INDICATOR	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Analyze numbers Visually quantify zero to five objects Solve word problems using concrete objects independently Create a sorting method 	The learner will: <ul style="list-style-type: none"> Apply strategies of "counting on" and counting backwards Build new mathematical knowledge through problem solving Apply and adapt a variety of appropriate strategies to solve problems Increase ability to combine, separate and name how many concrete objects 	The adult will: <ul style="list-style-type: none"> Analyze numbers and state properties of them Practice visually quantifying the number in a given set of 0 to 5 objects (that set has 3; no counting) Represent equivalent forms of the same number using concrete objects and drawings up to and including 10 Sort objects by various attributes and into groups of different quantities Practice addition by combining sets of concrete objects Practice subtraction by separating sets of objects Practice describing the results of combining and separating two sets using math vocabulary Implement the strategy of "counting on" when counting two sets of objects joined together (2 apples in one set and 3 apples in another set - say 2...3, 4, 5, five apples in all)

STANDARD 2.2: COMPUTATION AND ESTIMATION

BIG IDEA: Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic, to seek reasonable answers.

ESSENTIAL QUESTIONS: How do I estimate? How do I build knowledge through problem solving?

2.2.1 FLUENCY IN BASIC FACTS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Practice reading number sentences with adult 	The learner will: <ul style="list-style-type: none"> Read number sentences in pictorial form with and without numbers with adult support (2 apples plus 1 apple = equals 3 apples) 	The adult will: <ul style="list-style-type: none"> Create number sentences up to the sum of 5 using flannelboard, and/or other manipulatives on a regular basis Provide opportunities for learners to create and read number sentences in group settings and in learning centers

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MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.2: COMPUTATION AND ESTIMATION continued

2.2.2 COMPUTATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Separate concrete objects into groups Represent addition and subtraction in every day situations using up to ten concrete objects Use "counting on" as a strategy for determining the sum Explain the results of joining and separating sets of objects up to and including 10 using math vocabulary Use counting backwards as a strategy for finding a difference in the numbers 1 - 10 	The learner will: <ul style="list-style-type: none"> Use counters to solve simple math stories Draw pictures of two sets of objects, count them together and explain the process of joining the sets Explore the concepts of addition (sum) and subtraction (difference) by joining and separating sets of objects Use counters to make sets up to ten Practice "counting on" and counting backwards to join and separate sets Practice verbalizing that addition joins objects together and that subtraction separates items or takes away objects 	The adult will: <ul style="list-style-type: none"> Create real life addition and subtraction problems for learners to solve by using pictures and/or concrete manipulatives Identify everyday classroom opportunities that involve the operation of addition and/or subtraction Create addition problems that join two sets of the same amount of objects Provide opportunities and support learners separating sets of objects and/or counters into two equal groups Provide opportunities and support learners using counters or objects to make and count sets (small group, individual, large group)
2.2.4 NUMERICAL ESTIMATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Estimate how many objects are in a set/group up to and including twenty objects Check estimate by counting the number of objects <div style="border: 1px solid black; padding: 10px; height: 150px; margin-top: 10px;"> <p>(b) (6)</p> </div>	The learner will: <ul style="list-style-type: none"> Estimate how many objects are in a group Check estimate by counting the number of objects Use mathematical language to explain estimating and/or comparing 	The adult will: <ul style="list-style-type: none"> Model using the appropriate language/vocabulary the process of estimation (less, more, almost close, nearly) Provide opportunities and support learners in estimating a quantity (students bring objects from home) Provide support for learners estimating and counting the number of objects Encourage and support learners in explaining how they applied their skills during mathematical tasks Provide opportunities for learners to explore and apply understanding of joining subtracting, and dividing sets in learning centers Incorporate estimating activities into play Use cooking utensils in estimation activities (add measuring cups, pizza pans, bowls into dramatic play area)

Appendix (A)(1)-4c: Learning Standards for Kindergarten

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.3: MEASUREMENT AND ESTIMATION

BIG IDEA: Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.

ESSENTIAL QUESTIONS: What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?

2.3.1 CONCEPTS OF MEASUREMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Measure objects Practice measuring calendar time using appropriate vocabulary with scaffolding Demonstrate understanding of number conservation 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use positional vocabulary to describe the relative positions of objects Practice using the names of the days of the week, months of the year and the four seasons through songs, chants and fingerplays Recognize parts of the day and discuss activities that occur in the morning, afternoon, and night Participate using the calendar Practice identifying the season, the month, and the date of today, tomorrow and yesterday with assistance Match objects one to one to determine equal, more, or less in set, and verbalize the size of objects does not affect the number of objects in a set 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Incorporate spatial concept words into directions and sensorimotor activities throughout the day Order daily events and discuss the time that daily events occur Encourage the class at the end of the day to brainstorm things that happened during the day that were memorable Point out months and seasons of the year as they change (characteristics) Introduce and use measurement vocabulary Practice one to one matching to reinforce number conservation concept (size versus number of objects; 3 oranges matched to 4 raisins = one more raisin than orange, even though oranges are larger in size than raisins) Pose questions about number conservation
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Estimate and measure objects using non-standard units Determine the length and height of objects with nonstandard units Practice naming the instruments used for measuring time, length, weight, volume, and temperature Order events based on time 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Select appropriate tools for the attribute being measured (clock to tell time, scale to weigh, measuring cups to help bake a cake) Explore objects to determine which will make a good measuring tool (classroom objects like paper clips, unifix cubes, new pencils, shoes, hands, coins) Use multiple units of the same size (non-standard units) to measure (paperclips, unifix cubes) Attempt to determine activities that take a long or short time Review what we do first, next, last Recall what we did or plan to do yesterday, today and tomorrow Talk about daily routine (name part of day; order of day; where hands on clock might be) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Design and provide activities to help children recognize the attributes of length, weight, time and volume Provide opportunities, and support learners in determining the appropriate measurement tool to use Create measurement math stories that require students to determine which measuring tool to use (What would I need to do to find out how long I brush my teeth in the morning?) Provide sequence activities in group activities (large group, small group, individual group, learning center)
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Analyze charts and graphs of objects with assistance and support from adult 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Share information about graphs and charts 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for sharing information on graphs and charts Assist learners in analyzing information from graphs Reinforce and encourage efforts

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.3: MEASUREMENT AND ESTIMATION continued

2.3.4 CONVERSIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare two objects using direct comparison Group objects according to common properties 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Compare and order objects on the basis of length, capacity, height, weight Use comparison vocabulary to describe how objects are related by length or height Compare the measurement of different classroom objects 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Incorporate comparative and spatial vocabulary to compare Provide interesting items for comparison in learning activities (large group, small group, center time)
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Practice using measurement vocabulary when comparing Practice estimating distance/length/weight based on experience 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Investigate the different ways to measure the various attributes of an objects Predict and analyze the relationship between items/objects represented by charts and graphs with assistance and support from adult Use measurement vocabulary with adult support and guidance 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Measure objects with learners (start at an end point and add on cubes until the cubes are equal in length to the object measuring) Allow students to create the signs for the center areas in the room and determine how many people may be in each area Demonstrate how to measure objects starting at an end point and adding on cubes until the cubes are equal in length to the object they are measuring Use appropriate measurement vocabulary regularly (incorporate comparative and spatial vocabulary to compare, locate, and identify positions in space)

STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS

BIG IDEA: Learners use inductive and deductive reasoning to make, check and verify predictions and to develop connections.

ESSENTIAL QUESTIONS: Why do I think my estimation is appropriate? How do I decide what connections there are between objects?

2.4.1 REASONING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Verify predictions and solutions about environmental objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Analyze the size of containers and objects inside to estimate the quantity inside Make predictions using size and shape information Begin to make or test generalizations Answer questions about predictions made 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for learners to make predictions and validate Encourage and support learners to make predictions in small groups and learning centers Encourage learners to explain their reasoning (predictions, solutions)
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

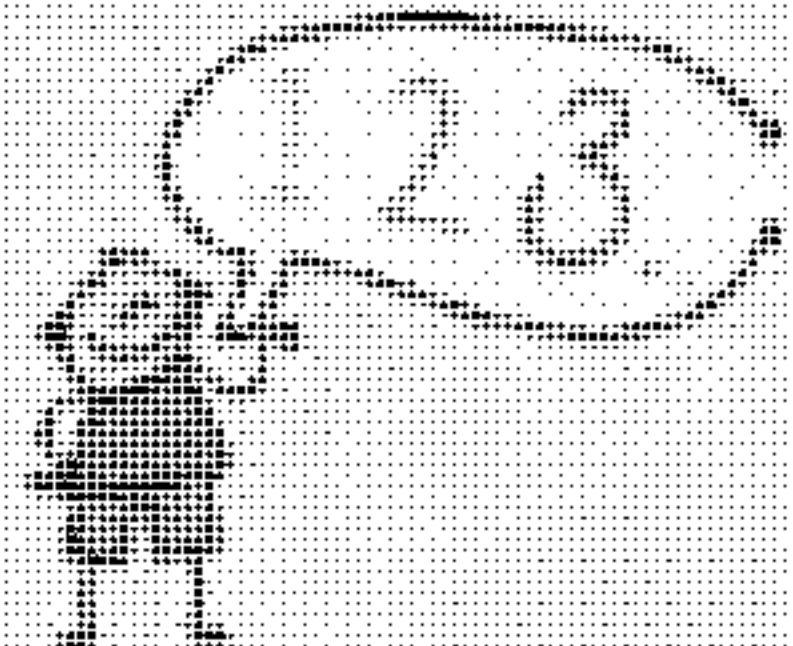
MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.4: MATHEMATICAL REASONING AND CONNECTIONS

2.4.2 CONNECTIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify connections between objects to help with problem solving 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify the common properties of objects Use the common properties to answer questions about number problems, such as all those objects with straight edges will fit along the sides of a puzzle 	<p>The adult will:</p> <ul style="list-style-type: none"> Model, encourage and support learners as they attempt to recognize and apply techniques and strategies in solving problems and making connections Provide opportunities for learners to discover the cause and effect of predictions Pose daily open ended questions to promote thinking and reasoning Engage children in brainstorming other objects that "go together"

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

BIG IDEA: Learners solve and interpret results in various ways.
ESSENTIAL QUESTIONS: How do I apply a variety of concepts, processes and skills to solve problems? How do I communicate ideas or solutions with mathematical concepts? How do I present mathematical ideas using words, symbols visual display or technology?

2.5.1 PROBLEM SOLVING	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify and analyze a problem for possible solutions Seek information through observation, explanation and conversations 	<p>The learner will:</p> <ul style="list-style-type: none"> Describe the steps necessary to solve a problem Make a plan to solve a problem Utilize different strategies and approaches to solve daily problems Apply reasoning to solve problems 	<p>The adult will:</p> <ul style="list-style-type: none"> Facilitate classroom discussion to identify the necessary steps and the appropriate order to solve problems Create and provide opportunities for learners to engage in problem solving activities (role play) Highlight the process versus the product of an activity (give specific examples) Establish problems in learning centers for learners to practice problem solving strategies

2.5.2 COMMUNICATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Communicate the findings from the problem solving process using math vocabulary Depict problem solving process through the use of pictures, simple chart or graph 	<p>The learner will:</p> <ul style="list-style-type: none"> Practice explaining solutions to problems using math vocabulary Explain solutions to problems using visual displays Ask and answer questions about problems and solutions Show a visual representation of the solution 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for explaining problems and solutions through pictures, displays, writing, drawing, or oral discussion Provide learning center activities that allow young learners to question and communicate their level of learning and understanding Pose higher level questions

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

BIG IDEA: Learners collect, represent and analyze to answer questions, solve problems and make predictions.
ESSENTIAL QUESTIONS: How do I collect data? How do I explore and display data? How do I talk about the data? What patterns can I create and describe?

2.6.1 COLLECTION OF DATA	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Collect, organize and display data as a bar graph and/or pictograph independently Collect data in response to questions posed to learners 	<p>The learner will:</p> <ul style="list-style-type: none"> Collect and organize data Collect data by answering questions Participate in classroom graphing activities by adding his/her input to a graph 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide a variety of materials for sorting, classifying, and counting patterns Provide materials in the learning centers that will facilitate collection data Provide opportunities for learners to collect information during their learning center time

2.6.2 ORGANIZATION AND DISPLAY OF DATA	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Organize and display objects by one or more attributes Practice explaining organization of data Create various types of graphs cooperatively with an adult and with other children 	<p>The learner will:</p> <ul style="list-style-type: none"> Display data on yes/no, picture and bar graphs Practice creating bar graphs, pie graphs, line graphs with scaffolding 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for learners to see graphs used in the real world (pizza, crackers) Provide activities in learning centers that allow learners to create graphs and charts Invite children to sort and organize collected materials by color, size, shape and graph

2.6.3 NUMERICAL SUMMARIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Compare groups of one to ten objects to determine more or less Answer questions based on data shown on graphs or charts 	<p>The learner will:</p> <ul style="list-style-type: none"> Match objects in groups one to one to compare more or less Count number of yes or no answers on a bar graph and recognize which has more answers 	<p>The adult will:</p> <ul style="list-style-type: none"> Pose open ended questions to engage learners in reading the data on a graph Model, using the appropriate language/vocabulary, the process of determining equal and not equal sets Support learners in determining whether sets are equal (match 1 to 1, fewer, more) Encourage and support learners in their explanations Work with children to create simple bar graphs, line graphs Encourage the use of math vocabulary to explain graphs and charts

2.6.5 INTERPRETATION OF DATA	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Draw conclusions about information shown on a graph or chart 	<p>The learner will:</p> <ul style="list-style-type: none"> Answer a variety of questions about the data on graphs such as which has more answers or how many people answered a specific way 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for learners to explain their interpretation of graphs Ask learners to compare groups to find which group has the most, least, equal, not equal amount Pose questions to promote thinking and reasoning

Appendix (A)(1)-4c: Learning Standards for Kindergarten

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.7: PROBABILITY AND PREDICTIONS

BIG IDEA: Learners develop and evaluate predictions that are based on knowledge and data.

ESSENTIAL QUESTIONS: What words can I use to describe what is on the graph? How do I predict what will come next? What predictions can I make? How accurate will my predictions be?

2.7.1 CALCULATE PROBABILITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Predict the probability of an event 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Answer questions posed about particular events based on observation or experience, such as "Is there enough pizza for everyone to have another slice?" 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary the process of determining the likelihood an event occurring Review examples of events that are most likely to occur at certain times (music class on Mondays, snow on a cold blustery day, hot on a summer day)
2.7.2 PREDICTION OF OUTCOMES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Predict outcomes of events 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> What would happen if (ice cream was not put in the freezer, What would happen if you never came to school? If all the class had two cookies and the learner only had one cookie) Develop questions to ask prior to a field trip 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Facilitate predictions for possible results by referring to previous events Provide opportunities for making predictions Support prediction efforts Provide opportunities for field trips
2.7.3 REPRESENTATIONS OF PROBABILITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Complete a simple graph to make selection with little or no assistance 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Choose yes/no as the probability of a familiar action occurring (only 5 of 20 learners coming to school on a given day) Choose an answer to a question about a routine occurrence (When do we go to lunch? When do you go to recess?) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities and materials to complete simple graphs Provide graphs to read and interpret as part of daily routine
2.7.4 DISPLAY SIMPLE SPACES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Create a graph or chart and describe the contents 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Create a graph or chart and describe the contents (bar graph or yellow, red, orange - Which has more? Which has 3?) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide materials for creating graphs and charts Provide assistance when needed
2.7.5 COMPARE THEORETICAL AND EXPERIMENTAL PROBABILITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Answer questions based on data 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Answer questions about graph or chart 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask questions about graph or chart (open ended and close ended)

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.8: ALGEBRA AND FUNCTIONS

BIG IDEA: Learners discover how objects are related to each other using models, patterns and functions involving numbers, shapes, and graphs in problem solving situations.

ESSENTIAL QUESTIONS: How do I respond to routines? How do I use manipulatives to show relationships? What patterns can I create and describe?

2.8.1 ALGEBRAIC PROPERTIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare concrete objects to show equal or not equal 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use manipulatives to create sets that are equal Compare number sentences that show answers that demonstrate equal/unequal amounts (2 apples + 3 apples = 5 apples and 3 apples + 2 apples also = 5 apples) (2 counters + 1 counter = 3 counters, but 1 counter + 3 counters does not equal 3 counters) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide varied materials and amounts of materials for comparison (shells, cereal, pebbles, buttons) Help children describe similarities and differences in concrete objects
2.8.2 ALGEBRAIC MANIPULATIVES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recreate a simple story problem using manipulatives Explain story problem solutions Identify the purposes for different mathematical symbols with scaffolding 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use manipulatives and/or draw pictures to recreate a story Practice using numbers and symbols to represent addition and subtraction (+, -, =) in simple story problems Solve a simple story problem and explain the process using math language with scaffolding if necessary 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Support learners in their efforts to create number stories Create learning center opportunities for learners to develop story problems (flannelboard and pieces, wipe off boards, math man puppets) Ask questions to obtain learners' understanding mathematical symbols
2.8.3 PATTERNS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize, describe, extend and transfer patterns Reproduce an existing pattern and verbalize the pattern Identify and create complex patterns using numerous objects 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Recognize, describe, and extend a two and three element pattern (AB, ABC) Reproduce an existing pattern and verbalize the pattern Create a simple and/or complex pattern using various objects (AB, ABC) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for children to create and extend patterns Model the creation of patterns using children, objects and flannelboards Have children recreate patterns using facing beads, geoboards, and other manipulatives Encourage, model and discuss patterns (What is missing? Why do you think that is a pattern?) Engage learners in finding patterns in the environment, patterns in mathematics Engage learners in activities and interactions that encourage learners to look for patterns in and out of the classroom Provide opportunities for learners to create, reproduce and extend patterns in learning centers



Appendix (A)(1)-4c: Learning Standards for Kindergarten

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.8: ALGEBRA AND FUNCTIONS *continued*

2.8.4 FUNCTIONS	STANDARD STATEMENT <ul style="list-style-type: none"> Practice using concrete objects or pictures to represent a number story that involves a missing addend with adult assistance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> With adult assistance and manipulatives, practice determining the missing addend in a number story 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for determining missing addend Model solving problems with missing addend using manipulatives Support efforts of learners
2.8.5 MODELING	STANDARD STATEMENT <ul style="list-style-type: none"> Create a math story from a picture 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Create a math story from a picture (2 oranges plus 2 oranges equals 4 oranges) verbalize, write, draw 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for learners to practice creating math stories from pictures (flannelboard stories, manipulative stories) Model for learners and offer support for efforts
2.8.6 INTERPRET RESULTS OF MODELING	STANDARD STATEMENT <ul style="list-style-type: none"> Describe data on classroom graphs using numerical math language 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Describe data through the use of a number sentence (I see 2 blue squares and 1 red square. If I put the squares together I would have 3 squares) 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide support to learners as they practice describing data using number sentences

STANDARD 2.9: GEOMETRY

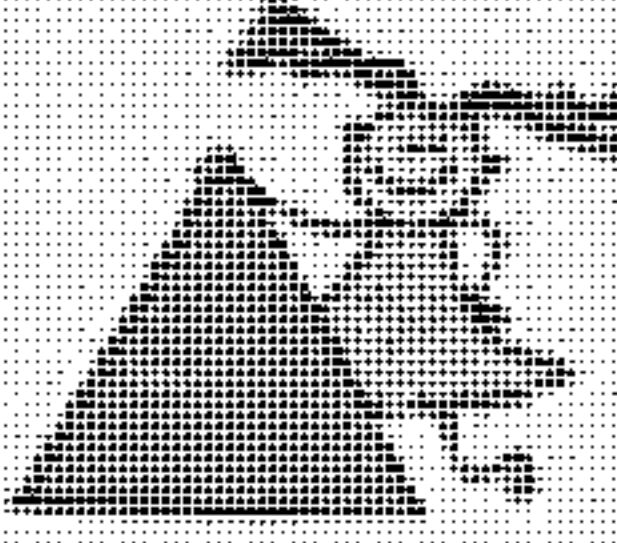
BIG IDEA: Children identify, name and describe a variety of shapes that are presented in many ways.
ESSENTIAL QUESTIONS: What makes shapes different from each other? What shapes can we see in our environment? How do shapes fit together and come apart? How can I position shapes in my environment?

2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	STANDARD STATEMENT <ul style="list-style-type: none"> Identify and name common two- and three-dimensional geometric shapes Compare the attributes of shapes Sort geometric figures according to common attributes 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Recognize and describe the attributes of geometric figures Match and compare the attributes of shapes Point out specific geometric figures in environment 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary, the process of recognizing, describing the properties and naming geometric shapes (line segment, diagonal, angle, length, width, height) Provide opportunities and support learners in locating geometric shapes within the environment Provide materials and support learners in creating shapes (toothpicks, popsicles sticks, foam shapes, playdoh, straws, Model Magic) Provide opportunities and support learners in describing the attributes of shapes
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MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.9: GEOMETRY *continued*

2.9.2 TRANSFORMATIONS AND SYMMETRY	STANDARD STATEMENT <ul style="list-style-type: none"> Explain symmetry in nature Identify a reflection Create an example of symmetry independently 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Determine if shapes hidden in half are the same or different (symmetrical or non-symmetrical) Observe items from nature to determine if they are symmetrical or non-symmetrical (leaves, butterflies, snow) Use a variety of materials to create a symmetrical shape, such as point-blank Be able to define a reflection as a figure that does not change size 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Show examples of symmetry Provide opportunities and support learners in determining whether a shape or object is symmetrical Provide materials in nature for symmetry Show reflections with learners Model appropriate vocabulary
2.9.3 COORDINATE GEOMETRY	STANDARD STATEMENT <ul style="list-style-type: none"> Practice using directionality independently Use position words to describe the location of objects 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Explore geometric shapes turned in different ways Create various geometric shapes with manipulatives (pattern blocks, geoboards and tangrams) Talk about position and location of objects in the environment 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model how a shape can be turned in different ways and remain the same shape Use appropriate vocabulary related to geometry Provide opportunities for learner to explore and apply understanding of geometry through the day

STANDARD 2.11: CALCULUS

BIG IDEA: Living objects grow and move at different rates.
ESSENTIAL QUESTIONS: How do I know how fast one thing grows or moves?

2.11.1 EXTREME VALUES	STANDARD STATEMENT <ul style="list-style-type: none"> Order whole numbers (0-20) from least to greatest value 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Place number cards in order from 0 - 20 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model, using the appropriate language/vocabulary, the process of ordering numbers from least to greatest Use classroom tools such as the number line or the 100's chart to model strategies that support learning Provide opportunities and support learners in ordering numbers from least to greatest
2.11.2 RATES	STANDARD STATEMENT <ul style="list-style-type: none"> Identify situations that occur in real life that occur quickly or slowly 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Compare vehicles, pictures of people different ages and discuss the speed or rate of growth Identify animals that travel faster or slower than others Sequence pictures of human growth from infancy through adulthood 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities and support learners in deciding which real life object or event is faster or slower (talk about growth) Encourage and support learners in explaining how they applied their skills during mathematical tasks Model using the appropriate language/vocabulary, the process of deciding which real life event or object is faster and slower

MATHEMATICAL THINKING AND TECHNOLOGY: EXPLORING, PROCESSING AND PROBLEM SOLVING

MATHEMATICAL THINKING AND EXPRESSION GLOSSARY

Addends – Numbers used in mathematical operation of addition

Algebraic Expression – A group of numbers, symbols and variables that express a single series of operations

Angle – A geometric figure consisting of two rays with a common endpoint

Ascending Order – A listing in which numbers or terms are organized in increasing value

Bar Graph – A graph in which horizontal or vertical bars represent data

Concrete Objects – Physical objects used to represent mathematical situations

Counting On – Given two sets of objects in which to find the sum, learner counts one set and then counts on from the first set to the second set (3 apples in one set; 1 apple in other set– learner says 1-2-3 and then 4; there are 4 in all)

Data – Information gathered by observation, questioning or measurement, usually expressed with numbers

Descending – An order in which numbers or terms are organized in decreasing value

Estimate – A close rather than exact answer

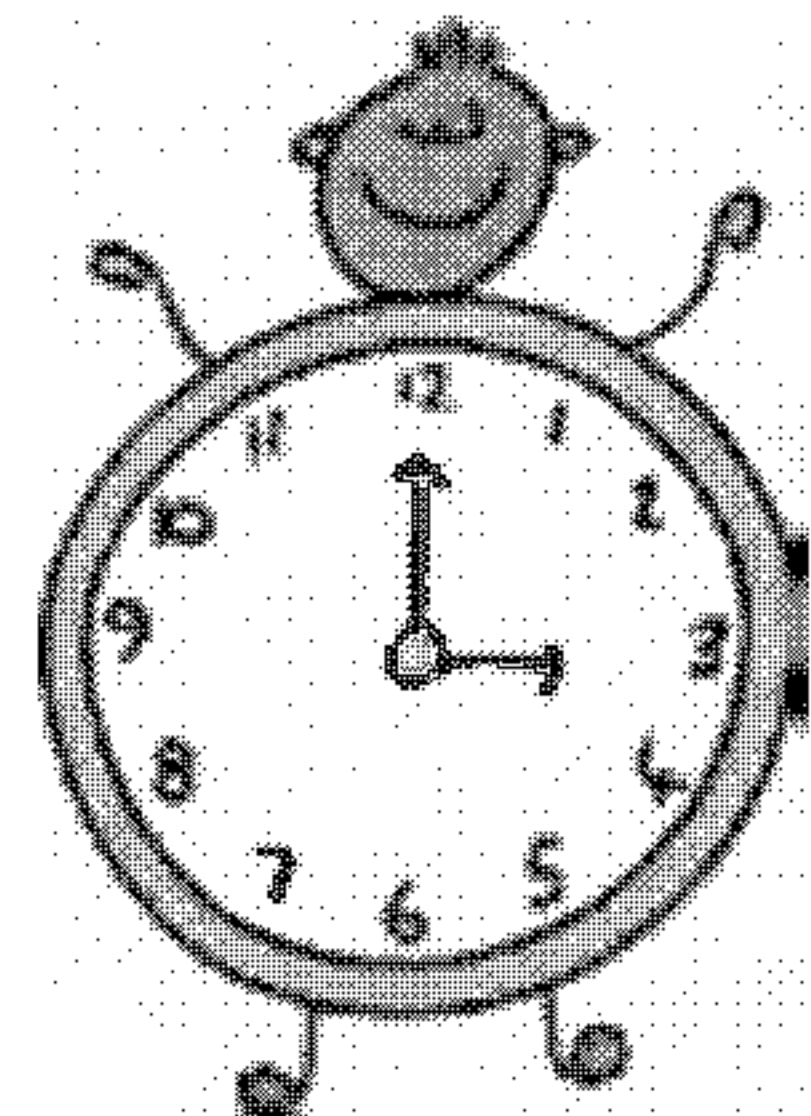
Fractional Part – Part of a whole or part of a group that is less than a whole

Function – A rule that describes the commonalities between two patterns

Graph – A pictorial device that shows a relationship between variables or sets of data

Manipulatives – A wide variety of physical materials, objects, and supplies that students use to foster mathematic learning

Non Standard Measurement – A measure that is not determined by the use of standard units (paper clips, blocks)



Numerical Operations – Place, value, number sense, counting, correspondence, comparison, ordering numbers, addition/subtraction (joining/separating sets)

Number Sense – Understanding of numbers and their quantities

Ordinal Number – A whole number that names the position of an object in a sequence

Pattern – A set or sequence of shapes or numbers that are repeated in a predictable manner

Pictograph – A graph that uses pictures or symbols to represent data

Place value – The value of the position of a digit in a numeral

Predictions – Use of base information to produce an approximation of change or result

Probability – The measure of the likelihood of an event occurring

Reflection – A transformation creating a mirror image of a figure on the opposite side of a line

Seriation – Arranging objects in order by size or position in space (arrange in a series of pattern)

Spatial Sense – Building and manipulating mental representations of two and three dimensional objects

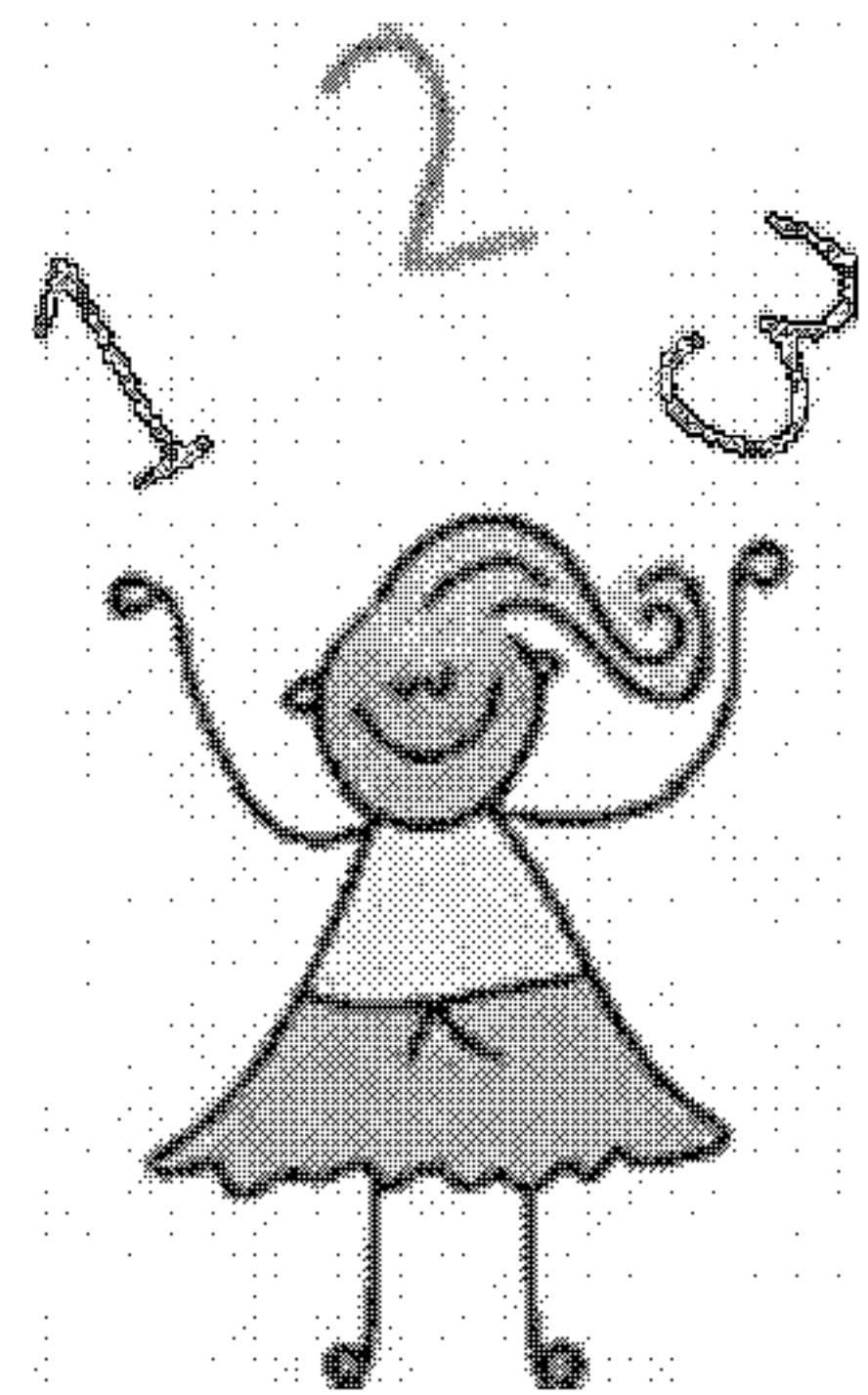
Standard Measurement – A measure determined by the use of standard units such as, inches, feet, pounds, cups, pints, gallons

Symbol – A sign used to represent something

Symmetry – An attribute of a shape or relation; an exact reflection of a form on opposite sides of a dividing line or place

Trigonometry – Relationship between the sides and angles of triangles

Whole numbers – The set of numbers consisting of the counting numbers and zero



SCIENTIFIC THINKING AND TECHNOLOGY

EXPLORING, INQUIRY AND DISCOVERY



Young children are naturally curious about their environment and the world around them and learn best when allowed to actively explore using their senses. These experiences provide the foundation for abstract and scientific thought. Students, who are given opportunities to conduct experiments, gather data and make conclusions are developing skills that support discovery about the natural world and the scientific process. For the young learner scientific concepts can be incorporated throughout the key areas of early learning; for example, children use pretend play to explore and manipulate materials, creative arts to express their ideas, and literacy and language arts to research answers to questions.

ASSESSMENT

Child assessment is an integral component of early childhood programs. When combined with observation, curriculum development and appropriate teaching practices, assessment provides the foundation for understanding children's growth and development. Ongoing and frequent reviews of children's accomplishments and progress enable teachers to learn how children change over time and provide information for developing responsive and appropriate instruction. Teachers use authentic assessment when they combine observation, portfolio collection, and parent report with research-based, standards-aligned curriculum-embedded instruments to obtain a clear picture of a child's interests, abilities and areas for focus.

Standard	Page
1.1 Biological Sciences	16
1.2 Earth Science, Physical and Earth Science	16
1.3 Environmental and Earth Science	16
1.4 Physical Sciences	16
1.5 Chemistry	16
1.6 Physics	16
1.7 Earth and Space Sciences	16
1.8 Earth Structure, Processes and Interactions	16
1.9 The Atmosphere and the Hydrosphere	16
1.10 The Biosphere and the Geosphere	16
1.11 The Solar System	16
1.12 The Universe	16
1.13 The Earth and Space Sciences	16
1.14 The Earth and Space Sciences	16
1.15 The Earth and Space Sciences	16
1.16 The Earth and Space Sciences	16
1.17 The Earth and Space Sciences	16
1.18 The Earth and Space Sciences	16
1.19 The Earth and Space Sciences	16
1.20 The Earth and Space Sciences	16
1.21 The Earth and Space Sciences	16
1.22 The Earth and Space Sciences	16
1.23 The Earth and Space Sciences	16
1.24 The Earth and Space Sciences	16
1.25 The Earth and Space Sciences	16
1.26 The Earth and Space Sciences	16
1.27 The Earth and Space Sciences	16
1.28 The Earth and Space Sciences	16
1.29 The Earth and Space Sciences	16
1.30 The Earth and Space Sciences	16

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Do I notice similarities and patterns in living things? Can I explain why living things need air and water? Can I use my senses to help solve problems?

3.1a.1 COMMON CHARACTERISTICS OF LIFE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify the similarities and differences of living and non-living things. Categorize plants and animals by external characteristics. Describe why living things need air, food and water to survive. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Observe and document the growth of a living thing through drawings, writing and/or photos. Note things that living things have in common (need air and water to survive). Note things that make living and non-living things different. Sort animals according to their coverings such as fur, feathers, scales. Classify insects by the ways they move such as hopping, crawling or flying. Sort plants according to size, type of leaf, flowering or non-flowering. Explain that living things need air and water to stay alive when asked. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Make comparison charts or flow diagrams. Display real objects as examples of living and non-living things. Provide connections with literature. Provide ways for children to document and illustrate their observations and discoveries. Have children show how to care for a pet. Grow a plant with children. Keep a classroom pet. 	
	3.1a.3 LIFE CYCLES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify stages of life cycles for plants and animals. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Draw and/or write the stages of a life cycle. Recognize and sequence illustrations of a life cycle of a plant or animal. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide illustrations to demonstrate stages in life cycles. Provide opportunities for children to observe plants or animals over time.
		3.1a.5 FORM AND FUNCTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify the specific functions of living things' parts. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Explain that the lungs are for breathing, legs are for walking, roots intake water. Draw and label a picture of a plant to identify specific parts.
	3.1a.8 UNIFYING THEMES		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify that living things and non-living things are made of parts that perform specific functions. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify parts of living things and explain their relationship to the whole. Discuss function of specific parts, such as wings are for flying and legs are for walking.

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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: BIOLOGICAL SCIENCES: LIVING AND NON-LIVING ORGANISMS

3.1a.9 SCIENCE AS INQUIRY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use the five senses as tools with which to observe, collect information, classify, describe and solve problems. Use observation to develop a descriptive vocabulary based on sensory experiences. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify the many ways senses are used. Identify common items using senses. Describe similarities and differences of items discovered using senses. Use comparative vocabulary to express degrees of similarities and differences. Use vocabulary to describe observation. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Compare and contrast materials. Provide connections to literature. Provide many opportunities for sensory exploration. Model vocabulary to extend children's observations. Engage children in observation and use of all senses. Use vocabulary when answering and asking questions. Write vocabulary on cards to be hung in classroom near science center.
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STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I compare common physical characteristics? Can I identify ways living things produce?

3.1b.1 HEREDITY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare similar characteristics of cats family with other families. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Name characteristics observed in photographs such as fur color, eye color and height that are common among families. Notice characteristics that are common within families such as everyone has red hair or blue eyes. Organize data to identify similarities and differences among humans. Describe ways in which people are more like each other than animals. 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide pictures of adults and their offspring for identification of inherited characteristics. Display family photographs. Have children compare handprints.
	3.1b.2 REPRODUCTION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify different ways living things reproduce. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify eggs, seeds, babies and match to the parent bird, plant or adult human.
3.1b.5 UNIFYING THEMES		<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explain patterns that regularly occur in nature. 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify natural patterns in leaves, fossils of shells, coats of animals. Replicate natural patterns using appropriate materials in the classroom.

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Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1b: BIOLOGICAL SCIENCES: GENETICS continued

3.1b.6 SCIENCE AS INQUIRY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Connect known ideas with new knowledge to build understanding or refine concepts. 	<p>The learner will:</p> <ul style="list-style-type: none"> Ask questions about observations. Predict what might happen next. Review results of experiments or observations to plan for new experiment. Respond to "what if" questions. 	<p>The adult will:</p> <ul style="list-style-type: none"> Ask "what if" questions. Compare and contrast materials. Provide opportunities to observe and explore to build a broader base of knowledge from which to construct new ideas.

STANDARD 3.1c: BIOLOGICAL SCIENCES: EVOLUTION

BIG IDEA: There are a variety of living and non-living things.

ESSENTIAL QUESTIONS: Can I tell what animals and humans need based on weather conditions? Can I explain why changes have occurred? Can I explain what I've observed?

3.1c.2 ADAPTATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify characteristics for animal and human survival identified with seasonal changes. 	<p>The learner will:</p> <ul style="list-style-type: none"> Describe how animals and people adapt to the seasonal temperature change. Observe and record the behavior of local animals as they prepare for changes in the seasons. Match pictures of animals engaged in specific activity to a season. Identify animal adaptations that help them to survive in different habitats such as the webbed feet of a frog, wings on a bird, giraffe's long neck. Sort animals according to their habitat. Name ways humans adapt for the seasons. 	<p>The adult will:</p> <ul style="list-style-type: none"> List animals that hibernate or migrate. List types of clothing people use seasonally. Compare and contrast body structures of certain animals. Discuss how body structures help animals survive. Provide literature connections – both fiction and non-fiction.
3.1c.3 UNIFYING THEMES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify reasons for observed changes. 	<p>The learner will:</p> <ul style="list-style-type: none"> Use drawings or descriptions to explain why plants change or humans dress differently by seasons. 	<p>The adult will:</p> <ul style="list-style-type: none"> Take nature walks to observe and discuss changes in the local plants and animals. Provide observation journals and materials. Read books or visit a construction site to observe and discuss change in natural and physical systems.
3.1c.4 SCIENCE AS INQUIRY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Formulate explanations based on observations. 	<p>The learner will:</p> <ul style="list-style-type: none"> Record observations, explanations and ideas through multiple forms of representation including drawing, simple graphs, writing and movement. Ask clarifying questions. Use information collected to support answers to "why" questions. Draw conclusions from results. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities to observe and record information. Provide documentation of steps taken and results by chart, posters, photography. Answer questions. Provide resources for children to find answers. Provide feedback on child's conclusions.

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTIONS: What happens when I combine objects or substances? How do I discover the properties of objects?

3.2a.1 PROPERTIES OF MATTER	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Classify items by properties of matter. 	<p>The learner will:</p> <ul style="list-style-type: none"> Sort and classify common classroom materials or household items by solid, liquid or gas. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide materials such as clay, cloth, paper or patterns for children to sort and classify. Compare and contrast properties of matter.
3.2a.2 STRUCTURE OF MATTER	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify the three types of matter. 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify solid, liquid and gas when presented with real objects or pictures. 	<p>The adult will:</p> <ul style="list-style-type: none"> Fill two clear containers, one with solid objects and the other with colored liquid. Label another empty container. Encourage children to identify the type of matter in each container.
3.2a.3 MATTER AND ENERGY FLOW	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe the way matter can change. 	<p>The learner will:</p> <ul style="list-style-type: none"> Use the words melt, heat, mix, cut, freeze to describe what happens to matter. 	<p>The adult will:</p> <ul style="list-style-type: none"> Model appropriate vocabulary while engaging with children in experiments. Use words such as mixture, liquid, solid, combine, mix, freeze, melt.
3.2a.4 REACTIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe what happens when two or more substances are combined. 	<p>The learner will:</p> <ul style="list-style-type: none"> Participate in safe classroom cooking activities. Describe what happens when ingredients are combined. Observe and describe an ocean in a bottle. 	<p>The adult will:</p> <ul style="list-style-type: none"> Add water and vegetable or baby oil to make an ocean in a bottle. Use words when conducting cooking activities. Ask children to predict what will happen as substances are combine.
3.2a.5 UNIFYING THEMES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Examine and explain change through simple observation and recording. 	<p>The learner will:</p> <ul style="list-style-type: none"> Record results of cooking activities or experiments using matter. Draw an explanation of what occurred. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide activities for observation and the documentation of change. Provide theories to support connections.

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Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS

BIG IDEA: Physical properties help us to understand the world.

ESSENTIAL QUESTIONS: Can I use wind or water power? Can I describe variations in sound? Can I explain a reaction sequence? Can I design a scientific investigation?

3.2b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	STANDARD STATEMENT Apply knowledge of motion to new toys and objects.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Push or pull a toy to make it go forward, forward, around or stay put. Use a ramp to increase speed. Create ramps of various sizes. Describe play with toys using directional words. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Include materials in centers for children to explore motion such as inclined and wheeled toys in the block area or clear tubing at the water table.
3.2b.2 ENERGY STORAGE AND TRANSFORMATIONS; CONSERVATION LAWS	STANDARD STATEMENT Explain basic energy types and sources.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify energy forms such as sunlight, heat, wind and motion. Place markers with balloons. Build pinwheels, kites or paper airplanes to explore wind. Use water wheels and tubing at the water table to cause different effects. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide experiments that use energy. Read non-fiction books. Ask children to explain what is making the object move.
3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	STANDARD STATEMENT Use and explain the concepts of magnetic force.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use a magnet to attach one object to another. Describe and record what occurs when magnets are near objects. Identify things that are magnetic or non-magnetic. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Create a chart of things that are magnetic. Encourage children to use magnets in structures and buildings when possible.
3.2b.5 NATURE OF WAVES AND SOUND	STANDARD STATEMENT Demonstrate and describe variations of sound.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use a variety of materials to create sounds. Identify sources of sound. Identify a sound as high or low, loud or soft. Use varying force to create different sounds. Observe and relate their vibrations of objects such as guitar strings or a drum head create sound. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide materials for sound exploration. Take a sound walk to identify sounds. Provide instruments for exploration.

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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

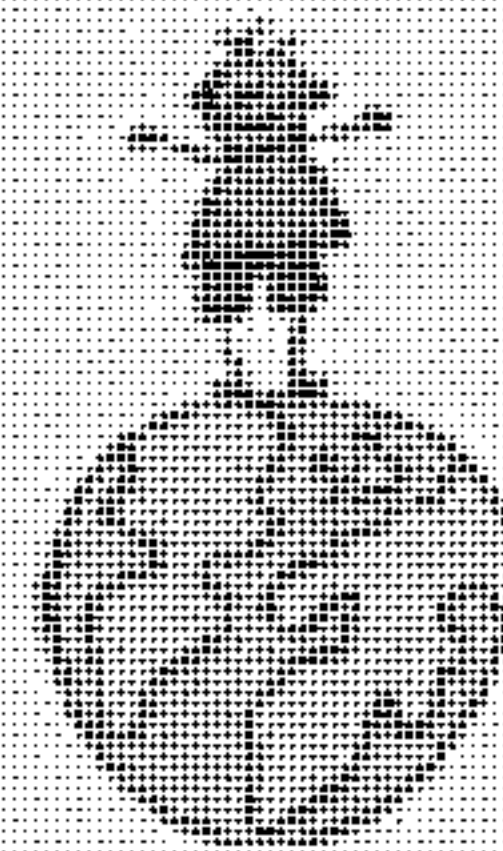
STANDARD 3.2b: PHYSICAL SCIENCES: PHYSICS continued

3.2b.6 UNIFYING THEMES	STANDARD STATEMENT Identify the relationship between action and its reaction using an "if-then" statement.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Make a statement such as "If I do, then, will happen". 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask children to describe an action/reaction sequence using if-then statements.
3.2b.7 SCIENCE AS INQUIRY	STANDARD STATEMENT Create scientific investigations.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify a problem to be solved, pose possible solutions and test them, with adult support. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Engage children in identifying and implementing solutions. Set up problem-solving activities. Provide materials to test out solutions.

STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

BIG IDEA: Interactions occur on Earth and in space.

ESSENTIAL QUESTIONS: Can I identify earth forms in my community? Can I identify changes through observation and explanation? Can I distinguish between types of earth? Can I use tools and observation to find information?

3.3a.1 EARTH FEATURES AND THE PROCESSES THAT CHANGE IT	STANDARD STATEMENT Identify and distinguish between earth forms.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use the terms flat land, hills and mountains to describe local spaces in the community. Create a model that illustrates the concepts of flat land, hills and mountains. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Use books and pictures to show examples of land forms. Take the children on a walk or field trip to experience these landforms. Provide art materials to make pictures and models of these landforms.
3.3a.2 EARTH'S RESOURCES AND MATERIALS	STANDARD STATEMENT Distinguish between three types of earth: rock, soil and sand.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use vocabulary to describe features of types of earth. Examine materials and label them. Sort rocks by attributes on a rock chart. Compare and contrast a collection of rocks. Place rocks on a balance to determine which one is heavier. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Rotate soil, sand and different rock types in the sensory table for exploration. Take children to dig for soil samples and observe what is in the soil such as worms, leaves and rock. Take children on a rock discovery walk. Ask questions about the attributes of rocks. Provide tools for observation.


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Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES cont.

3.3a.4 WATER	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify examples of water in solid and liquid states Identify sources of water 	The learner will: <ul style="list-style-type: none"> Identify water and ice Explain what makes water solid and what makes ice melt Identify streams, lakes, oceans 	The adult will: <ul style="list-style-type: none"> Provide water for exploration Bring icicles and snow into the classroom for exploration and experimentation Talk about sources of water Create a KWL chart about water around the world Provide literature connections about fresh and salt water

3.3a.5 WEATHER AND CLIMATE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify seasonal changes in the environment Distinguish between different types of precipitation Collect, describe and record information about weather Read a thermometer to identify the temperature 	The learner will: <ul style="list-style-type: none"> Create a seasonal collage or booklet for each season Create a picture showing different types of precipitation Name various types of precipitation such as rain, fog, snow, hail Discuss the weather as it pertains to meaningful events such as going outside for recess or going on a field trip Conduct an experiment using a rain gauge Read a thermometer to determine the outside temperature 	The adult will: <ul style="list-style-type: none"> Provide materials for children to sort according to weather or season Provide materials to investigate weather concepts such as making a cloud in a jar, making hail with colored clay or building a wind vane with cardstock and straws Use the newspaper weather report to discuss weather around the state, country and world Conduct weather experiments Chart the daily temperature Create a daily weather graph to compare and contrast monthly weather and temperature patterns

3.3a.6 UNIFYING THEMES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Examine and explain change through simple observation and recording 	The learner will: <ul style="list-style-type: none"> Record own growth from infancy to kindergarten through the use of photographs, drawings and writings Plant seeds, recording the change in their appearance over time Record the seasonal change in the appearance of a tree throughout the year 	The adult will: <ul style="list-style-type: none"> Read books about animals and changes Visit a construction site to observe and record changes Go on nature walks to observe and discuss changes in the local plants and animals Provide activities for observation and the documentation of change

(b)(6)

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.3b: EARTH AND SPACE SCIENCES: ORIGIN AND EVOLUTION OF THE UNIVERSE

BIG IDEA: Interactions occur on Earth and in space.
ESSENTIAL QUESTION: Can I identify features in space?

3.3b.1 COMPOSITION AND STRUCTURE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify features of space 	The learner will: <ul style="list-style-type: none"> Name features found in space such as stars, moon, planets, sun Tell an adult about how big the moon was last night Discuss how people travel in space Notice changes in sidewalk shadows over time 	The adult will: <ul style="list-style-type: none"> Provide pictures of space including planets, stars, galaxy Read books about space and space travel Provide models of planets and spaceships for play Discuss space travel Show videos of space ships taking off, traveling in space and landing

STANDARD 3.4a: TECHNOLOGY: SCOPE OF TECHNOLOGY

BIG IDEA: Technology impacts daily living.
ESSENTIAL QUESTIONS: Can I identify many types of technology and functions? Can I use technology to complete a task?

3.4a.1 CHARACTERISTICS OF TECHNOLOGY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify types of technology in the workplace, school or home 	The learner will: <ul style="list-style-type: none"> Identify phones, computers, printers and copiers 	The adult will: <ul style="list-style-type: none"> Talk about the kinds of technology at school or in a business Compare and contrast this technology to what is found in a home

3.4a.2 CORE CONCEPTS OF TECHNOLOGY	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify types of technology by function 	The learner will: <ul style="list-style-type: none"> Sort and classify technology by function such as a camera and video recorder can take pictures 	The adult will: <ul style="list-style-type: none"> Provide pictures or examples of real items for children to sort and classify

3.4a.3 TECHNOLOGY CONNECTIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Select and use appropriate technology to complete a task 	The learner will: <ul style="list-style-type: none"> Use a computer to write a document or a CD player to listen to a song or story 	The adult will: <ul style="list-style-type: none"> Enable children to have the capacity to use technology independently

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

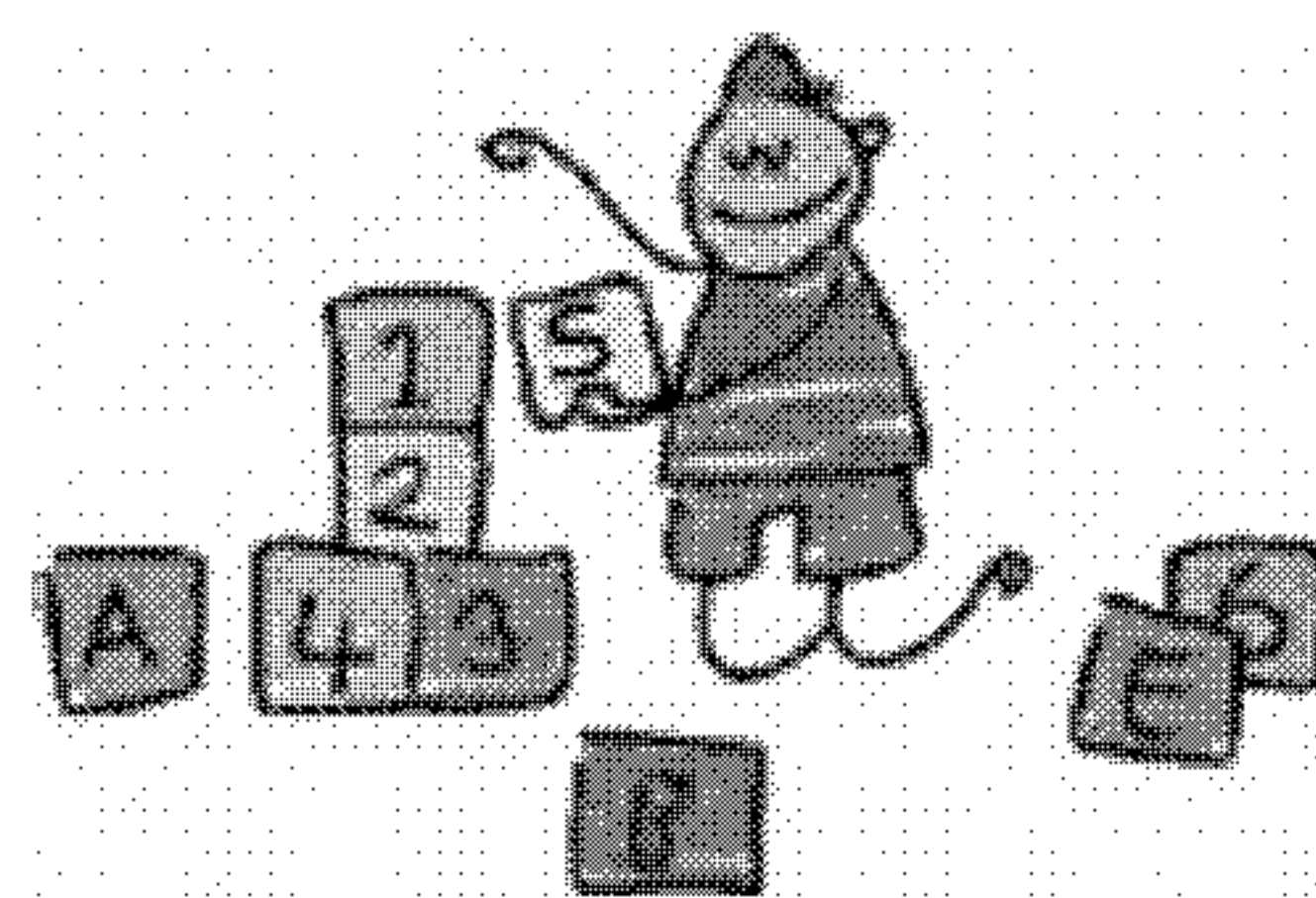
STANDARD 3.4a: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTION; TECHNOLOGY AND ENGINEERING DESIGN

BIG IDEA: Technology impacts daily living.

ESSENTIAL QUESTIONS: Can I use simple tools as intended?

3.4a.1 DESIGN ATTRIBUTES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Solve simple problems using appropriate tools and materials. 	<p>The learner will:</p> <ul style="list-style-type: none"> Use a thermometer to discover the temperature. Get a pulley to ramp water to the water table. Scrape up spilled pencil shavings using a dust pan and broom. 	<p>The adult will:</p> <ul style="list-style-type: none"> Ask children how they could solve a problem. Encourage children to solve problems independently. Provide household and classroom tools for children to use independently.

3.4a.2 ENGINEERING DESIGN	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Experiment creating new designs with a variety of materials. 	<p>The learner will:</p> <ul style="list-style-type: none"> Experiment creating new designs using classroom materials (a variety of shapes, blocks, manipulatives, strip of fabric). 	<p>The adult will:</p> <ul style="list-style-type: none"> Encourage experimentation with a variety of materials. Assist learner in designing new creation. Reinforce efforts of learner. Provide opportunities for learner to share designs.



STANDARD 3.4d: TECHNOLOGY: EXPLORATION, INQUIRY AND INVENTION: ABILITIES FOR A TECHNOLOGICAL WORLD

BIG IDEA: Technology impacts daily living.

ESSENTIAL QUESTIONS: Can I identify the steps in completing a project?

3.4d.1 APPLYING THE DESIGN PROCESS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify the steps in completing a project. 	<p>The learner will:</p> <ul style="list-style-type: none"> Tell all the steps necessary in constructing a block structure. 	<p>The adult will:</p> <ul style="list-style-type: none"> Visit a real construction site to document progress. Take pictures as children are creating a block structure. Encourage children to document their own progress and identify the steps they are taking.

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.4e: TECHNOLOGY: THE DESIGN WORLD

BIG IDEA: Technology impacts daily living.

ESSENTIAL QUESTIONS: Can I describe medical equipment? Can I describe and use wind power? Can I use a computer in many ways? Can I describe transportation and construction vehicles?

3.4e.1 MEDICAL TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe the appropriate instruments used in medical technology. 	<p>The learner will:</p> <ul style="list-style-type: none"> Explain which device would be used to listen to the heart or lungs or which one would be used to take blood pressure. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures that show instruments being used for certain functions. Discuss how instruments should be used.

3.4e.3 ENERGY AND POWER TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe wind power. 	<p>The learner will:</p> <ul style="list-style-type: none"> Discuss how wind power can move objects. Move objects by different types of wind power, such as blowing or sucking in the air. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide materials for children to create objects to use in the wind.

3.4e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify communication methods that exist within the home and school. Use a computer for a variety of applications. 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify phone, internet, computer. Access information via a web browser with teacher assistance. Design a picture on the computer. Create a word processed document. 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk about the ways that people can communicate with one another at home and at school. Use a computer. Identify tools to explore using a web browser. Provide regular computer access during play and structured parts of the day. Use the computer to enhance other learning. Send email to parent or guardian.

3.4e.5 TRANSPORTATION TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe types of transportation vehicles and how they operate. 	<p>The learner will:</p> <ul style="list-style-type: none"> Explain that a train moves on rails, a boat floats with wind or motor power, a car or truck drives on the road and a plane flies in the air. 	<p>The adult will:</p> <ul style="list-style-type: none"> Display pictures of many kinds of transportation. Provide a variety of transportation toys. Encourage children to sort and classify vehicles using a variety of categories.

3.4e.7 CONSTRUCTION TECHNOLOGIES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe construction vehicles, simple tools, materials and processes. 	<p>The learner will:</p> <ul style="list-style-type: none"> Use toys and vehicles to recreate and describe a construction process. 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide pictures of construction sites with tools, materials and equipment. Provide books describing types of vehicles, tools and materials. Visit a construction site.

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 4.1: ENVIRONMENT AND ECOLOGY

BIG IDEA: We are impacted and have impact on our environment.

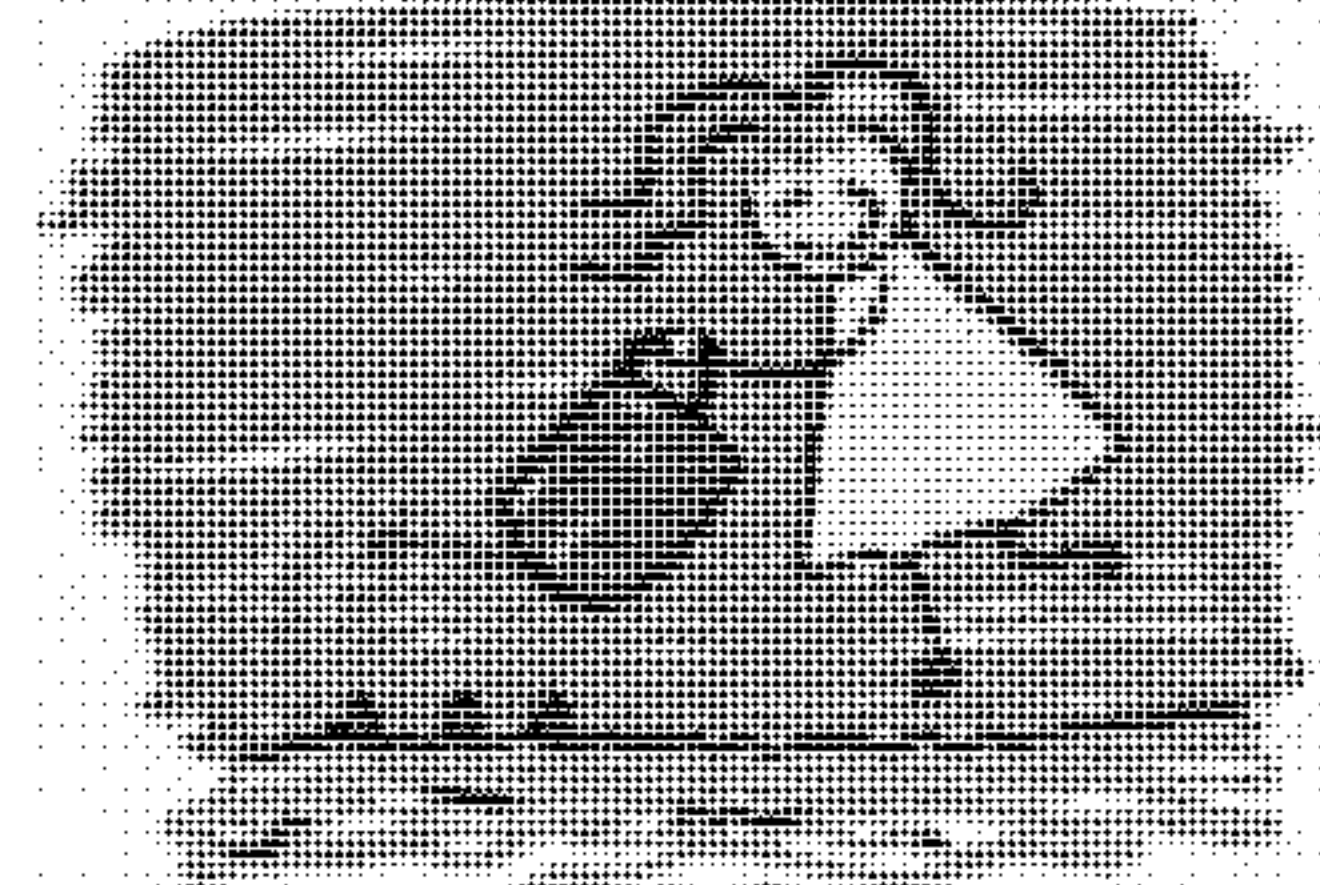
ESSENTIAL QUESTIONS: Can I identify types of moving water? What are some products that come from nature? How can I conserve and protect natural resources? How does agriculture support human needs? What are some events that occur in a cycle in nature? Can I explain that dinosaurs are extinct? Can I match shelters to an appropriate environment?

4.1 WATERSHEDS AND WETLANDS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify bodies of water in the world Identify types of moving water 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Describe the differences between bodies of water such as ocean, river, lake and puddle Identify different bodies of water in photographs and videos Participate in experiments to see how water moves Identify moving water such as rivers and oceans 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Read books about different bodies of water Provide photographs and videos that show various bodies of water Take field trips to experience and observe bodies of water, when possible Provide opportunities for experiments to understand the movement of water
4.2 RENEWABLE AND NON-RENEWABLE RESOURCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify products that come from nature Identify ways to conserve resources 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify paper or syrup as things that come from nature Distinguish between something in its natural state and something in a manufactured state such as cotton and cloth List ways to conserve water or electricity at home and school Create illustrations, poster and/or models showing ways to save water or electricity 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide examples of items in natural and manufactured forms such as apples and applesauce Discuss the importance of water and electricity and ways to conserve it Read books about conservation of resources Invite guest speakers to discuss conservation
4.3 ENVIRONMENTAL HEALTH	<p>INDICATOR</p> <ul style="list-style-type: none"> Describe the effects litter and pollution have on the environment 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Name the ways litter and pollution harm the environment 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Facilitate experiments that demonstrate the effects of pollutants such as oil spills or excessive water Conduct a litter clean-up
4.4 AGRICULTURE AND SOCIETY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explain that agriculture (farming) provides humans with basic needs 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Identify the components of the farming system such as the farmer, animals, buildings, land or drawings or models Identify the activities on a farm such as clearing and how that provides humans with clothing Connect the types of things produced on a farm with things humans need 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Take a field trip to a local farm or dairy and a grocery store to see where the food comes from Display photographs of Pennsylvania farms Invite a farmer to visit the classroom to share what they do

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SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 4.1: ENVIRONMENT AND ECOLOGY continued

4.6 ECOSYSTEMS AND THEIR INTERACTIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Observe and describe events that occur in a cycle 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Illustrate and describe the cycle of day and night Observe other cycles that occur in nature such as seasons, seeds to plants Sequence pictures of cyclical events in nature 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Provide pictures to practice sequencing Discuss and compare cycles in nature Read books such as <i>The Very Hungry Caterpillar</i>, <i>The Tiny Seed</i> or <i>A House for a Hermit Crab</i>
4.7 THREATENED, ENDANGERED AND EXTINCT SPECIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify why some animals and plants are extinct 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Explain that dinosaurs are no longer on the Earth because they are extinct Define the meaning of extinct Identify why species become extinct Identify the difference between extinct and endangered 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Read books and other information about dinosaurs Use the word <i>extinct</i> to explain why dinosaurs are no longer present on the Earth
			
4.8 HUMANS AND THE ENVIRONMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explain that humans live in shelters dependent on the environment 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Describe protective clothes Name a variety of shelters that humans use Match shelters to areas in which they would be appropriate 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Talk about matching clothes to the environment such as a housecoat or a shirt or an apartment in a city Read books about types of clothes Display pictures of a variety of shelters in many environments
4.9 ENVIRONMENTAL LAWS AND REGULATIONS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> State rules that protect the environment 	<p>EXEMPLARS (EXAMPLES) The learner will:</p> <ul style="list-style-type: none"> Describe the ways in which these rules are helpful Name specific rules such as <i>Do Not Litter</i> Create posters or manuals describing these rules 	<p>SUPPORTIVE PRACTICES The adult will:</p> <ul style="list-style-type: none"> Discuss how laws and rules help us Create a list of rules that help protect the environment Invite people who hold jobs dealing with the environment to describe their job and why it's important

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

SCIENCE AND TECHNOLOGY GLOSSARY

Construction Technology – The ways that humans build structures on sites
Fact – Information that has been objectively verified
Hypothesis – An assertion subject to verification or proof as a premise from which a conclusion is drawn
Information Technology – The technical means that humans create to store and transmit information
Inquiry – A systematic process for using knowledge and skills to acquire and apply new knowledge
Law – Summarizing statement of observed experimental facts that has been tested many times and is generally accepted as true
Manufacturing Technology – The ways that humans produce goods and products
Model – A description, analogy or a representation of something that helps us understand it better (a physical model, a conceptual model, a mathematical model)
Patterns – Repeated processes that are exhibited in a wide variety of ways; identifiable recurrences of the element and/or the form
Science – Search for understanding of the natural world using inquiry and experimentation
System – A group of related objects that work together to achieve a desired result
Transportation Systems – A group of related parts that function together to perform a major task in any form of transportation
Transportation Technology – The physical ways humans move materials, goods and people
Tool – Any device used to extend human capability including computer-based tools

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ENVIRONMENT AND ECOLOGY GLOSSARY

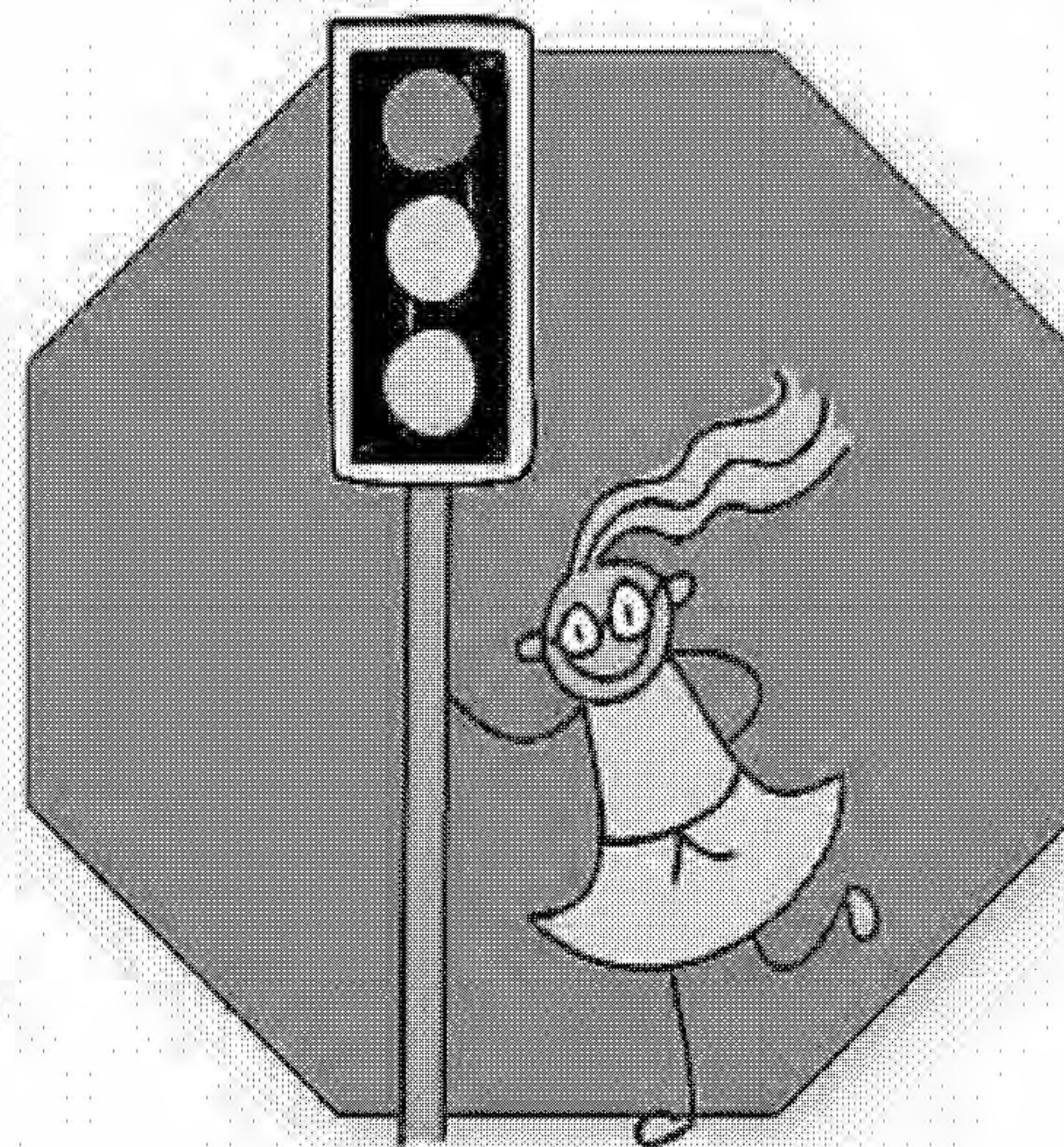
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Ecosystem – A community of living organisms and their interrelated physical and chemical environment
Endangered species – A species that is in danger of extinction throughout all or a significant portion of its range

Environment – The total of the surroundings (air, water, soil, vegetation, people, wildlife) influencing each living being's existence, including physical, biological and all other factors; the surroundings of a plant or animal, including other plants or animals, climate and location
Extinction – The complete elimination of a species from the earth
Nonrenewable resources – Substances (oil, gas, coal, copper, gold) that, once used, cannot be replaced in this geological age
Recycling – Collecting and reprocessing a resource or product to make into new products
Regulation – A rule or order issued by an executive authority or regulatory agency of a government and having the force of law
Renewable – A naturally occurring raw material or form of energy that will be replenished through natural ecological cycles or sound management practices (the sun, wind, water, trees)
Wetlands – Lands where water saturation is the dominant factor determining the nature of the soil development and the plant and animal communities (sloughs, estuaries, marshes)

SOCIAL STUDIES THINKING

CONNECTING TO COMMUNITIES



The foundation of social studies, economics, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and schools. Gradually, students expand their understanding to include communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations that build knowledge and understanding.

PLAY, PLAY AND PLAY SOME MORE!

The best way to support children's learning in the early years is to provide hands-on, active learning experiences that include play activities. Play enables children to weave together past knowledge and new information in order to acquire new understanding and skill development. A child who discovers the characteristics of apples through manipulating, investigating and exploring them understands the depth of apples better than a child who colors a worksheet picture of an apple. Children who learn together in the dramatic play or block areas how to cooperate in order to figure out how many blocks can be added to a structure before it falls have stronger social and creative thinking sequences. Play sequences and activities expand across all Key Areas of Learning and can build social, cognitive and physical skill development when they are intentionally planned and facilitated by teachers who interact with children, asking open-ended questions to scaffold children's thinking and problem solving.

Standard	Page
5.1 Principles and Documents of Government	48
5.2 Rights and Responsibilities of Citizens	48
5.3 How Government Works	49
6.1 Economic Systems	50
6.2 Markets and the Functions of Governments	50
6.3 Scarcity and Choice	51
6.4 Economic Interdependence	52
6.5 Work and Earnings	52
7.1 Basic Geographic Literacy	53
7.2 Physical Characteristics of Places and Regions	53
7.3 Human Characteristics of Places and Regions	54
7.4 Interactions Between People and the Environment	54
8.1 Historical Analysis and Skills Development	55

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

BIG IDEA: Good citizens follow rules.

ESSENTIAL QUESTIONS: What rules and consequences are important? Can I identify some American symbols?

5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Explain the purpose of a rule 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify rules in school related to fire drills, lunch, walking in the halls, bus safety, classroom, and playground Explain why rules are important Explain what happens when rules are broken Suggest rules that could make the classroom or school a better place 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Engage students in developing a set of classroom rules Take a practice bus ride and discuss bus safety rules Model and practice rules for all areas of the building
5.1.3 SYMBOLS AND HOLIDAYS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify several American symbols 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify images, pictures or items that are symbols of America Name the American flag State that George Washington was the first President Discuss the first Thanksgiving 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Display the American flag in the classroom Recite the Pledge of Allegiance daily Display pictures of American symbols Read books that relate to symbols of America Discuss holidays that relate to America

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

BIG IDEA: Citizenship involves responsibility to myself and others.

ESSENTIAL QUESTIONS: Can I describe some jobs I must do at school? Can I apply conflict resolution strategies? What do I do as a leader? How do I show examples of good citizenship at school?

5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify responsibilities at school Participate in activities that support the life of the classroom and/or school Identify community workers that exist in most or all communities 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate the ability to maintain personal materials in an orderly manner Respect the space and materials of others in the classroom or school Help care for class and school equipment, tools, materials and environment Participate in group decision-making Work cooperatively with other children to achieve an outcome Name community agencies and workers that protect us or keep us healthy, such as fire fighters and police and hospitals, doctors and nurses 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Define the expectations in the classroom Model and reinforce how to care for classroom and personal materials Give students classroom jobs and responsibilities Engage children in class meetings and decision-making Provide cooperative learning activities
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CONTINUED...

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

5.2.2 SOURCES AND RESOLUTION OF CONFLICT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify the sources of conflict and disagreement and different ways conflict can be resolved 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> State the cause of a problem Suggest solutions for a problem Continue to attempt to solve a problem until a solution is successful 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide instruction in conflict resolution strategies Provide support as children work together to resolve a problem Use questions to enhance and expand children's thinking about problems
5.2.3 POLITICAL LEADERSHIP AND PUBLIC SERVICE	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Participate in leadership opportunities in the classroom 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Accept job responsibilities Offer to assist the teacher or another student 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide children with job responsibilities within the classroom Ask for assistance from children
5.2.4 COMPETENT AND RESPONSIBLE CITIZENS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe how to be a responsible member of a class or other group to which one belongs 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Show examples of good citizenship and responsibility at school Write a daily free pledge 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Designate children who demonstrate traits of good citizenship and share her Encourage children to participate in cooperative games and play Use "what if" situations to help children consider appropriate behaviors and responses Support a daily free class and school

STANDARD 5.3: HOW GOVERNMENT WORKS

BIG IDEA: Organizations have leaders.

ESSENTIAL QUESTION: How do I identify the roles of specific adults in my school or community?

5.3.1 BRANCHES OF GOVERNMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify positions of authority at school and community Describe the roles of students, teachers and administrators 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify the principal, teachers, guidance counselor as people in authority at school Identify police officers and firemen as people in authority in the community Model these people in play 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Talk about the roles of the principal, guidance counselor, and school nurse, and what they do at school Invite police officers and firemen to visit to explain their work and how they keep us safe Observe play situations to correct misinterpretations of roles Visit the principal's office Read books about the people who work at the school or in the community
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 6.1: ECONOMIC SYSTEMS

BIG IDEA: People work in our community.

ESSENTIAL QUESTIONS: Can I determine how to divide and distribute things evenly? Can I describe how community jobs are the same and different?

6.1.2 TRADITIONAL COMMODITY AND MARKET ECONOMIES	STANDARD STATEMENT Practice equal distribution.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Pass out an equal number of snacks to all children. Divide materials and toys evenly among those playing. Connect the problem if one child has more or less than another. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Assist with determining how many are needed to have an equal number. Discuss why everyone should have a fair share.
6.1.3 MEASURES OF ECONOMIC	STANDARD STATEMENT <ul style="list-style-type: none"> Identify the role of people in a community and what they do to make a living. Describe why people work. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Match descriptions of people's work in a community with pictures illustrating the job. Talk about the need to work and why each job is important. Recognize how jobs are similar and different. Listen to various stories about community helpers and various jobs. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Read books, both fiction and non-fiction, describing peoples' jobs. Invite parents/community members to share their work. Discuss the importance of work.

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT

BIG IDEA: Money and resources impact our life.

ESSENTIAL QUESTIONS: Can I define a product and who buys it? Can I name some coins and their values? Can I tell what I could buy at a specific location? Can I talk about what an advertisement is?

6.2.1 MARKET TRANSACTIONS	STANDARD STATEMENT Define goods and consumers.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Give examples of goods and consumers. Give examples of how people can be both buyers and sellers of goods and services. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Introduce the vocabulary terms goods and consumers. Talk about the types of things people buy. Talk how people acquire them. Talk about who needs certain products. Read books about barter, coins, and other producers of goods. Take a field trip to see production of an item.
6.2.3 FUNCTION OF MONEY	STANDARD STATEMENT Identify and practice using money.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify some coins and values. Identify some paper currency. Use "money" or tokens to purchase items. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Discuss names of coins and currency. Discuss values and which are worth more/less. Develop a classroom store where children have the opportunity to make purchases from a selection of materials.

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENT

6.2.5 CHANGES IN SUPPLY AND DEMAND	STANDARD STATEMENT Develop an understanding of how goods and services are produced and distributed.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Recognize that goods are purchased with money. Begin to understand limitations for purchases (don't always have enough money to buy something). Discuss the difference between goods and services. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Compare a good to a service. Make a list of services that can be purchased such as haircuts, dry cleaning, repair work. Talk about how goods are distributed such as trucks and trains. Provide literature about goods and services. Provide props and costumes in the dramatic play area to create a hair salon or a workshop.
6.2.11 IMPACT OF MEDIA ON THE COST AND BENEFITS OF DECISIONS	STANDARD STATEMENT Define an advertisement.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> State that advertisements encourage us to purchase goods or services. Recognize advertisements in magazines, on TV or in the environment. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about commercials on TV or billboards in the environment that encourage us to purchase things. Provide advertisements from magazines or newspapers for children to identify. Talk about the purposes of advertisements and encourage children to think about them in terms of wants or needs.

STANDARD 6.3: SCARCITY AND CHOICE

BIG IDEA: There is a difference between wants and needs and how we acquire items.

ESSENTIAL QUESTIONS: Can I tell if I need or want something? Can I distribute items fairly? Do I notice that items are becoming limited before they run out?

6.3.1 SCARCITY AND LIMITED RESOURCES	STANDARD STATEMENT Distinguish between wants and needs and how money or materials should be used.	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Identify resources that help us provide for our wants and needs. Identify how those items are acquired. Determine a want or a need. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Talk about ways to get more resources if needed. Create a list of limited resources. Compare wants and needs. Provide tokens for children to vote on acquiring items wanted or needed.
6.3.3 ALLOCATION OF RESOURCES	STANDARD STATEMENT <ul style="list-style-type: none"> Practice distributing items fairly. Notice when materials are becoming limited. 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Distribute resources fairly when other child(ren) need something. Indicate to teacher that materials such as paper or pencils are becoming limited and need to be replenished. 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide enough resources for children working in an area. Encourage children to think about how to get more resources if needed. Indicate that a resource was limited but now has been replenished.

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 6.4: ECONOMIC INTERDEPENDENCE

BIG IDEA: Trade is a way to distribute and receive materials.
ESSENTIAL QUESTIONS: How do I trade fairly?

6.4.2 TRADE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Trade materials based on wants and needs 	<p>The learner will:</p> <ul style="list-style-type: none"> Trade toys or materials for others that are wanted or needed 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk about fair trading Encourage children to trade items when resources are limited

STANDARD 6.5: WORK AND EARNINGS

BIG IDEA: People work to earn money.
ESSENTIAL QUESTIONS: Can I explain why people work? Can I explain what things I might buy at a specific location? How do I save money for a purpose?

6.5.1 FACTORS INFLUENCING WAGES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Explain that adult earns money from working to buy things that are wanted or needed Describe that different jobs pay different amounts of money 	<p>The learner will:</p> <ul style="list-style-type: none"> Explain that people work to earn money State that this money is used to buy things that are wanted or needed 	<p>The adult will:</p> <ul style="list-style-type: none"> Reinforce the idea that we work to get money Support the idea that money is used to buy things we want and have we buy things that we need Talk about how we buy things that we want and have we buy things that we need Indicate that people do many different kinds of jobs to earn money

6.5.3 TYPES OF BUSINESSES	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Define types of businesses 	<p>The learner will:</p> <ul style="list-style-type: none"> Explain the kinds of things that could be purchased at a grocery store, toy store, and book store Create a business in a play situation 	<p>The adult will:</p> <ul style="list-style-type: none"> Plan a tour of the community to highlight businesses and how they serve the community Provide props and materials to create businesses in the dramatic play area

6.5.7 COSTS AND BENEFITS OF SAVING	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify what might be purchased by saving money 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify reasons people might save money for the future 	<p>The adult will:</p> <ul style="list-style-type: none"> Practice saving money Talk about why people save money Encourage children to save money to buy special items Take a field trip to a bank to learn more about saving

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

BIG IDEA: Each individual is a member of a larger community.
ESSENTIAL QUESTIONS: Can I identify and use maps and globes? How do I identify landmarks in my community?

7.1.1 GEOGRAPHIC TOOLS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify the following geographic tools: map, globe and photographs 	<p>The learner will:</p> <ul style="list-style-type: none"> Identify a map as a tool to locate familiar places or objects within the classroom or school environment Identify a globe Look at photos of places, regions and landforms to identify what object or place is located near some other object or place Make maps using blocks or paper and pencil to represent familiar places such as the classroom, the school playground or home 	<p>The adult will:</p> <ul style="list-style-type: none"> Practice using a map to get to the bathroom, the playground, the office, the cafeteria Create scavenger hunts with map-based clues Note areas and countries of the world on the globe when possible Use photos to support understanding of using landmarks to locate other places Provide materials and samples for children to create maps independently

7.1.2 PLACES AND REGIONS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe the types of homes and businesses located in the community 	<p>The learner will:</p> <ul style="list-style-type: none"> Describe if dwelling is apartment, house, mobile home, type of business State information about the park, playground or other friend's homes Indicate landmarks or other identifying features of areas such as stream, flagpole, church or trees 	<p>The adult will:</p> <ul style="list-style-type: none"> Compare and contrast types of homes and businesses Talk about favorite places to visit Create a class map including student homes and important landmarks Take a walking field trip around the community to observe types of homes and businesses

STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: Every location can be described by its physical characteristics.
ESSENTIAL QUESTIONS: Can I locate places based on a description? How can I create representations of places?

7.2.1 PHYSICAL CHARACTERISTICS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Locate and discuss places in the home, school and community 	<p>The learner will:</p> <ul style="list-style-type: none"> Respond to pictures by describing the physical characteristic Create representations of places using drawing, clay, cardboard Answer questions about a trip or a place that's been visited 	<p>The adult will:</p> <ul style="list-style-type: none"> Take a walking field trip around the school and local community Provide pictures of many locations Display books that have picture of different places on earth and different homes

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

BIG IDEA: All humans have similarities and differences.

ESSENTIAL QUESTIONS: How do I respect and appreciate others' differences?

7.3.1 HUMAN CHARACTERISTICS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Describe how individuals are unique and special Compare and contrast customs of families in communities around the world 	<p>The learner will:</p> <ul style="list-style-type: none"> Create drawings of family members and friends that show unique characteristics of individuals and describe their characteristics Write "I like you because..." notes to others Show understanding and respect for diverse customs and practices Show information about family customs 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide skin tone markers and markers for children to use Create a Student of the Week display to recognize the unique contributions and skills of each child Make graphs about children's interests, likes and dislikes Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and props, art materials, posters Invite parents or community members to share information about their culture

STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

BIG IDEA: People and the environment affect each other.

ESSENTIAL QUESTIONS: Can I describe how changes in the environment affect me and others? Can I show that I know how to use basic technology?

7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Identify how environmental changes can impact people 	<p>The learner will:</p> <ul style="list-style-type: none"> Discuss how the temperature gets warmer or colder as the seasons change Explain what people do or wear in different types of seasons Explain what transportation is appropriate in different kinds of weather or environment Talk about the change in walking to school because of a sidewalk being replaced Gather items to be recycled 	<p>The adult will:</p> <ul style="list-style-type: none"> Read books about weather both fiction and non-fiction Provide seasonal clothing and props in the dramatic play area Discuss various forms of transportation and how they are suitable for certain weather conditions or types of travel Include various types of vehicles in the block corner such as cars, trucks, planes, trains, buses, fire engines Show examples of work in the community and the changes it makes such as repaving roads or planting trees

7.4.2 IMPACT OF PEOPLE ON PHYSICAL SYSTEMS	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Understand that people can use technology to complete tasks 	<p>The learner will:</p> <ul style="list-style-type: none"> Use a computer to create a picture or written document Use a tape recorder to record a story or song 	<p>The adult will:</p> <ul style="list-style-type: none"> Allow children to use word processing or graphic programs on the computer Provide technological devices for students' independent use

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

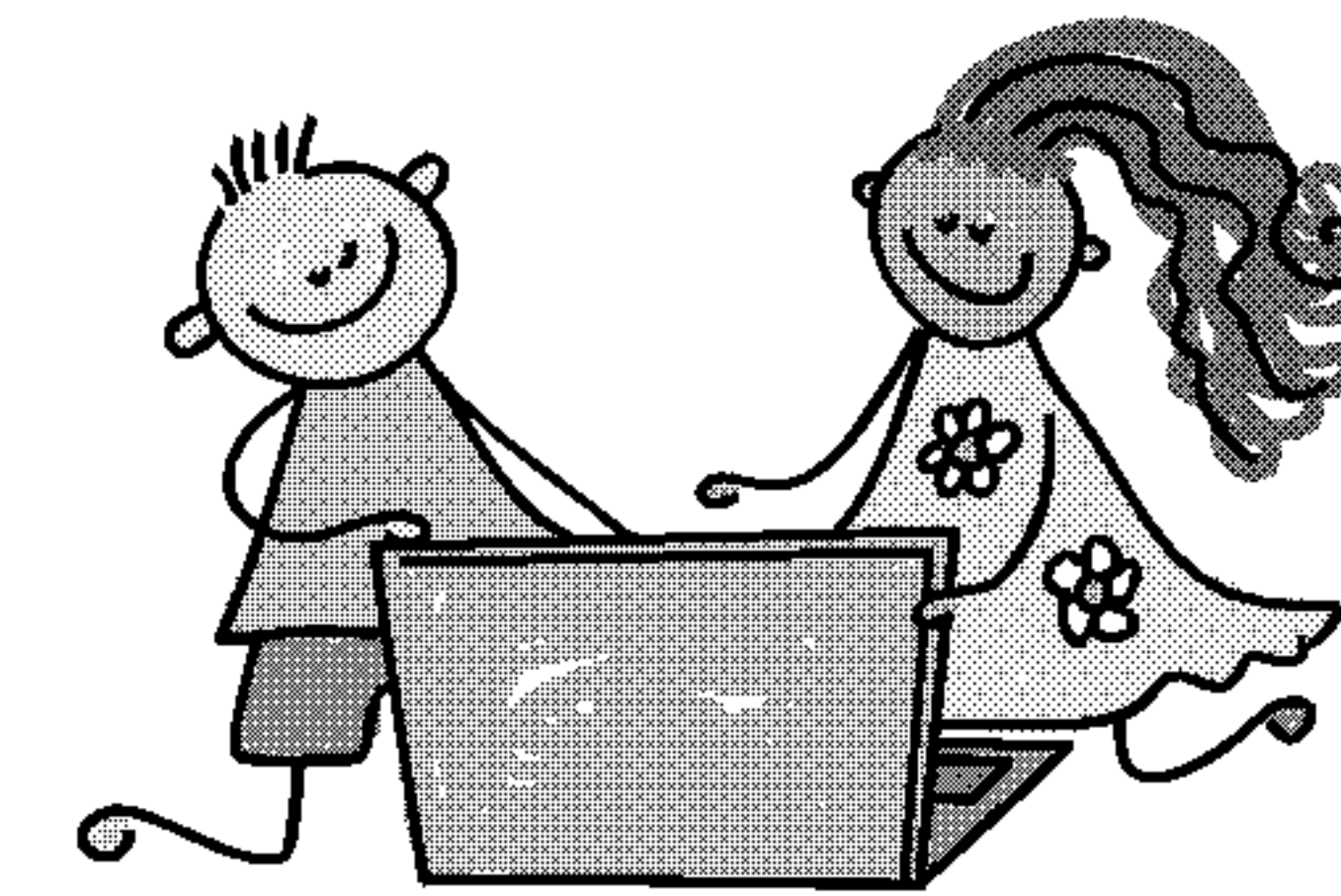
STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

BIG IDEA: Past and present experiences and ideas help us make sense of the world.

ESSENTIAL QUESTIONS: How do I use a timeline to show changes over time? What do I know about families of the past and how do they compare to families today? Can I locate information to answer questions I have?

8.1.1 CONTINUITY AND CHANGE OVER TIME	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Understand chronological thinking through days, weeks, months, years (calendar time) 	<p>The learner will:</p> <ul style="list-style-type: none"> Create a personal timeline with photographs or drawings from birth to present Practice past, present and future time with a classroom calendar and daily weather recording Sequence photos of events Pretend to be characters with events occurring over a period of time 	<p>The adult will:</p> <ul style="list-style-type: none"> Use a class calendar to chart the date and weather Provide opportunities for grandparents and senior citizens to visit the classroom to provide "living history" Provide photographs of events for sequencing Provide costumes and props for many ages and stages of development

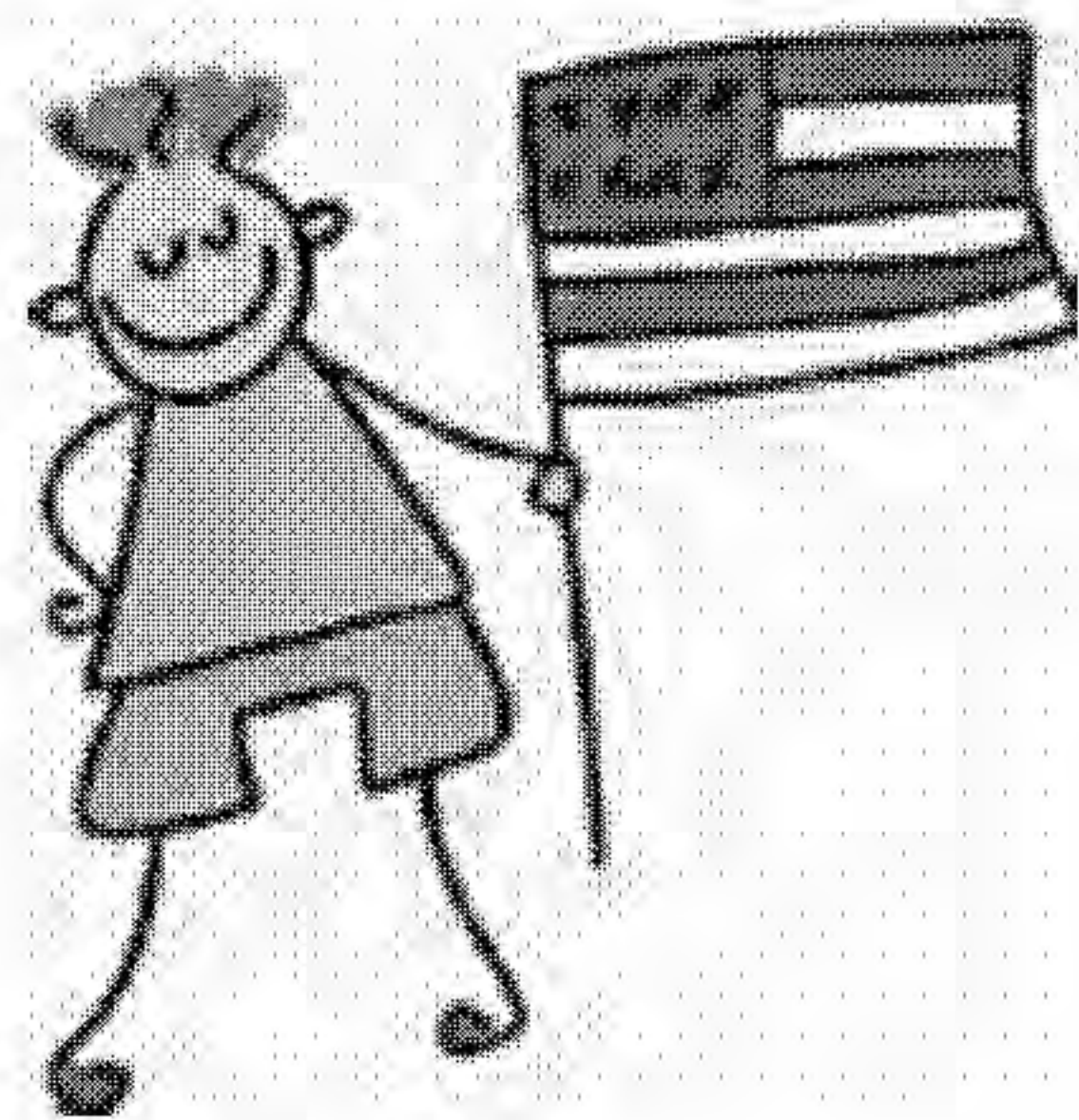
8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Compare children and families of today with those in the past 	<p>The learner will:</p> <ul style="list-style-type: none"> Investigate clothing, houses and objects from the past or from the present 	<p>The adult will:</p> <ul style="list-style-type: none"> Disguise stories from history with children Invite or encourage to visit the classroom Read books that are set in different periods of history



8.1.3 RESEARCH	STANDARD STATEMENT	EXEMPLARS (EXAMPLES)	SUPPORTIVE PRACTICES
	<ul style="list-style-type: none"> Know where to go to locate information 	<p>The learner will:</p> <ul style="list-style-type: none"> Use books, computers and other sources to get information about a topic 	<p>The adult will:</p> <ul style="list-style-type: none"> Provide books, pictures and authentic objects on a theme Model going to the library to get information about a question Provide multimedia information about a theme

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

SOCIAL STUDIES THINKING GLOSSARY



CIVICS AND GOVERNMENT

Authority – Right to control or direct the actions of others, legitimized by law, morality, custom or consent

Citizen – Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government

Community – A group of people who share a common social, historical, regional or cultural heritage

Conflict Resolution – The process of attempting to solve a dispute or conflict

Country – The acceptable political boundaries or borders recognized throughout the world

Decision-making Process – An organized approach to making choices

Government – Institutions and procedures through which a territory and its people are ruled

Leadership – State or condition of one who guides or governs

State – A commonwealth; a nation; a civil power

ECONOMICS

Community Helpers – Any group or individual who plays a role in the community such as doctors, nurses, dentists, teachers, parents, firemen, policemen, trash collectors, animal control officers

Competition – The rivalry among people and/or business firms for resources and/or consumers

Consumer – One who buys or rents goods or services and uses them

Cost – What is given up when a choice is made; monetary and/or non monetary

Demand – The different quantities of a resource, good or service that potential buyers are willing and able to purchase at various prices during a specific time period

Goods – Objects that can satisfy people's wants

Household – The group of people living together under one roof; a group of individuals whose economic decision-making is interrelated

Money – A medium of exchange

Natural Resource – Anything found in nature that can be used to produce a product (land, water, coal)

Price – The amount people pay in exchange for a particular good or service

Producer – One who makes goods or services

Profit – Total revenue minus total costs

Services – Actions that are valued by others

Supply – The different quantities of a resource, good or service that potential sellers are willing and able to sell at various prices during a specific time period

Wants – Desires that can be satisfied by consuming goods, services or leisure activities

GEOGRAPHY

Climate – Long-term patterns and trends in weather elements and atmospheric conditions

Culture – The way of life of a group of people, including customs, beliefs, arts, institutions and worldview. Culture is acquired through many means and is always changing

Environment – Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist

Geographic Tools – Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs)

Place – An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas

Resource – An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value

HISTORY

Conflict – The opposition of persons or groups that gives rise to dramatic action. Such actions could include the use of force as in combat.

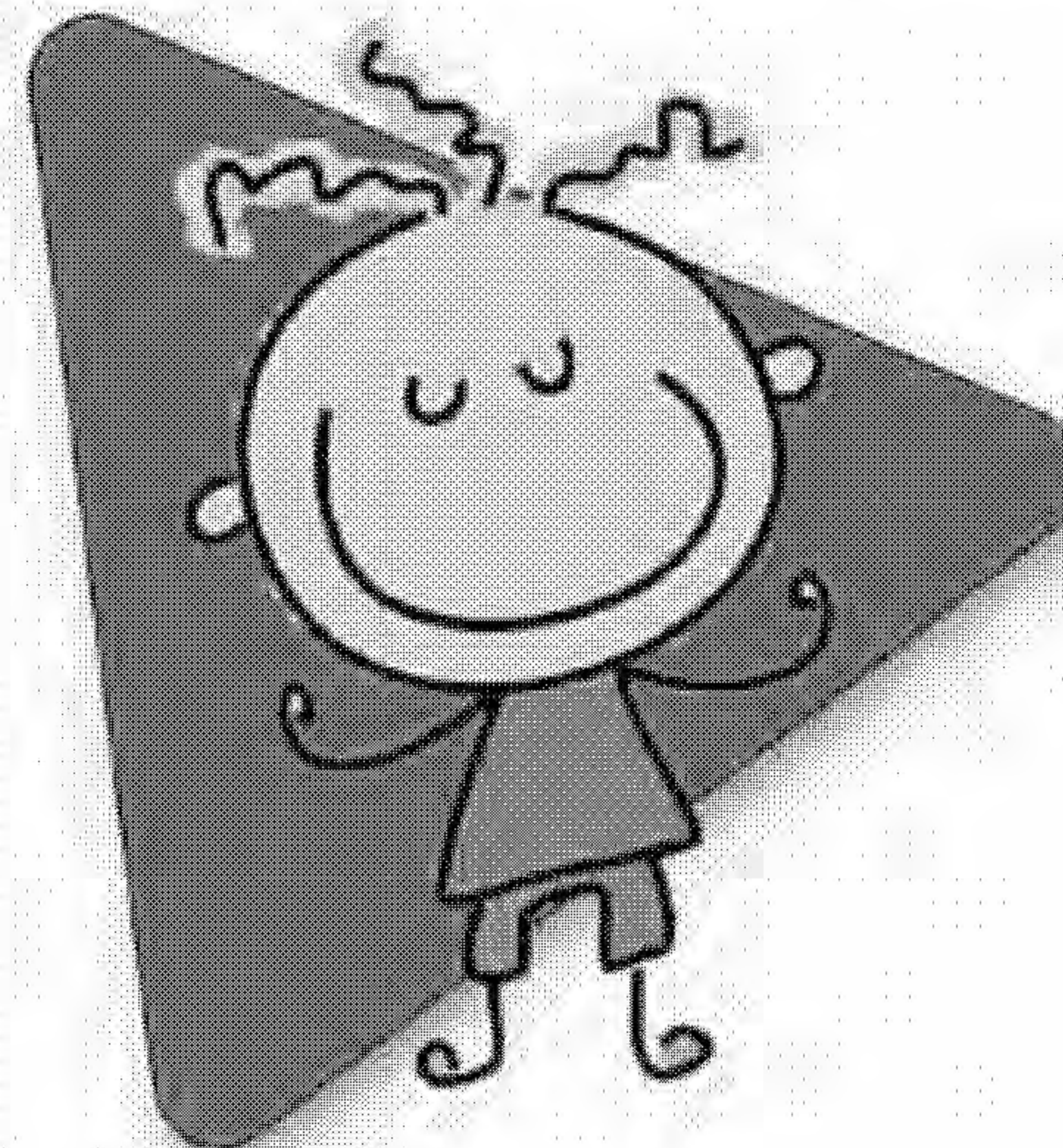
Document – A formal piece of writing that provides information or acts as a record of events or arrangements

Media Sources – Various forms of mass communication such as television, radio, magazines, newspapers and internet

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HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT

LEARNING ABOUT MY BODY



Children's future health and well-being are directly related to the development and strengthening of their gross and fine motor muscles. Children must have opportunities to experience active indoor and outdoor play in which they can use their bodies to explore the environment while acquiring muscle control, balance, coordination, strength, eye-hand coordination and other related skills. Health and safety activities must be integrated throughout the day as teachers model healthy and safe practices and promote healthy lifestyles for children.



GET UP AND MOVE!

Obesity is a growing concern even for very young children. Research indicates that even young toddlers are eating inappropriate foods with too many calories. Early childhood programs have a unique opportunity to influence children's healthy eating and physical activity habits. Teachers need to plan adequate opportunities for children to exercise and engage in outdoor play, weather permitting. Including active movement games and songs as part of the indoor routine can also extend the amount of time children are exercising each day. Providers must carefully plan menus that offer healthy foods and limit snacks and extras, like dessert, to nutritionally-appropriate selections. Teachers who work with their program administrators and their families to introduce and sustain good healthy choices and habits influence children's ongoing development and school success.

Standard	Page
10.1-3: Healthy and Safe Practices.....	58
10.4: Physical Activity: Gross Motor Coordination	60
10.5: Concepts, Principles and Strategies of Movement: Fine Motor Coordination	61

Appendix (A)(1)-4c: Learning Standards for Kindergarten

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES

THIS STANDARD HAS BEEN COMBINED AND IS ALIGNED TO THE GRADE 3-12 STANDARDS 10.1, 10.2 AND 10.3.

BIG IDEA: Children need to make healthy choices, physically and nutritionally, to optimize their learning potential.

ESSENTIAL QUESTIONS: What are things I can do to keep myself healthy and safe? Can I identify ways to help my body develop? What are some healthy foods?

10.1-3.1 FUNDAMENTALS OF GOOD HEALTH

STANDARD STATEMENT

- Demonstrate basic hygiene routines independently
- Discuss the role hygiene plays in keeping us healthy
- Identify how to use medicine safely
- Describe how fundamental practices keep us healthy
- Describe the people, practices and tools that keep us healthy

EXEMPLARS (EXAMPLES)

The learner will:

- Wash own hands, brush teeth, cover nose and mouth when sneezing, comb own hair
- Describe ways germs can be spread
- Identify signs of illness such as fever, headache, stomach ache, vomiting or diarrhea
- Explain how germs can make someone ill
- Identify adults who can give medicine
- Demonstrate how to say "No" to drugs
- Explain how rest, exercise and good nutrition can keep us healthy
- Identify tools and practices that doctors and dentists use to keep us healthy

SUPPORTIVE PRACTICES

The adult will:

- Provide opportunities in daily schedule for completion of hygiene routines
- Create learning centers that focus on healthy hygiene practices (tooth brushing, flossing teeth)
- Discuss signs of illness
- Show how germs spread
- Read literature related to good hygiene
- Read literature related to decision making, saying "No", healthy choices or risk-taking
- Reinforce concepts with posters and verbal support
- Role-play saying no to drugs
- Provide examples of healthy meals
- Display the food pyramid
- Encourage children to rest to help their bodies stay healthy
- Identify tools that doctors and dentists use
- Discuss or role play the procedures doctors and dentists use to keep us healthy

10.1-3.2 BODY AWARENESS

STANDARD STATEMENT

- Describe function of basic body parts and organs
- Relate how healthy practices support body development and function

EXEMPLARS (EXAMPLES)

The learner will:

- Name and point to body parts
- Name and point to where the organs are located in the body
- Describe the basic functions of the body organs
- Explain why we need rest, good nutrition and exercise to stay healthy
- Discuss what is meant by being and feeling healthy

SUPPORTIVE PRACTICES

The adult will:

- Point to and name different body parts
- Make outlines of body and add different body parts
- Read books about the body organs
- Read books about healthy practices and images
- Discuss the concepts of rest, exercise and good eating related to good health
- Encourage children to engage in healthy practices

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HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.1-3: HEALTH AND SAFE PRACTICES

10.1-3.3 SAFE PRACTICES

STANDARD STATEMENT

- Demonstrate and describe the importance of rules to ensure safety
- Explain how to modify behavior to assure safe practice
- Describe the people, practices and tools that keep us safe

EXEMPLARS (EXAMPLES)

The learner will:

- Demonstrate fire safety practices and emergency procedures
- Demonstrate safe ways to answer the phone
- Explain how to be safe when walking, riding bicycles, and riding in vehicles
- Demonstrate playground rules
- Describe things in the environment that can be harmful (loud noise, tobacco, smoke, pollution, temperature, insects)
- Describe ways to protect oneself from harmful factors in the environment
- Clean up areas for safety
- Follow directions during fire drills
- Be aware of others on playground
- Cross street at intersection
- Explain the role of fire fighters, police, and ambulance driver
- Identify the tools that fire fighters, police, ambulance drivers use to keep us safe

SUPPORTIVE PRACTICES

The adult will:

- Talk with children about harmful substances and objects
- Talk about and practice crossing street
- Practice making "911" calls
- Demonstrate and practice "STOP-DROP-ROLL" and emergency procedures
- Engage learners in interactive activities to first identify the harmful factors and then find ways of protection
- Encourage the use of sunscreen
- Provide positive reinforcement while children put away toys
- Provide reminders and support about safe practices in the classroom and on the playground
- Read books about being safe
- Arrange for field trips and visitors to demonstrate their jobs
- Read books about safety workers

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10.1-3.4 NUTRITION

STANDARD STATEMENT

- Identify how specific foods keep us healthy
- Identify the foods to include in specific food groups

EXEMPLARS (EXAMPLES)

The learner will:

- Classify food as nutritious or not nutritious
- Identify water as an important resource for keeping the body healthy
- Identify food groups
- Identify foods that belong together in a specific food group
- Design a meal using foods from several groups

SUPPORTIVE PRACTICES

The adult will:

- Discuss nutritious and non-nutritious foods
- Discuss how food supports healthy growth and development
- Read books about healthy foods
- Use "Color Me Healthy" program
- Model drinking water
- Display food pyramid
- Provide cooking and food experiences
- Provide materials for children to play healthy meals using foods from several groups

Appendix (A)(1)-4c: Learning Standards for Kindergarten

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

BIG IDEA: Children gain control over their bodies and body movements through active experiences and exploration.
ESSENTIAL QUESTIONS: Can I regularly demonstrate a variety of large motor movements? Can I show coordination of muscles as I engage in play?

10.4.1 CONTROL AND COORDINATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Engage in independent large motor skills with control and coordination Demonstrate coordination of purposeful body movements Start and stop with control Perform movement skills in team or group games 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Hit a stationary target with an overhand throw Catch a ball with increasing accuracy Pull or push wheeled toys Ride and steer a toy using feet to pedal Use outdoor gross motor equipment such as swings, climbers and tunnels safely and appropriately Reach around or over to retrieve an object Move body to represent something else Begin running without difficulty and stop running when intended Participate in group games like Follow the Leader, tag or kickball to use skills 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide stationary marked targets Play catch games with children Include toys and equipment that encourage active play Provide areas on the playground for riding toys to be used safely Ensure riders wear helmets Ask children to create numbers and shapes with their bodies Ask children to retrieve objects that require coordinating muscles Provide time and space for children to run Include group and team games regularly
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10.4.3 BALANCE AND STRENGTH	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Exhibit balance, strength, stamina and agility while engaged in active play Use mastered gross motor movements to learn new skills and engage in new activities 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Walk on a balance beam forward and backward Walk up and down stairs using alternating feet without help Gallop, run, hop, jump, start and stop with ease Jump forward Jump on one foot at a time Participate in group games Kick a ball with increasing accuracy Use throwing, catching, kicking and running to new games and when encountering new challenges 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities to participate in a variety of motor activities including swing, stretch, pull, push, bend, squat Provide many practice opportunities Model new skills Introduce games such as kickball
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HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

BIG IDEA: Fine motor practice helps children develop eye-hand coordination, strength and controlled use of tools.
ESSENTIAL QUESTIONS: How do I use my hands to develop self-help skills? How do I develop eye-hand coordination? How well do I control my fine muscle movements?

10.5.1 STRENGTH, COORDINATION AND MUSCLE CONTROL	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use dexterity to manipulate objects Demonstrate control and strength Complete manual self help skills independently 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use scissors to cut on a line turning paper as needed Manipulate dough and clay by squeezing, pounding, rolling into recognizable shapes, objects and letters Manipulate pegs into a pegboard Tear paper with skill String beads, noodles, or cereal onto a string in a peg board Trace forms or templates Open and close markers Open and close glue bottles Trace a line or circle Pound pegs Complete self help skills (zipping, snapping, buttoning, tying) Engage in clapping games like Miss Mary Mack or Say, Say My Playmate Complete multiple piece puzzles 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Encourage accuracy when cutting and tracing Provide paper for drawing and tearing Provide opportunities and materials to play with playdough Provide beads and strings to make necklaces Provide pegs, pegboards and hammers Ensure that children are closing markers and glue bottles completely Provide opportunities to use pencils, crayons and scissors Provide opportunities to practice zipping, buttoning, snapping Teach hand and clapping games Provide a variety of multi-piece puzzles
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10.5.2 EYE/HAND COORDINATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Copy structure from a model or plan using a variety of block types and sizes Measure amounts of sand or water using tools Begin to write on lined paper 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Use a variety of blocks to build a recognizable structure following a model or a plan Use measuring tools to move sand and liquid Use lined paper during daily writing experiences 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide different types and sizes of blocks Provide sensory experiences (water and sand play) where children can pour, fill and empty Provide measuring cups and spoons Model writing letters and numbers appropriately on lined paper
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

BIG IDEA: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning.

ESSENTIAL QUESTIONS: How do I select text to learn about specific information? Do I read for a variety of purposes? How do I recognize new words in print? How can I build vocabulary? How do I read to learn and understand information?

1.1.1 PURPOSES FOR READING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Read text for a variety of purposes during work and playtime Choose text based on identified need and purposes Identify different purposes for text 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Select books, tapes and poems on the basis of personal choice/interest or teacher-criteria Use magazines, catalogs, circulars, mail, books to locate words and/or sentences or to just peruse Explain that text has different purposes such as books, signs, lists, charts or menus 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use big books, messages, charts, letters, notes and signs to share information Provide daily opportunities for learners to look at and read books, daily messages, charts, posters, and magazines Read and reread quality literature daily Assist learners in reading classroom labels, signs and other environmental and classroom print Provide learning centers and classroom library where learners can independently interact with quality literature books Provide opportunities for learners to practice how print works
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1.1.2 WORD RECOGNITION SKILLS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify upper and lower case letters Associate the names of letters with their shapes and sounds Create words and letters Identify and produce a variety of patterned words Segment and blend sounds into words Identify basic sight words Decode and encode words in context 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify letters, both upper and lower case and make letters and sound correspondance Write dictated letters and words Substitute sounds to form new words in word families or follow an alternative pattern Isolate initial consonant sounds in single syllable words Segment individual phonemes in a single syllable word Blend letters and sounds Identify own name and names of class Read basic sight words from word wall Use decoding and encoding skills to read or write words in context 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Create learning centers to reinforce letter and sound identification skills Encourage children to write letters and sounds that they hear Model segmenting learners' names and other words Provide practice with blending sounds, syllables Point out words from vocabulary, calendar, lunch menu, names, word wall throughout the day Support encoding and decoding with scaffolding
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LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY continued

1.1.3 VOCABULARY DEVELOPMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe pictures in detail using sentences Discuss unknown words and word meanings Recognize vocabulary words in print Use new vocabulary in spoken and written language 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Name, describe and talk about new concepts Request further information about a concept by using the correct name, label or vocabulary word Engage in conversation with a variety of partners Identify designated words in a variety of text, such as word walls, messages, poems, or room labels Practice reading words on word walls Use new vocabulary to ask questions Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Use new vocabulary during daily writing, talking or reading 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model rich spoken language Provide explicit instruction of key vocabulary words in context Create a word wall of sight words and frequently used words Provide opportunities for learners to read and identify common reading words within a variety of texts Provide opportunities for learners to explore and apply new sight words during shared reading, small group instruction, independent reading and learning centers Provide exposure to new vocabulary in various contexts such as read alouds, class discussions, spoken listening activities and computers Encourage and support learners as they expand their use of language during play and peer interactions and conversations
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1.1.4 COMPREHENSION AND INTERPRETATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Respond appropriately to directions, stories and conversations Respond to illustrations showing action Retell and summarize a story Restate main ideas and important details from a story Show connections between story events, personal experiences and other books Answer "why" questions 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Follow directions, answer a question about a story or engage in a conversation Explain action that is occurring in an illustration Retell beginning, middle and ending story events Relate how personal experiences or other stories connect to a new book Identify basic facts and main ideas in a text Use basic facts to answer questions 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for retelling Provide a variety of books for selection Ask probing questions Model connections between story events and background knowledge of students Model connections among books
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1.1.5 FLUENCY	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Repeat modeled sentences after teacher Read phrases grouped by teacher Use phonics to decode words while reading Practice oral reading Recognize common sight words with automaticity 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Repeat a fluent sentence after the teacher using inflection and pacing Read phrases indicated by the teacher through chunking Apply knowledge to decode unknown words Read aloud daily to increase fluency Practice sight words 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for learners to practice reading with fluency such as rereading familiar texts Model reading with fluency Chunk phrases for children to practice Encourage students to read along during shared reading Expose learners to repeated readings of big books, daily message, poems, charts, songs, fingerplays
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.2: READING, ANALYZING AND INTERPRETING TEXT

BIG IDEA: Children understand and respond to a wide variety of text.

ESSENTIAL QUESTIONS: How do I identify the parts of books and stories? How do I use a variety of texts to learn new information? How do I make predictions about a variety of texts?

1.2.1 TEXT ANALYSIS AND EVALUATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify common features of text Compare and contrast characters Identify setting of a story Identify problem and solution of a story Compare new and familiar books and stories 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify title, author and illustrator Explain how characters are the same and different in a story Draw the setting of a story Identify the problem in a story and its solution Discuss the similarities amongst books 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Ask children to identify and define the title, author and illustrator of a book Use Venn diagrams to compare and contrast characters Create murals and pictures of story settings Discuss problems and solutions in stories and talk about alternate solutions Provide a variety of texts in the classroom library
1.2.2 TEXT ORGANIZATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Develop book/print awareness Track consistently and correctly when reading or following along Identify beginning, middle and end of a story or book Identify the various types of text and their purpose 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom and use return sweep Illustrate, write or tell what happens at the beginning, middle or end of a story Distinguish between different forms of text such as lists, letters, poems, charts, illustrations and the functions they serve 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model appropriate book handling skills Model and reinforce correct tracking Encourage children to identify beginning, middle and end Create lists of types of text Discuss types of text and share examples of each Provide a variety of text in play areas
1.2.3 FACT AND OPINION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify facts in a selection Determine important facts from informational text 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify pieces of a selection that are fact rather than fantasy or opinion Retell some important facts from a read text or from information heard 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model and provide examples of facts Model identifying facts in informational text Provide a variety of opportunities for children to determine facts from text Provide ample time for exploration of a variety of texts during center time
1.2.5 INFERENCES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Make predictions about story content using prior knowledge, title, illustrations and story sequence Explain whether or not predictions are confirmed 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Make a prediction about story content based on background knowledge and personal experiences Verify predictions made and give simple explanations 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide opportunities for predicting and relating personal experiences Read a variety of texts for children to make predictions and relationships Ask open ended questions about text to encourage inference and prediction

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.3: READING, ANALYZING AND INTERPRETING LITERATURE

BIG IDEA: Literature consists of a variety of elements to convey meaning.

ESSENTIAL QUESTIONS: How do I create different forms of text? How do I identify literary elements and devices?

1.3.1 ANALYSIS AND EVALUATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Compare and contrast books on a similar topic or by the same author 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Find similarities and differences among books on the same topic or by the same author 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide many opportunities for learners to read, listen to and discuss texts from a variety of genres and types as well as representing diverse cultures and ethnicities Create graphs and charts showing similarities and differences
1.3.2 LITERARY GENRES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Create own examples of poetry, fiction and nonfiction with teacher support 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Attempt to create the genre of literature modeled in the classroom 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Expose children to a variety of genres and attach names to them Provide support and models for children when creating their own examples
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1.3.3 LITERARY ELEMENTS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Describe the people, places and things in a story Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Draw, write or tell about the people, places and things in a story Answer questions related to a text or engage in a conversation about components of the story 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Consistently identify the elements of text, such as the people, places and things Ask open-ended questions about the elements of a story
1.3.4 LITERARY DEVICES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Recognize rhyming patterns and alliterations when text is read aloud Recognize different tones of stories 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Identify rhyming patterns and alliterations Begin to create rhyming patterns or alliteration examples Identify if the tone of a story is happy, sad, silly or frustrated 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Point out rhyming patterns and examples of alliteration while reading text Provide opportunities for learners to identify rhyming patterns and alliterations in text Discuss the tone of a story Discuss how the story makes reader feel

Appendix (A)(1)-4c: Learning Standards for Kindergarten

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.4: TYPES OF WRITING

BIG IDEA: Children write for different purposes and audiences.
ESSENTIAL QUESTIONS: How do I write for a variety of purposes and audiences?

1.4.1 NARRATIVE	STANDARD STATEMENT <ul style="list-style-type: none"> Create a simple story using age appropriate writing skills 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Write a story that includes character, simple plot or setting Use drawings and pictures to represent ideas Participate in group and shared writing experiences 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities throughout the school day for learners to engage in shared and interactive writing Model the writing process Brainstorm ideas for characters, setting, plot for stories to be written Provide opportunities and materials for learners to write throughout the day
1.4.2 INFORMATIONAL	STANDARD STATEMENT <ul style="list-style-type: none"> Communicate information through writing 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Write during play for a variety of purposes, such as stories, lists, rants, or letters Write sentences about a non-fiction topic 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Create charts about children's ideas and topics Display informational text in various locations in the classroom, such as bulletin boards, children's sample of play, and signs or labels

STANDARD 1.5: QUALITY OF WRITING

BIG IDEA: Writing conveys the author's ideas about a topic.
ESSENTIAL QUESTIONS: How do I use the conventions of writing to convey meaning? How do I review and edit my work?

1.5.1 FOCUS	STANDARD STATEMENT <ul style="list-style-type: none"> Write about one specific topic 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Write ideas or sentences about a specific topic that includes people, object, experience or event 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide writing time through the day Provide learners with opportunities to converse with classmates in group and paired settings about the topic
1.5.2 CONTENT	STANDARD STATEMENT <ul style="list-style-type: none"> Generate ideas and topics for writing Include details about topic when writing Match information to writing 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Brainstorm ideas for writing topics Share ideas with classmates Complete story starters Write stories with detail Ask questions to encourage the use of more detail in writing 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide learners with story starter ideas and model use Provide opportunities for learners to ask questions about writing Provide materials in learning centers for exploration of writing Provide word walls and other pertinent environmental print and assistive materials for learners to use when writing Ask questions to encourage the use of more detail in writing Provide opportunities throughout the school day for learners to generate ideas for writing

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.5: QUALITY OF WRITING continued

1.5.3 ORGANIZATION	STANDARD STATEMENT <ul style="list-style-type: none"> Write words or simple sentences in a logical order 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Write thoughts or words in logical sequence Begin to use graphic organizers to assist in organizing printed thoughts 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide learners with opportunities to sequence events or pictures Model, demonstrate, encourage and support learners as they begin to organize thoughts and words Provide encouragement and support writing efforts Model the use of graphic organizers
1.5.4 EDITING	STANDARD STATEMENT <ul style="list-style-type: none"> Examine beginning writing for errors with adult assistance Write pieces that reflect prior adult edits 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Begin to ask and answer questions about conventions of writing Share writing with classmates for feedback Use previous feedback in new writing 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Support learners in writing attempts Model the editing and revising process at a appropriate level Provide opportunities for learners to share with one or more than one classmate in a variety of settings
1.5.6 CONVENTION	STANDARD STATEMENT <ul style="list-style-type: none"> Use a variety of writing tools and surfaces Demonstrate conventional penmanship Use correct spacing with scaffolding Include some punctuation with support 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use pens, markers, pencils, crayons, paints, chalk, computer or other technology during work and play Trace copy or write upper case and lower case letters of the alphabet attending to the form proper spacing of the letters Begin to use appropriate spacing between letters, in height of letters, and position of letters Begin to use period and question mark correctly with assistance 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide a variety of materials for use in tracing, copying, forming, writing letters Model correct formation of letters in group settings Provide models of appropriate letter writing in centers and in classroom environment Purposely point out letter formations during group and individual lesson times

STANDARD 1.6: SPEAKING AND LISTENING

BIG IDEA: Speaking and listening are connected skills that build the foundation for literacy and communication.
ESSENTIAL QUESTION: How do I listen for meaning? How do I appropriately express my thoughts?

1.6.1 LISTENING SKILLS	STANDARD STATEMENT <ul style="list-style-type: none"> Initiate and respond appropriately to conversations and discussions Ask a series of questions to gather additional information Follow three-step directions 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Demonstrate appropriate level of receptive language through appropriate responses to group conversations or discussions Ask follow-up questions to initial question to get more detail Follow two and three step directions such as "Put away your book, get your jacket and stand by the door" on a regular basis without assistance 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities and oral language experiences on a daily basis Ask questions in group and individual settings Model appropriate answers to given questions Provide opportunities for learners to ask questions for clarification or inquiry Provide learners with many opportunities to speak throughout the day
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.6: SPEAKING AND LISTENING *continued*

1.6.2 SPEAKING SKILLS	STANDARD STATEMENT <ul style="list-style-type: none"> Share experiences daily Speak clearly enough to be understood by all audiences in complete, coherent sentences Recite rhymes, songs, and familiar text Ask and answer relevant questions 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Demonstrate appropriate level of expressive language Speak in a voice loud enough for the audience to hear but not loud enough to be distracting Articulate age appropriate speech sounds correctly Verbally recite poems and finger plays with classmates and/or adult Sing songs and/or chants with group Express needs to clearly be understood 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model modulating one's voice volume and intonation Allow learners to talk about personal experiences, preferences and topics of interest Model rich spoken language during classroom conversations Encourage and support learners as they expand their use of language and confidence at speaking during group discussions and in front of others Provide opportunities and support learners as they engage in teacher-planned and learner-initiated spontaneous conversations throughout the school day
	STANDARD STATEMENT <ul style="list-style-type: none"> Communicate using details when relating experiences and retellings of stories Apply listening and speaking strategies during discussions of stories and events Pose questions, listen to the ideas of others, and contribute own information in group discussion partner discussion 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Engage in conversation about books, stories, and/or experiences in ways understood by most listeners Demonstrate the difference in the tone, inside and outside voice Participate appropriately in response to questions posed or information shared 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask a variety of questions to allow learners to practice communication skills Model appropriate voice levels for inside and outside environments Model respectful ways to participate in group or partner discussions
	STANDARD STATEMENT <ul style="list-style-type: none"> Deliver brief oral presentations about stories, familiar experiences and interests 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Share information such as facts in front of a familiar group of peers 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Model appropriate behavior and communication skills on a daily basis Provide support and encouragement for learners' efforts in improving their communication skills
	STANDARD STATEMENT <ul style="list-style-type: none"> Communicate using details when relating experiences and retellings of stories Apply listening and speaking strategies during discussions of stories and events Pose questions, listen to the ideas of others, and contribute own information in group discussion partner discussion 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Engage in conversation about books, stories, and/or experiences in ways understood by most listeners Demonstrate the difference in the tone, inside and outside voice Participate appropriately in response to questions posed or information shared 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Ask a variety of questions to allow learners to practice communication skills Model appropriate voice levels for inside and outside environments Model respectful ways to participate in group or partner discussions

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

BIG IDEA: Information can be shared in many ways.
ESSENTIAL QUESTION: How do I communicate in more than one way?

1.7.1 COMMUNICATING IN MORE THAN ONE LANGUAGE	STANDARD STATEMENT <ul style="list-style-type: none"> Use verbal language supported by nonverbal gestures to communicate for a variety of purposes Practice speaking a few words in a language other than native language Relate meaning in native language to words in new language 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Demonstrate in a verbal and nonverbal manner the answer to posed questions Attempt to speak a foreign language heard Connect the meaning of a word in foreign language with native language Share ways communication can occur including various languages, technological devices, and gestures 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for learners to communicate with others in verbal and nonverbal ways Provide opportunities and experiences for learners to know others communicate in languages foreign to them
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LANGUAGE AND LITERACY DEVELOPMENT: EARLY LITERACY FOUNDATIONS; READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.8: RESEARCH

BIG IDEA: Information to answer questions is available through a variety of resources.
ESSENTIAL QUESTION: How do I find the answers to questions that interest me? How can I share learned information with others?

1.8.1 INQUIRY BASED PROCESS	STANDARD STATEMENT <ul style="list-style-type: none"> Ask questions on a variety of topics 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Ask questions about topics of personal interest or class-generated topics 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for learners to research topics
	STANDARD STATEMENT <ul style="list-style-type: none"> Locate information on identified topics with teacher guidance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Begin to search for information on specific topics using research materials with assistance 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities for seeking information from research sources with assistance from adult or older children Provide access to books and materials for use in researching
	STANDARD STATEMENT <ul style="list-style-type: none"> Produce a project based on research and explain with assistance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Create a simple product based on research findings Share information learned through research with teacher support 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Provide opportunities to create projects using research materials with assistance Provide opportunities for learners to share their products

STANDARD 1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY

BIG IDEA: Technology provides access to new information.
ESSENTIAL QUESTIONS: How do I use technology to gain new information?

1.9.1 MEDIA AND TECHNOLOGY RESOURCES	STANDARD STATEMENT <ul style="list-style-type: none"> Use technology to gain information Use age appropriate computer program with little or no assistance 	EXEMPLARS (EXAMPLES) The learner will: <ul style="list-style-type: none"> Use technological devices such as a computer to gather information Use appropriate interactive software programs Use a new program with little or no assistance Choose a topic or specific computer program to practice related skills 	SUPPORTIVE PRACTICES The adult will: <ul style="list-style-type: none"> Continue to introduce new technology during group time and embed into learning centers Continue to model the appropriate care of technological devices Select software and internet websites that matches children's levels Provide classroom materials that promote use of technology Provide opportunities and support for learners as they use new computer programs and skills
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LANGUAGE AND LITERACY DEVELOPMENT GLOSSARY

Alliteration – The repetition of initial consonant sounds in neighboring words
Antonym – A word that is the opposite of another word.
Characterization – The method an author uses to reveal characters and their various personalities.
Compare – Place together characters, situations or ideas to show common or differing features in literary selections.
Context Clues – Information from the reading that identifies a word or group of words
Concepts of Print – Print goes left to right; one to one match with voice to print, concept of first and last; concept of letter, word, sentence, space, letter order in words is important; different punctuations have meaning
Conventions of Language – Mechanics, usage and sentence completeness
Decoding – Analyzing text in order to identify and understand individual reading
Echo Reading – Reading of a text where an adult or an experienced reader reads a line of text and student repeats the line
Emergent Literacy – One stage of literacy development; reading and writing behaviors that precede and develop into convention and literacy
Expressive Language – Being able to convey messages using words
Evaluate – Examine and judge carefully
Fine Motor – Demonstrate increased control of hand and eye coordination; using hands and fingers such as in writing, painting, drawing, modeling clay, pinching clothespins
Fluency – The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading
Genre – A category used to classify literary works, usually by form, technique or content (prose, poetry)
Guided Reading – Teachers work with students at their instructional level to guide them in using context, visual and structural cues
Homophone – One of two or more words pronounced alike, but different in spelling or meaning (hair/hare; road/rode)
Language Experience – Reading own writing; teacher takes dictation from students or students do own writing. Use student's own words as reading material; an effective way to encourage self-expression and build awareness of the connections between oral and written language.
Learning Styles – Visual (learn through seeing) needs to see the teacher's body language and facial expression to fully understand the content of the lesson

- Auditory (learn through listening) learns through lectures, discussion and listening and needs to talk things through
- Tactile/kinesthetic (learn through moving and touching) learns best through a hands-on approach actively exploring the physical world around them

Literary/Story Elements – The essential techniques used in literature (characterization, setting, plot, theme, problem, solution)
Literary Devices – Tools used by the author to enliven and provide voice to the writing (dialogue, alliteration)
Multiple Intelligences – Howard Gardner's theory of intelligences

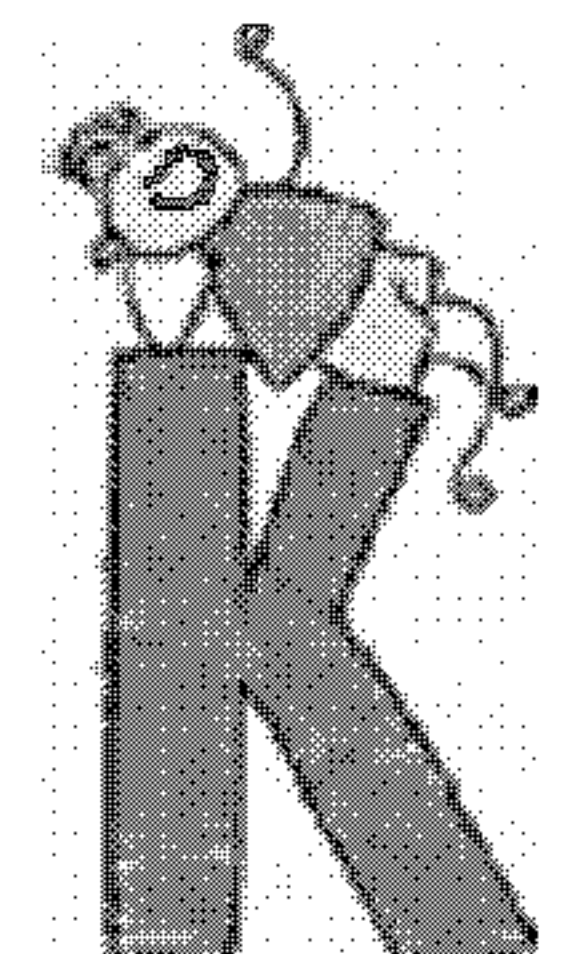
- Visual –spatial (ability to perceive the visual)
- Verbal-linguistic (ability to use words and language)
- Logical/mathematical (ability to use reason, logic and numbers)
- Bodily/kinesthetic (ability to control body movements and handle objects skillfully)

- Musical/rhythmic (ability to produce/appreciate music, sound, rhythm)
- Interpersonal (ability to relate and understand others; other people's feelings)
- Intrapersonal (ability to self-reflect and be aware of one's inner state of being; self awareness)
- Naturalist (ability to recognize, categorize and draw upon certain features of the environment)

Narrative – A story, actual or fictional, expressed orally or in writing
Onset – A sound in word that comes before the vowel
Phonemic Awareness – Ability to hear and identify parts of spoken language and auditorily divide into phonemes
Phoneme – A sound unit of speech
Phonics – A way of teaching reading that stresses sound symbol relationship; refers to the relationship between the letters and letter sounds of a language
Phonological Awareness – A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness refers to larger spoken units such as rhymes, words, syllables and onsets and rimes
Picture Walk – A pre-reading strategy that is an examination of the text looking at pictures to gain an understanding of the story and to illicit story related language in advance of reading the story
Point of view – The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told
Print Awareness – Ability to understand how print works
Reading Awareness – Uses the language of literacy (top, bottom, same, different)

- Identifies the beginning, middle, and end of a story, with the main idea coming first and details added later
- Demonstrates awareness that language can be written down and read later
- Differentiates between pictures and words
- Shows curiosity about environmental print
- Differentiates between pictures and words

Reading critically – Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria
Receptive Language – Being able to receive and give meaning to message/ words heard
Research – A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem
Rime – The part of a syllable that contains vowel and all that follows
Shared Reading – Teacher guides the entire class through stories with a high level of support; sharing and reading a story together (echo reading, choral reading or fill the gap reading)
Shared Writing – Teacher and learner work together to compose a message or story
Tone – The attitude of the author toward the audience and characters (serious or humorous)
Voice – The fluency, rhythm and liveliness in writing that make it unique to the writer



PARTNERSHIPS FOR LEARNING
 FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES



The school experience consists of much more than the academic content that teachers share with students every day. School success is also dependent on children's ability to learn, their interest in learning, and the connections between schools, community agencies and families that enable the child to learn in a way that supports his or her own learning style, needs and home experience. The partnership, links and connections that begin in the early childhood years between teachers and administrators and families, along with the other agencies in which a child or family interacts are critical to providing a holistic and seamless approach to children's learning. Schools and families should work together to share information about individualized learning plans and goals; assure positive transition to and from the current school setting; and identify and refer family members to other community agencies when appropriate.

WONDER AND DELIGHT!

Young children are curious, and from birth, they naturally seek out problems or questions to solve. They use their senses to explore materials and the environment and the search for answers to perceived problems or situations is motivational, holding their attention and creating their enthusiasm for learning. When classrooms or learning environments are structured to promote this curiosity or a sense of wonder and delight, they use instructional strategies that are based on inquiry. Inquiry is the active searching for knowledge and understanding of a specific idea and occurs most successfully when adults intentionally create activities and experiences that allow children to use previously learned knowledge to understand new information. The adults' role during this active exploration is to scaffold children's thinking by asking "open-ended" questions that encourage problem solving and support children's imagination and story-telling. Open-ended questions or statements such as, "I wonder why that's painted blue?" or "If you were Sally, what would you have done?" Allow children to express their thoughts, think creatively and problem solve. They are a more successful choice to encourage learning and critical thinking than closed questions, such as "What color did you choose?" or "Did Sally make a good choice?" that typically result in short answers that don't ask or provide good insight into children's thinking.



Standard	Page
•••	11
•••	16
•••	17
•••	19

Appendix (A)(1)-4c: Learning Standards for Kindergarten

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

BIG IDEA: The relationship between the family and school personnel is a critical foundation to children's success in school.
ESSENTIAL QUESTION: How do schools understand families' home lives, their values, and attitudes towards learning? How do schools incorporate family preferences and interests into the life of the classroom? How do schools assure that families are familiar with and accepting of school values, attitudes and philosophies?

20.1.1 INFORMATION EXCHANGE

STANDARD STATEMENT

- Offer an on-site enrollment meeting where the family can meet school personnel and observe the classroom where the child will be attending
- Share family and school routines and any needed accommodations
- Provide and regularly review a Parent Handbook that outlines program expectations and operating details
- Offer parent-teacher school events that provide updates and give families opportunities to participate in school life
- Identify home culture, language, routines, and how they might impact a child's adjustment to school
- Discuss schedules, events or past experiences that may impact a child's school experience
- Share instructional philosophies that help families understand the school structure

(b)(6)

THE FAMILY AND SCHOOL TOGETHER

- Participate in introductory enrollment meetings that enable both family and school representatives to share values, attitudes, philosophies about learning along with unique details and needs of the child and family
- Provide a classroom tour for child and family where they can meet the teacher and explore the classroom setting
- Discuss family's needs for drop-off and pick-up, food allergies, napping procedures, potential language barriers or infant feeding schedules
- Hold a "Back to School" or Open House night
- Talk about a recent event such as divorce or death, which may be impacting a child's behavior at school and discuss ways to inform the family about school adjustment
- Discuss child guidance and management strategies so both family and school understand the similarities and differences in approach
- Talk about previous group experiences and child's reaction – what might be expected on the first few days
- Ask questions to learn about the child's temperament
- Ask child to bring to school pictures of family members, home environment or other important home elements that might make the adjustment to a new school easier
- Support family's apprehensions during the first few weeks of school by calling them on the first day to describe child's adjustment or by inviting the family to stay with the child for increasingly shorter periods of time prior to drop off
- Formulate a survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading
- Talk about the classroom structure and how children learn through play
- Learn about who the child considers 'family' and how the family defines itself, including extended family members if relevant

CONTINUED...

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.1: CONNECTIONS: SHARED UNDERSTANDING OF FAMILY AND SCHOOL VALUES, PHILOSOPHIES AND CULTURES

STANDARD STATEMENT

- Identify family practices and traditions that should be included within the classroom
- Work with families to identify books, songs, and finger plays, dances, foods, toys that should be included in the classroom or school environment; ask for donations
- Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly
- Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited
- Work with families to determine child's best classroom placement including when to transition from one to the next and personality types

20.1.2 HOME TO SCHOOL CONNECTIONS

THE FAMILY AND SCHOOL TOGETHER

- Identify ways to assure the child's positive and comforting entry into a new classroom setting, such as a picture in the cubby, a stuffed animal or blanket
- Encourage volunteers and program participation from cultural groups in the community such as foster-grandparents or other multi-generational connections
- Determine if child may eat traditionally served foods and celebrate holidays
- Use family or culturally specific phrases or words to describe activities or materials
- Ask about family members, calling them by name, such as how is the newborn and how grandpa is doing after return home from hospital
- Add culturally-specific materials and experiences into the schedule and environment such as adding a wok to the cooking area, or counting in both English and Spanish during morning message
- Invite a family member to teach the class a culturally-specific song or to provide the words to the song
- Display family pictures inside and outside the classroom
- Seek out community volunteers to share information about specific events or activities that are meaningful to children
- Invite family members to participate in classroom events, whenever possible
- Serve familiar cultural foods and introduce new traditional foods periodically – such as rigatoni with cheese or bagels and cream cheese
- Encourage children to show pride in family-specific beliefs or practices by showing interest and describing them to the class

STANDARD STATEMENT

- Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers
- Regularly send home information about the child's growth and progress and adjustment to the school setting
- Discuss the program and classroom operational procedures such as absences, snow delays, payment, etc and learn if there are potential challenges for families, making accommodations as appropriate
- Make available voluntary "at home" activities that families can complete with child, being sensitive to family structure and culture
- Create an "open-classroom" policy where family members can visit or volunteer in the classroom or school
- Where appropriate, complete home visit with family
- Support families' efforts to build the child-child or family-family connection

20.1.3 SCHOOL TO HOME CONNECTIONS

THE FAMILY AND SCHOOL TOGETHER

- Create videos, picture books and written schedules that depict the classroom daily routine and send home to families as requested
- Ask family members to identify successful accomplishments the child may have completed at home during the week and acknowledge them in school
- Provide connections between school and school activities such "We are learning about caterpillars and read The Very Hungry Caterpillar. Here's green paper and scissors for you to make a caterpillar at home"
- Take a picture of a child at school, such as sitting with a completed block structure or reading a book, and send home to family or email it to family member, "Look what Tamika did today!"
- Disseminate newsletters that highlight key events in the life of the program and the classroom; identify key songs, books and recipes, and clarify a key program expectation
- Post the daily schedule in the parent information area for families to become familiar with the sequence of the day
- Regularly update classroom or program message boards to keep information current and fresh
- Create a classroom web page and provide family members with the link – include a bulletin board or question and answer section that is checked by classroom staff regularly
- Provide opportunities for families to meet each other and connect based on commonalities, such as "Miles' family lives in your neighborhood too" or "Sandy's mom just found out she's going to have a new baby also", being respectful of confidentiality

Appendix (A)(1)-4c: Learning Standards for Kindergarten

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.2: FAMILY ENGAGEMENT

BIG IDEA: Children's motivation to learn and succeed in school is impacted by family support and involvement in the life of the program.
ESSENTIAL QUESTION: How do families and schools work together to make decisions about the program? What kinds of school events and activities encourage family participation? How do we assure that information exchange is reciprocal?

20.2.1 SHARED GOVERNANCE OR DECISION-MAKING	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Implement a family-school annual review of program operation Develop and update annually a Parent Manual that details operational procedures Establish conflict resolution policies that identify procedures for complaints or suggestions Post regulations and program requirements in strategic locations within the school so family members can review it regularly Offer training to Advisory or Board on shared governance Encourage family members to participate in schoolwide parent-teacher organizations 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Invite family feedback from classroom observations and share summary of results Invite family members to participate in oral interviews about the program experience Create a Parent Handbook committee which includes staff, families and community members who annually review information and suggest updates as needed Develop a joint family-school committee that investigates new state, federal or local initiatives that may impact the school's operation and recommends next steps Identify a procedure which includes family members and staff to consider complaints and make recommendations for improvement Disseminate parent surveys or interviews to all or a percentage of the clientele which provides feedback about general program operation or about newly instituted policies Inform families of ways to share concerns or worries about school policy and develop a review process to handle issues Design a Governing Board or Advisory Committee whose members represent families, community agencies and school personnel Involve the families in program goal-development and strategic planning
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20.2.2 SPECIAL EVENTS AND ACTIVITIES	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Learn families' interest and capacity for participation in specific events such as a holiday party and graduation event Offer family education events such as parenting classes, sign language, health and safety, etc that reflect families' interests and needs Incorporate unique cultural events or beliefs into classroom life Invite families to plan and implement classroom celebrations 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Inform families about community cultural events that may be occurring at specific times of the year and determine if/how the event could be expanded into the classroom Ask a family to share information about a specific event, such as Chinese New Year, and help you design a related activity Within classrooms or programs, come to consensus about how holiday celebrations or birthdays should occur at school Create a family resource area that contains books, toys, informational pamphlets, that families can access Design parent education events that families can do together after work, such as Parents as Teachers workshops, or ways to transition children into kindergarten Offer parent nights or events at mutually-agreed upon times, including meals or babysitting when appropriate Seek feedback from families to design field trips or big classroom events that may be of particular interest to the children Ask families if they'd like to volunteer materials or information about specific cultural events Increase awareness by finding locations in the community that will allow children's work to be displayed, such as a library or town hall
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PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

BIG IDEA: Early childhood programs must work closely with families to support children's development and learning, both at school and at home.
ESSENTIAL QUESTION: How do families and school work together to identify children's skills, interests and long-term and short-term goals for learning? How do I understand families' at-home learning attitudes and strategies? How do I provide individualized and meaningful at-home learning connections to the school experience?

20.3.1 SCREENING AND ASSESSMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Identify screening, assessment and referral processes that include family involvement Utilize screening and assessment instruments that are aligned with the early learning standards Assure that children are screened for health, mental health, dental, social-emotional, and cognitive development and the results are shared with families Be familiar with community agencies that provide additional screenings or assessments upon referral Provide information on child development and parenting that identifies age-appropriate skill development Conduct age-appropriate baseline and ongoing authentic assessments to identify strengths and areas of focus for future learning and development that are culturally-sensitive, delivered in the language requested by the family and whenever possible, incorporate family feedback Utilize multiple sources of evidence to understand individual children's growth and development, including parent report, observations, and standardized checklists 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> Assure families' understanding of the purpose of screening and prepare them for the process, including their input and shared-decisions about referrals when appropriate Show initial results of screening and assessment with the family in a way that enables family adults to understand the child's strengths and areas for focus Work with family to explain screening and assessment results and identify how they align with home experiences and observations Work together to identify referral agencies when needed and support families' contact with them Be sensitive to some families' reluctance to act on potential referral or additional evaluation recommendations, periodically re-assessing and discussing until action is taken, if needed Collect and share portfolio items with families, asking for at-home contributions as well, that show children's growth and development of specific skills Provide information on child development that is written in easy-to-understand language
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20.3.2 GOAL DEVELOPMENT	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Use assessment results to lay the framework for understanding individual children's strengths and areas of need Share with parents information about each child, including stages of development, interests and assessed skill levels, identifying those that are on track and those that could use additional attention Meet periodically to discuss previously determined goals, identify any strengths or improvements and make new decisions about learning goals and activities Periodically assess the learning environment and provide activities for age, linguistic and cultural appropriateness and modify if needed 	<p>THE FAMILY AND SCHOOL TOGETHER</p> <ul style="list-style-type: none"> At the family-school meeting, both family and teaching adult share information about the child's interests and skills to facilitate joint planning of activities and goals Teaching adult shows family the continuum of learning development in the Key Areas of Learning and together they identify where the child falls on the continuum, next steps and whether it should be a specific area of instructional focus Family and teacher agree on key skills or attitudes for focus and accommodate each other's interests when appropriate. For example, the family changes math goal expectation from "counting to 100" to "counting to 20," based on learning standards or the teacher adds a math skill since it is important to family even though it wasn't identified in the assessment Teaching staff and family talk about ways each goal could be supported at home, identifying basic at-home routines that can be used to "teach", such as counting steps or sorting socks, and the types of intentional instruction that will occur at school Classroom personnel praise family interest and participation, helping them to see that they are the young child's primary teacher Participate in development and review of child's IFSP or IEP, working with the parent and intervention program to formulate appropriate expectations
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Appendix (A)(1)-4c: Learning Standards for Kindergarten

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.3: SUPPORTING CHILDREN'S LEARNING

20.3.3 ONGOING PROGRESS REVIEW

STANDARD STATEMENT

- Classroom adults and families should work as a team to review children's goals and progress regularly and to develop new strategies that promote children's successful growth and development.
- Classroom staff and families should participate in a minimum of two face-to-face conferences to discuss children's developmental progress and other pertinent updates.
- Offer informal opportunities for family members to converse with classroom adults as needed about children's progress.
- Schools should offer a wide variety of materials and ideas that link home and school learning environments, offer information on child development and parenting and support parents' interest and participation in the child's learning process.

THE FAMILY AND SCHOOL TOGETHER

- Send home a brief note that identifies growth towards skill mastery such as, "Mary counted to 10 today during circle time!" Read comment to child so she/he feels excited about sharing the note with the family adults.
- Schedule a fall and spring conference date, identifying with the family where the conference should occur either home or school, and accommodating families' unique schedules.
- Offer notes to families for other culturally appropriate communication strategies that help families understand what's occurring in the classroom and how it could link to home, such as, "We're going to work on gross motor skills this week with relay races, outside play, and a trip to the park. Take them to the park this week and watch how their skills have grown!"
- Identify potential areas of concern for shared focus, "I noticed Sammy was trying really hard to hop on one foot, but was getting frustrated. Have you seen him do that at home? You may want to play some jumping and hopping games like we're doing at school!"
- Develop strategies for sharing children's accomplishments. Ask family members to send samples of children's at-home work to school and post or send home classroom samples that help families notice progress.
- Remind children how much they've grown, "Remember when you had trouble making the 5 in your name? Now, look at your name. You've got the 5! and L. Way to go!"
- Identify the skills being learned in each activity, helping families to understand the role of play and active learning in the instructional process.

20.3.4 COMMUNITY SUPPORTS

STANDARD STATEMENT

- Identify and understand the services that are provided within the community and identify contacts within each to facilitate collaborative work.
- Develop ongoing information-sharing processes with other agencies who work with families.
- Create information-sharing processes with other educational or youth activity programs such as the local fitness center, or library.
- Develop and honor confidentiality policies regarding information exchange.
- Utilize community agency's suggestions to enhance classroom experiences for all children.

THE FAMILY AND SCHOOL TOGETHER

- Tell families about special gym classes or music workshops when children show a specific interest or need in those areas, collecting and making available brochures.
- Invite a gym instructor into the classroom regularly to help children develop coordination or balance.
- Ask the local librarian to provide books and reading activities during an evening parent meeting.
- Invite school district personnel to review kindergarten registration and attendance policies with outgoing preschool families.
- Work with Early Intervention to assure referrals have been received and child will get evaluations or services as needed.
- Incorporate specialists' ideas such as a speech therapist or behavioral therapist into the classroom practice to support all children, including the child with a special need.
- Assure confidentiality statements and release of information approvals have been signed prior to information being shared.

PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.4: TRANSITION

BIG IDEA: Schools and families must work together to coordinate information exchange from one setting to another that will assure children's seamless learning experiences.

ESSENTIAL QUESTION: How do I create a seamless transition into and out of the program? What resources and materials do I make available for families to assure at-home learning links with school learning?

20.4.1 PROGRAM ENTRY

STANDARD STATEMENT

- Create processes and procedures for welcoming incoming families through enrollment meetings, sharing of expectations and values, parent handbooks and discussion of sensitive issues that may impact school success.
- Identify welcome strategies that orient children and families about their upcoming, new experience.
- Establish processes for communicating with sending schools about information sharing.
- Develop strategies for communicating with community agencies with which incoming families have been involved for information exchange as well as parent interest in continuing.

THE FAMILY AND SCHOOL TOGETHER

- Provide incoming family forms to complete prior to the enrollment visit so they can gather the needed information.
- Welcome incoming family by holding an enrollment meeting that reviews the daily schedule, program and classroom expectations, values and philosophies as well as pre-enrollment requirements such as physical and first tuition payment.
- Prior to the child's attendance, learn about the child's interests and display toys or activities that may be especially appealing, display books about the first day of school, post pictures from home, and create activities that will capture the child's interests.
- Create orientation books or manuals for both children and adults -- "what to expect when you come to school".
- Invite family to visit at least once prior to the first full day, giving children time to meet the teacher and become familiar with the setting.
- With parent permission, communicate with sending school about child's past experiences, review screening and assessment results and other information that will support the child and family's move from one school to another.
- Whenever possible, use some of the sending school's routines or materials, such as singing the clean-up song or dabbling home-made books with pictures of sending school, to ease child's transition into the new situation.
- Develop on-going classroom communication between both schools, such as encouraging children to write letters or draw pictures about their new experience and send to the sending school or create "pen pals" between sending and receiving schools.
- For children who arrive mid-year, pair up a new child with a child who has been in the program for a while.



PARTNERSHIPS FOR LEARNING: FAMILIES, LEARNING ENVIRONMENTS AND COMMUNITIES

STANDARD 20.4: TRANSITION

20.4.2 PROGRAM EXIT

STANDARD STATEMENT

- Develop policies and procedures for transferring information about child's program participation to the next school location
- Help family understand the expectations and schedules of the receiving school, mapping out strategies for success whenever possible
- Work with receiving school to facilitate pen pals, visits, or other activities where the children can become familiar with the new school and stay in touch with the old school
- Set up information-sharing processes with receiving school to discuss child's goals, progress, and interests

THE FAMILY AND SCHOOL TOGETHER

- Meet with receiving schools to identify similarities between the schools' approaches and convey them to families so they will have some comfort with similar routines and activities
- Establish information-exchange processes between sending and receiving school that provide opportunities for teachers to share successful strategies for learning that will support the transition
- Provide the receiving school with materials or activities that can be used to offer familiarity and comfort during the transition, such as a "memory book" activity or set of questions to answer in the new school or picture books of the sending school
- Display materials from the receiving school that children will recognize when they transition such as a picture book of the new school, classrooms and teachers; talk with children about what to expect
- Send child to new school with a portfolio of completed work—either to keep at home or to share with the school
- Arrange a time to visit child at new school or to call and talk with family after they have left the sending school atmosphere

20.4.3 COMMUNITY CONNECTIONS

STANDARD STATEMENT

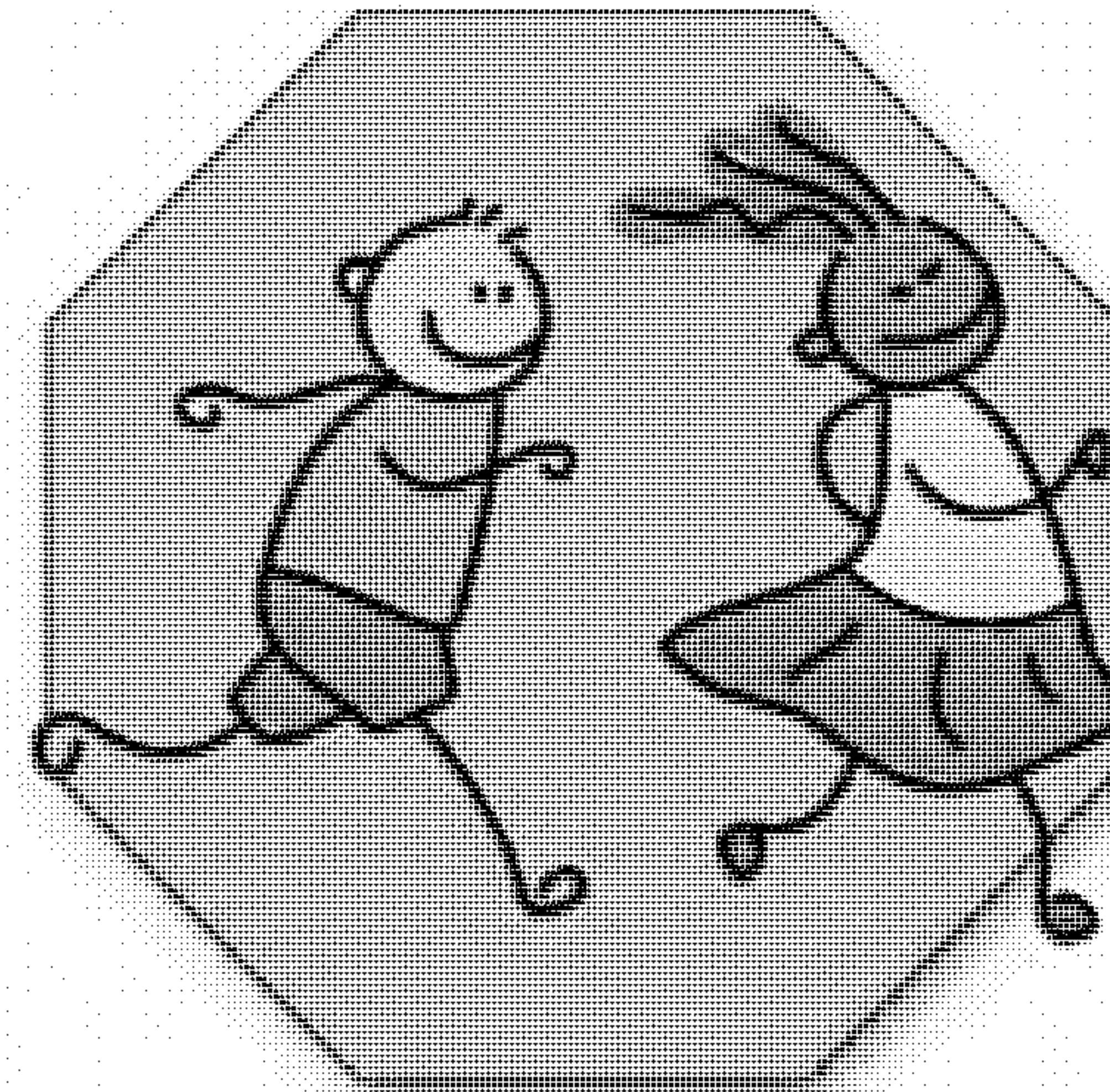
- Identify and include child's participation in other schools or programs or information that is sent to receiving school—in transition
- Develop relationship with local Early Intervention agencies, birth to three and three to five, and create process for information and referral exchange
- Participate in the county Community Engagement Group and other community-collaborative agencies that advocate for early childhood locally and statewide early
- Assume the program's representation at county or community days
- Produce regularly updated program brochures or promotional materials and distribute throughout the community
- Arrange for information-sharing sessions with local school districts to develop shared expectations for entry and exit into the programs
- Offer early childhood professional development to other community agencies
- Invite community agencies to provide special seminars or workshops for families

THE FAMILY AND SCHOOL TOGETHER

- Develop a transition form that assures transfer of information from sending to receiving school
- Schedule meetings with Early Intervention providers and local Head Start agency to introduce new school and to discuss collaboration
- Invite local librarian to visit the school to present a story hour. Invite family members.
- Register incoming kindergartners at local preschool settings for family convenience and familiarity
- Use field trips to introduce children to nearby agencies and resources that may be tapped or invite community agency representatives to visit the school and read to children or work on activities with small groups
- Meet with local preschools to review their strategies for use of the learning standards in their instruction and develop common ground
- Post a display shelf of community agencies' brochures for family access and/or feature a community agency in the monthly newsletter
- Disseminate state resources such as *Kindergarten, Here I Come*, *Kindergarten, Here I Am* and *Learning is Everywhere*
- Participate in community events that allow school to stay updated on state and local events or create a health/d display for county events
- Advise and use state list servers to stay current (not everyone might know what these are, thus the clarification)
- Host joint meetings of schools, district, and community agencies to network and talk about community needs
- Offer PQAS standards-based training to other community providers
- Disseminate agency newsletter to community agencies

SOCIAL AND EMOTIONAL DEVELOPMENT

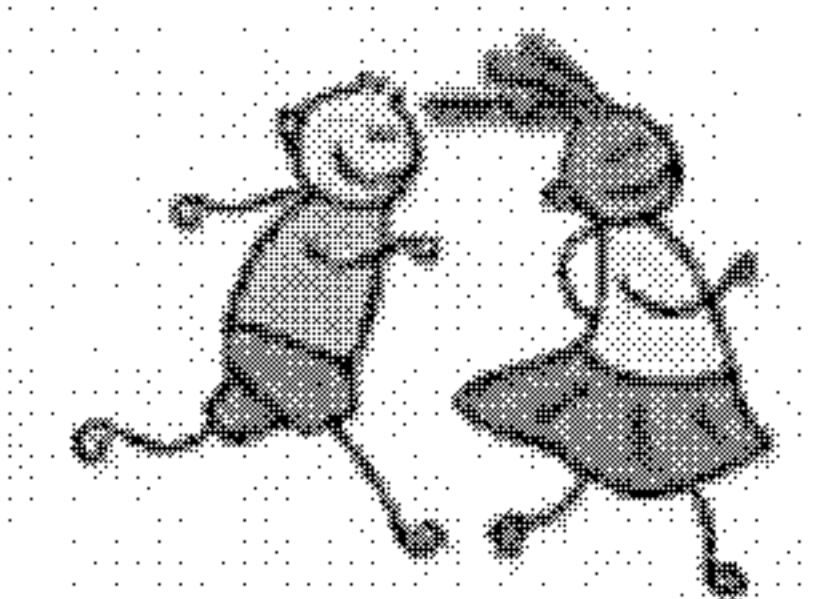
LEARNING ABOUT MYSELF AND OTHERS



II children need early childhood programs that nurture emotional security, positive self concept and respect for others. Children's social and emotional development is strengthened when they have classroom experiences that promote a sense of identity and belonging within an accepting and responsive environment. Teachers support children's self identity and social competence by modeling respect for the children, using positive guidance techniques that support the development of self control and interpersonal problem solving, and by encouraging positive approaches to learning and interacting with others.

TEMPERAMENT

Every human being has a unique way of looking and interacting with the world known as temperament. Some of us are reserved or shy; others are outgoing and make friends easily. Some of us enjoy learning new things and others are wary about trying new things or dealing with new situations. These temperament traits influence the way in which a child learns, interacts with others, and expresses himself. Adults need to adapt their teaching practices to match the individualized needs of children and consider how their own temperament affects the way in which important relationships with children are developed and maintained.



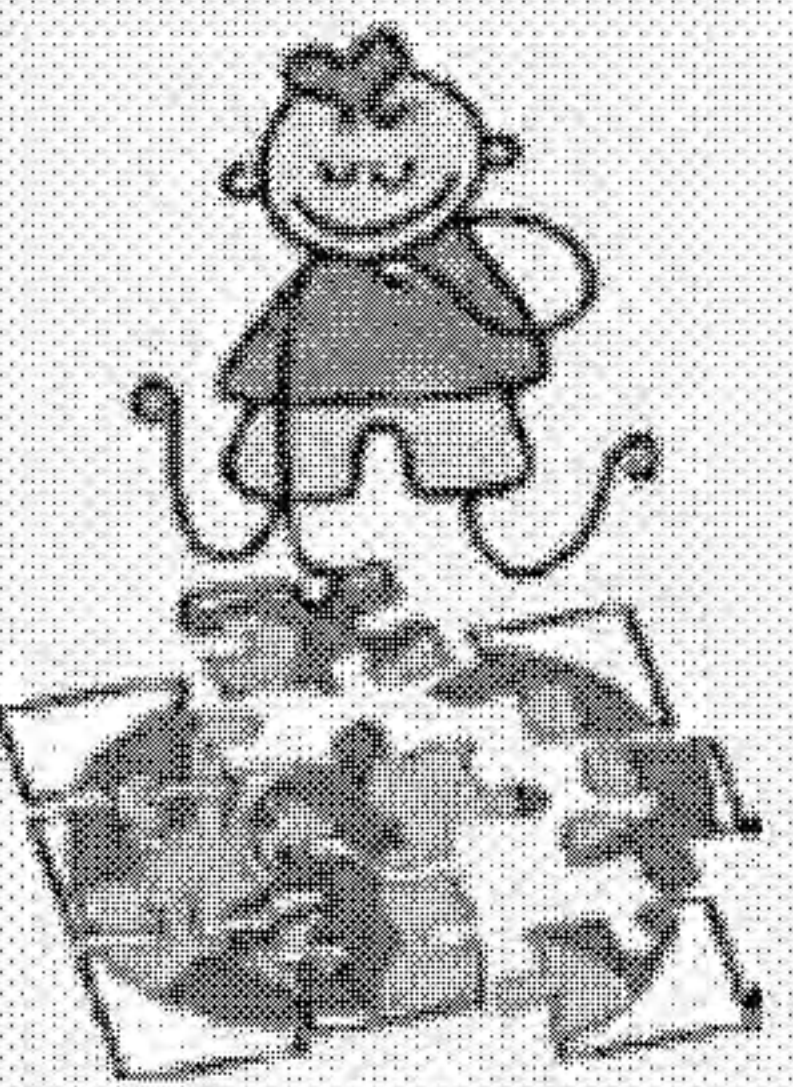
Standard	Page
20.4.1 Social-Emotional Development	80
20.4.2 Program Exit	81
20.4.3 Community Connections	82
20.4.4 Social-Emotional Development	83
20.4.5 Social-Emotional Development	84

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.1: SELF CONCEPT (IDENTITY)

BIG IDEA: Children see themselves as valuable and worthwhile individuals in their homes, classrooms and communities.
ESSENTIAL QUESTIONS: How do I know what my preferences are? How do I develop a positive feeling about myself? How do I grow confident in myself and my abilities?

25.1.1 SELF AWARENESS	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Demonstrate awareness of preferences and communicate them to others State complex thoughts and feelings 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Verbalize own needs, likes, and dislikes Describe self using several behavioral or physical characteristics, such as "I am 5 and I can skip." Differentiate between preferences for self and others, such as "I like to play with blocks and he likes to draw pictures." State the types of books she/he likes to read Talk about foods, toys, activities she/he likes or dislikes Express an opinion or idea about a particular topic Suggest games and activities that demonstrate own abilities and preferences (jumping rope, playing soccer) 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Refer to each learner by name Display children's artwork at their eye level Ask learners to talk about how books relate to their personal experiences Involve children in classroom decision-making, inviting them to make choices that demonstrate their preferences, such as asking what, where, when, why questions? Encourage journaling or story-writing about preferences and accomplishments Listen to and validate children's expressed feelings and interests
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Express emotions appropriately, modifying intensity of reaction as needed Recognize and label complex feelings 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Tell others when she/he feels frustrated, angry, upset, using appropriate language to describe how she/he is feeling Respond with appropriate behavior to changes in the environment or routine Adapt to new adults in the school setting Use art forms or writing to express feelings or thoughts 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Model appropriate responses to a variety of situations Introduce and use new vocabulary pertaining to feelings Read books about children and their feelings and discuss them Encourage children to use a variety of ways to express feelings such as drawing, writing, and exercise Graph learners' feelings about certain ideas or topics
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Express pride in oneself's and others' accomplishments Demonstrate self-direction in choosing a wide range of play and learning activities Attempt new activities and experiences with independence 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Initiate the sharing of work and accomplishments with peers and adults at appropriate times. Work independently for a short period of time Express excitement over a successful project and want others to like it too Choose activities, select materials, and carry out tasks 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Provide, encourage, and support opportunities for autonomy and self direction (centers, job chart) Encourage learners to try new activities and tasks Praise and encourage learners' efforts and accomplishments Encourage learners to praise others' efforts and accomplishments Ensure that the environment is safe from cultural or other forms of bias

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.2: SELF REGULATION

BIG IDEA: Children will express feelings, thoughts and needs appropriately to adults and peers.
ESSENTIAL QUESTIONS: How do I express my feelings appropriately? How do I manage my feelings? How do I use healthy strategies to manage my behavior?

25.2.1 EMOTIONAL REGULATION	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Attempt to independently resolve a problem or conflict React appropriately in challenging or unique situations Manage most changes in routines and activities with a minimum of guidance and direction Understand the consequences of own behavior and its impact on others 	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Think twice when angry before hitting or responding inappropriately to a situation Maintain composure when not selected (to answer question, be first in line, and play game) Ask for help when feeling frustrated instead of ripping up paper or crying Separate feelings from actions Control compulsive behavior Use words rather than actions in difficult situations End one activity when asked and move to another Seek cooperative solutions to peer conflicts 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Use non-verbal and verbal interactions that are congruent with feelings Utilize logical consequences and guidance practices that support learner self-control Allow time for learners to solve their own conflicts with peers, offering guidance and suggestions where needed Provide opportunities for dramatic play where learners can practice appropriate responses to difficult situations Announce changes to routines and schedules ahead of time, whenever possible
	<p>STANDARD STATEMENT</p> <ul style="list-style-type: none"> Perform self-care tasks independently Independently follow rules and routines in classrooms and other settings Independently use materials with purpose, safety and respect Understand and interpret rules and assure others follow them Make transitions between activities upon adult direction Demonstrate delayed personal gratification until appropriate time <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">(b) (6)</div>	<p>EXEMPLARS (EXAMPLES)</p> <p>The learner will:</p> <ul style="list-style-type: none"> Persist in self-care activities, such as fastening jacket and tying shoe Stop oneself when running in the classroom and walk instead Enter classroom and independently, hang up coat and put away book bag Line up and stay in line when moving from classroom to another location Use materials for correct purpose such as scissors for cutting paper not hair Wait turn to show picture or to receive a sticker from teacher Remind a child to stop talking while the teacher is talking Return materials to shelf after using them 	<p>SUPPORTIVE PRACTICES</p> <p>The adult will:</p> <ul style="list-style-type: none"> Offer activities that support self control, such as stop-start games and block play Cue learners so they can bring their work to an end prior to transitioning Give specific directions with reasonable expectations and time to comply Provide opportunities for learners to play with games that require adherence to simple rules Read books about learners' responses to situations and discuss the outcome Play "what if..." where learners discuss potential resolution to problems Maintain a clean and neat classroom environment and allow learners time to clean up upon completion of activities Post a few simple classroom rules Introduce new materials or activities by carefully describing appropriate use or response and verify students' understanding

Appendix (A)(1)-4c: Learning Standards for Kindergarten

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

BIG IDEA: Children will learn to develop healthy relationships through positive adult interactions.

ESSENTIAL QUESTIONS: How do I learn to trust adults? How do I learn to communicate with my parents and familiar adults?

25.3.1 TRUST

STANDARD STATEMENT

- Solicit help from adults to accomplish challenging tasks
- Respond, and appropriately question adults' directives for greater understanding
- Engage in reciprocal conversation with familiar and unfamiliar adults when appropriate

EXEMPLARS (EXAMPLES)

The learner will:

- Ask for help when needed to complete a task after independently trying
- Ask for clarification, "Do you want me to color this box?"
- Share information about events and happenings at home, "My dad left for a business trip this morning"
- Respond to classroom visitors' questions or directives
- Maintain eye contact for a brief period when talking with adult

SUPPORTIVE PRACTICES

The adult will:

- Promptly respond to students' requests for help
- Respond quickly to requests for help, giving students cues and time for independent resolution, such as, "try to hold that a different way and see if it will fit now"
- Listen respectfully and with interest to children's stories and situations, asking questions and responding where appropriate
- Whenever possible, provide explanations about changes in routines or schedules
- Invite visitors into the classroom and give children opportunities to engage in interactions with them

(b)(6)

25.3.2 ATTACHMENT

STANDARD STATEMENT

- Show pleasure when interacting with specific adults
- Separate in some unfamiliar settings when familiar people are nearby

EXEMPLARS (EXAMPLES)

The learner will:

- Greet teacher with warmth upon arrival each day
- Engage in conversation with familiar adult
- Show interest in other familiar adults' life and experiences
- Adapt to new adults in the school setting
- Notice when adults or students are missing
- Leave classroom to go to the nurse when called

SUPPORTIVE PRACTICES

The adult will:

- Greet students each day and ask questions about how they're feeling or activities they'll be participating in
- Where possible, model positive interactions with parents, engaging them in conversations with interest
- Provide warnings when possible about adults who will be visiting or no longer attending

SOCIAL AND EMOTIONAL DEVELOPMENT: LEARNING ABOUT MYSELF AND OTHERS

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

BIG IDEA: Children will learn to develop healthy relationships through positive peer interactions.

ESSENTIAL QUESTIONS: How do I learn to interact with peers? How do I make friends?

25.4.1 SOCIAL IDENTITY

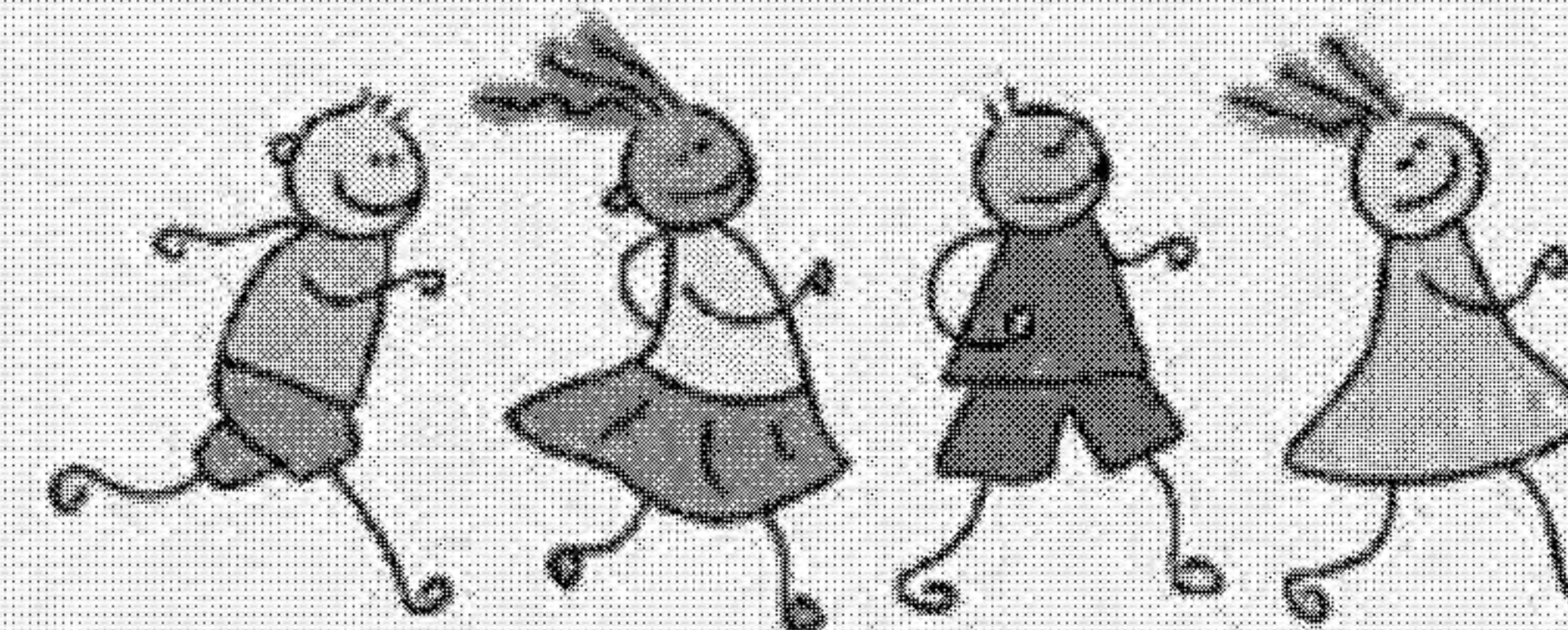
STANDARD STATEMENT

- Engage in cooperative learning activities to complete a task
- Initiate play with 2-3 peers during free choice time
- Play cooperatively with 3 or 4 children for sustained periods of time
- Participate in cooperative large group activities with adult guidance
- Engage in games and activities that require adherence to rules

EXEMPLARS (EXAMPLES)

The learner will:

- Ask others to join in during play
- Ask to join others' play activities
- Work with other children to complete a work task or project such as making a collage to depict a story
- Play simple board games with others, following basic rules
- Participate in group games like dodge ball or relay races
- Engage in dramatic play or block play with others to create scenarios



SUPPORTIVE PRACTICES

The adult will:

- Arrange the environment so there is space for learners to work together and create cooperative activities for learning
- Provide tasks where children must work together to complete a task or project
- Design cooperative play activities where learners develop skills while problem solving and sharing thoughts and ideas
- Provide simple games or activities that require following basic rules
- Give students opportunities to engage in small group creative play activities
- Provide opportunities where children can select peers to work with to accomplish a task

25.4.2 RESPECT AND EMPATHY

STANDARD STATEMENT

- Recognize and label others' feelings
- Seek and accept help from peers
- Initiate sharing and turn-taking when appropriate
- Respect the feelings, rights and belongings of peers
- Engage peers in successful resolution of a problem
- Communicate in respectful ways to peers and adults
- Respect and understand others' differences in comparison to self

EXEMPLARS (EXAMPLES)

The learner will:

- Notice when others are feeling sad or hurt and tell another, "Johnny doesn't like it when you do that."
- Ask another child to help pass out the materials for a task
- Solve a conflict by talking with the other involved persons, "I'll read this book for 5 minutes and then I'll pass it to you."
- Return a dropped or forgotten object to another, "you dropped your pencil"
- Discuss others' differences matter of factly, "you should use this crayon to match your skin color and I should use this one" or "I have 2 mommies and you have a mom and dad"

SUPPORTIVE PRACTICES

The adult will:

- Assist and facilitate learners in solving their own conflicts rather than removing a learner and/or the material
- Model nurturing behaviors by performing acts of kindness and helpfulness to other adults and children
- Use classroom management strategies and techniques that promote positive behaviors
- Use a peace table to help children negotiate their own conflicts
- Show visual depictions of children's preferences through graphs or charts such as # children who prefer red or yellow apples
- Partner students with varying levels of competence on specific tasks to work together

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http://www.kidsource.com/schwab/developing_reading_skills.html - Kid Source Online

<http://www.esl4kids.net/> Resources for young English Language Learners

<http://curry.edschool.virginia.edu/go/wil/home.html> Literacy and Head Start (Webbing into Literacy)

<http://www.ed.gov/pubs/CompactforReading/tablek.html> (US Government ideas for kindergarten)

http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html Helping your child read- (infancy through age 10) ideas for parents from the US Government

http://www.ed.gov/inits/americanreads/educators_early.html Early Childhood and Literacy; US Government

<http://www.fcrr.org/> Florida Center for Reading Research (teacher and parent ideas)

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SOCIAL AND EMOTIONAL DEVELOPMENT

Center for Social and Emotional Foundations for Early Learning, www.vanderbilt.edu/csefel/index.html

CASEL: Collaborative for Academic, Social and Emotional Learning: www.casel.org

James Comer School Development Program www.schooldevelopmentprogram.org/

Rutgers University Social Emotional Learning Law www.rci.rutgers.edu/~melias/

(b) (6)

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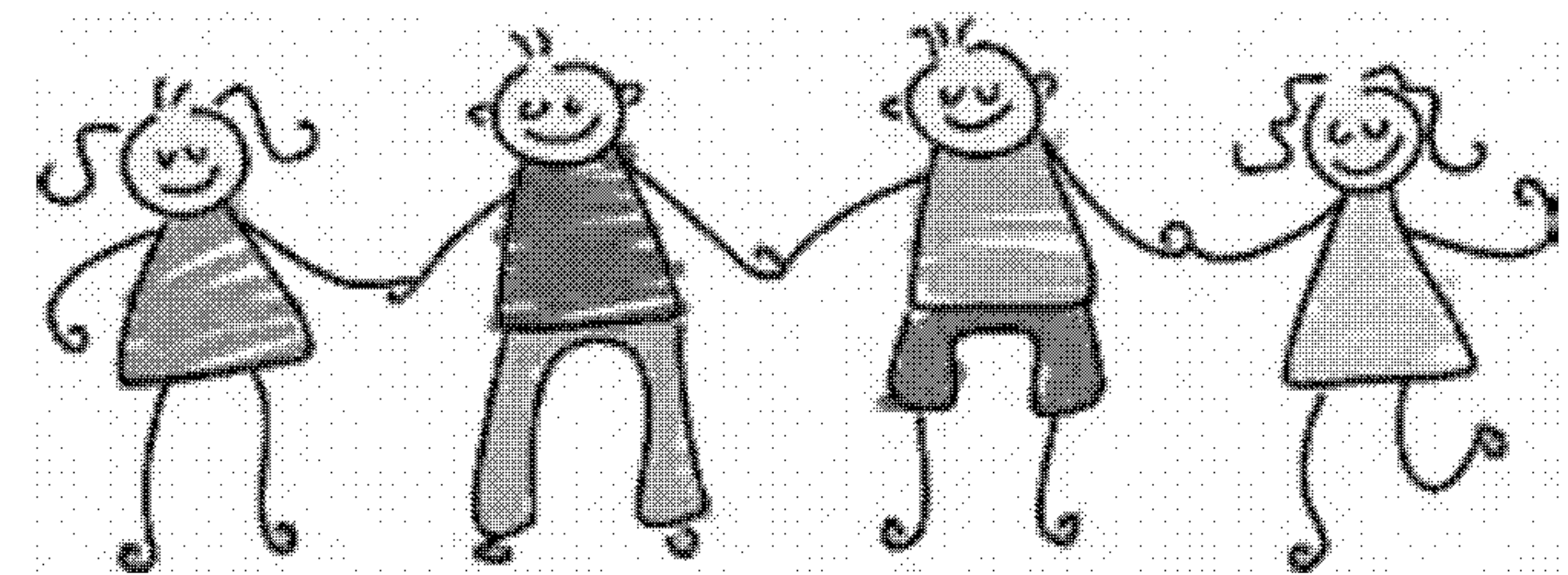
Office of Child Development and Early Learning

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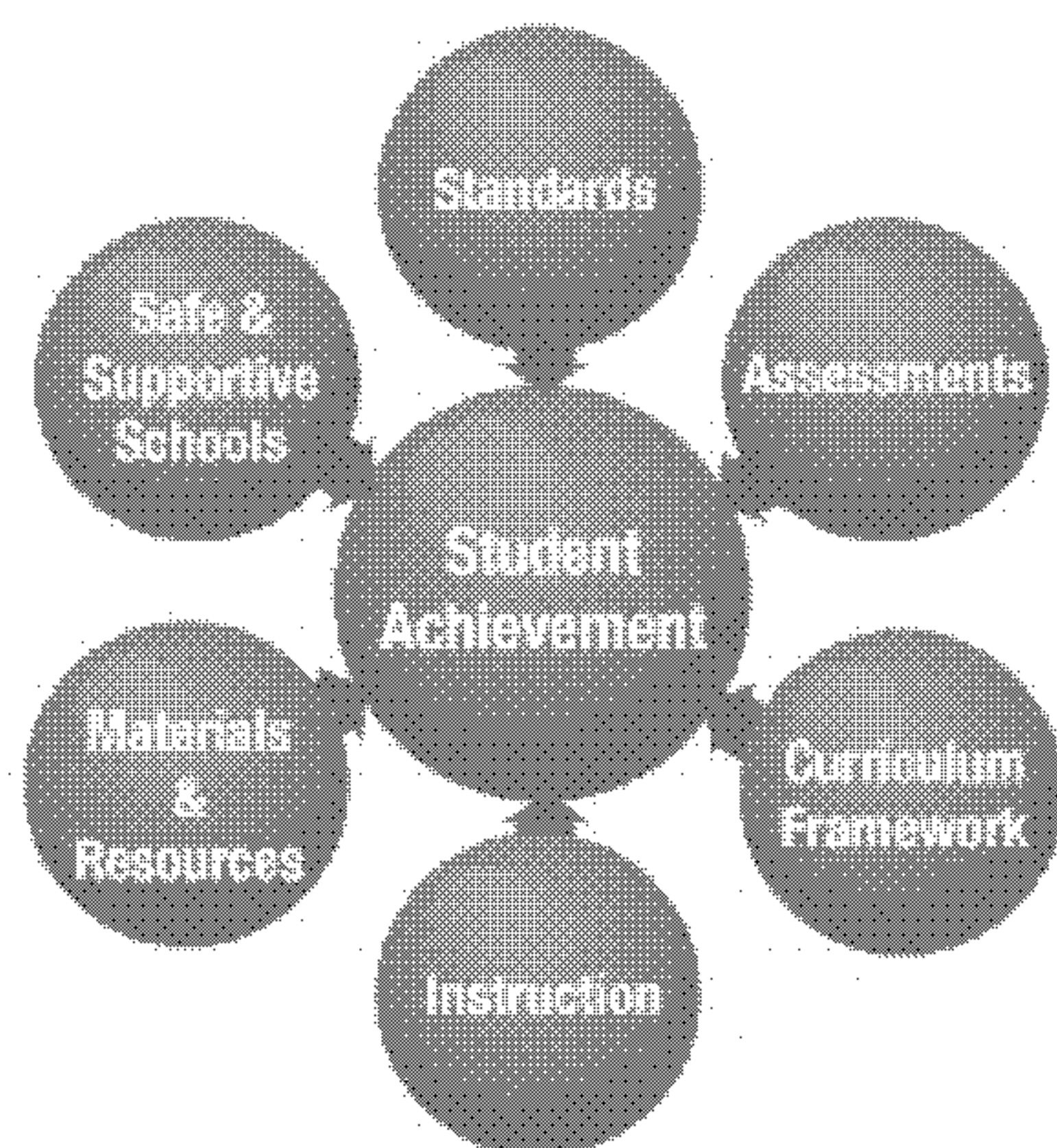
Kutztown University

STEPHANIE BOWEN

Cumberland Valley School District



Appendix (A)(1) - 5: Standards Aligned System 2011 21st Century Teaching Tools



- The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched based resource to improve student achievement. SAS focuses on six elements that impact student achievement and success: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state of the art portal.

SAS Features

Clear Standards	Searchable databases of all Pennsylvania Academic Standards and Assessment Anchors
Fair Assessments	An assessment creator as well as information on state exams and graduation requirements
Curriculum Framework	Big Ideas, Essential Questions, Concepts and Competencies for all content areas
Instruction	A collection of videos and best practice strategies to meet needs of diverse learners
Materials and Resources	Searchable classroom resources, learning progressions, lesson plans and a Voluntary Model Curriculum (VMC)
Safe and Supportive Schools	An evidence-based framework for school and student safety, positive educational environment and engagement

SAS Registered Users

Classroom Diagnostic Tools	Use the diagnostics to assess students in core content areas (grades 6 – 12)
Curriculum Mapping	Create and share curriculum maps using the PA Academic Standards and Curriculum Frameworks
ePortfolio	Organize and store digital resources
Professional Development Center	Complete online courses for Act 48 credit at no cost to PA educators
Publish Your Best	Create lesson plans to submit for publication on SAS portal
Website builder	Create websites to enhance communications between home and school

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading-edge networking technologies that create opportunities to communicate and collaborate with peers across the Commonwealth.



**KEYSTONE STARS:
CONTINUOUS QUALITY IMPROVEMENT
FOR LEARNING PROGRAMS**

Center Performance Standards for FY 2011-2012
(Issued December 15, 2010)

**KEYSTONE STARS: CONTINUOUS QUALITY IMPROVEMENT FOR LEARNING PROGRAMS
Center Performance Standards for FY 2011-2012**

Preamble

Keystone STARS: Reaching Higher for Quality Early Learning

The Keystone STARS program was initiated in 2002 as a multifaceted approach to improving programs that serve young children in Pennsylvania. Research-based Performance Standards form the bedrock of this quality improvement program. The standards are guided by the principle that quality early learning is a foundation for children's success, and investment in the early care and education of Pennsylvania's children is an investment in the future. Therefore, the Keystone STARS Performance Standards reflect research-based indicators to improve outcomes for children. The standards are organized into four STAR levels that build upon each other in order to support continuous quality improvement. When a program meets the Performance Standards for a STAR level, they receive the mark of quality, a STAR designation. A Keystone STARS designation informs parents that the director and staff are committed to enhancing quality for the children and families in their program.

Pennsylvania Early Learning Keys to Quality Vision and Mission

Vision: All Pennsylvania families will have access to high quality care and education for their children, fostering successful futures in school and in life.

Mission: To create a comprehensive quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development; increase educational attainment among practitioners; enhance professional skills and competencies in support of children's learning and development.

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KEYSTONE STARS: CONTINUOUS QUALITY IMPROVEMENT FOR LEARNING PROGRAMS
Center Performance Standards for FY 2011-2012

Table of Contents

Staff Qualifications & Professional Development..... Page 3

Learning Program Page 6

Partnerships with Family & Community Page 8

Leadership & Management Page 10

Appendix: Career Lattice Page 12

How to Interpret the Performance Standards Grid

Each STAR level builds on the previous level. Unless otherwise specified, each successive level includes all items in the previous level. Please note that there is important information housed in the footnotes throughout the document and in the STARS Worksheets. For copies of the STARS Worksheets, please contact your Regional Key.





Start with STARS – Enrollment in the Keystone STARS program

Facilities that do not meet the STAR 1 Performance Standards, yet wish to begin the process of continuous quality improvement may enroll in Keystone STARS as a Start with STARS participant. Start with STARS affords access to resources to assist facilities in working toward a STAR level in Keystone STARS.

To enroll as a Start with STARS participant, a facility must meet the following STARS Performance Standards:

- Facility holds and posts a current DPW Certificate of Compliance.
- Complete the Keystone STARS Site Environment Checklist.
- Director completes the STARS Orientation within 90 days of Start with STARS Enrollment.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
General	Must maintain Regular Certificate of Compliance and/or meet program standards. ²	Must meet all standards for STAR 1 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1 and 2 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1, 2, and 3 and maintain Regular Certificate of Compliance.
Director Qualifications³	Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS).	1. Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards ⁴ . 2. Complete professional development in the ERS scales appropriate to age groups in the facility. 3. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania.	1. Complete STARS Orientation Part 2. 2. Level V or above on the Career Lattice.	Level VI or above on the Career Lattice.
Director Development⁵		1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). ⁶ 2. Annually participate in 1 professional growth and development activity. 3. 15 annual clock hours of professional development based on the PDR, including the Director's section.	1. Annually participate in 2 professional growth and development activities. 2. 21 annual clock hours of professional development based on the PDR, including the Director's section. 3. Complete the PA Director's Credential. ⁷	1. Annually participate in 3 professional growth and development activities. 2. 27 annual clock hours of professional development based on the PDR, including the Director's section.

¹ In order to be designated a STAR 4, accredited sites also need to complete the bold/italicized Performance Standards.

² Facilities must maintain DPW Regulations and/or Head Start Performance Standards according to whichever apply to the site.

³ Refer to the Career Lattice in the appendix.





⁴ Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

⁵ Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as annual clock hours.

⁶ Head Start sites may use a comparable tool in place of the Professional Development Record (PDR).

⁷ To assist a facility with director turnover, this standard may be extended for 2½ years from the directorship start date, if director enrolls in PA Director's Credential and develops an action plan for completion within 2½ years. This is for maintaining a current STAR level only. Please refer to Regional Key for further information.





STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Staff Qualifications⁸		1. New Staff Orientation ⁹ completed by all aides and new staff within 90 days of start of employment. 2. 50% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 50% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level II or above on Career Lattice; and 100% of Aides at Level I or above on Career Lattice.	100% of Teachers/Group Supervisors (GS) at Level V or above on Career Lattice; 75% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level III or above and 25% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above on Career Lattice; and 25% of Aides at Level II or above on Career Lattice.	100% of Teachers/Group Supervisors (GS) at Level V or above and 50% of Teachers/Group Supervisors (GS) at Level VI or above on Career Lattice; 50% of Assistant Teachers/Assistant Group Supervisors (AGS) at Level IV or above and 25% of Assistant Teachers/ Assistant Group Supervisors (AGS) at Level V or above on Career Lattice; and 50% of Aides at Level II or above on Career Lattice.

⁸ Refer to the Career Lattice in the appendix. Refer to the STARS Worksheets for School Age (SACC) for clarification regarding the SACC requirements.

⁹ New Staff Orientation can be provided using the OCDEL-approved Better Kid Care video series **or** 15 hours of documented topics outlined by *Caring for Our Children 2nd ed., Section 1.023*. If the Better Kid Care videos offered are not utilized, documentation is required of PQAS approved professional development (including course title, hours, and instructor name/signature) that has been cross-walked to the *Caring for Our Children* topic areas.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Staff Development¹⁰		1. Annual professional development plan is developed for each staff member based on needs identified in the Professional Development Record (PDR) and documented on the Professional Development plan in the PDR. 2. 12 annual clock hours of professional development, based on PDR, taken by each staff member. ¹¹ 3. One staff member from each classroom must have current pediatric first aid certification. 4. All staff must have two hours of health and safety professional development annually. ¹² 5. All staff must attend at least two hours of professional development annually on child observation, inclusive practices, and/or ERS. ¹³	1. For each Teacher/ Assistant Teacher ¹⁴ , 18 annual clock hours of professional development based on PDR ¹⁵ ; each Aide 12 total hours based on PDR. 2. Annually, all staff involved in 1 professional growth and development activity. 3. All staff must have current pediatric first aid certification. 4. Teachers/Assistant Teachers must attend at least two hours of professional development annually on curriculum, program or child assessment, the age-appropriate Learning Standards and/or ERS. ¹⁶	1. For each Teacher/ Assistant Teacher, 24 annual clock hours of professional development based on PDR¹⁶; each Aide 15 clock hours based on PDR. 2. Annually, all staff involved in 2 professional growth and development activities.

¹⁰ Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as annual clock hours

¹¹ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 6 annual clock hours.

¹² Refer to the STARS Worksheets for courses that are acceptable.





¹³ Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunity.

¹⁴ The terms "Teacher" and "Assistant Teacher" are equivalent to "Group Supervisor (GS)" and "Assistant Group Supervisor (AGS)," respectively.

¹⁵ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 9 annual clock hours.

¹⁶ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 12 annual clock hours.

LEARNING PROGRAM

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Child Observation/ Curriculum/ Assessment	Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.	1. A developmentally appropriate screening of the child is completed and shared with family within 45 days ¹⁷ of program entry. 2. Learning Standards are used as a resource for staff in classroom planning and documentation of children’s learning.	1. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO)^{18,19} 2. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed following the established ELN timeframes and shared with the family three times per year. ²⁰ 3. Results from authentic assessments are used for curriculum, individual child planning, and referral to community resources. 4. Implement a learning curriculum ²¹ that incorporates the Learning Standards, including a written curriculum statement.	Program crosswalks curriculum ²¹ and assessment tools to the Learning Standards.

¹⁷ For SACC only programs, a developmentally appropriate screening should be done within 90 days of program entry.

¹⁸ Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO.





Please contact your Regional Key in reference to ELS-KS 10 #02.

¹⁹ A child assessment must be completed on school-age children although it is not reported through ELN or WSO.

²⁰ For SACC only programs, the assessment should be completed and shared with parents once per year.





²¹ Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

LEARNING PROGRAM

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Environment Rating	Complete the Learning Environment Checklist.	1. ERS self-assessment of every classroom/age group must be completed annually by the director or a staff member who has completed approved ERS professional development. ²² 2. A written Improvement Plan is developed to address any ERS subscale score below a 3.0.	1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be 4.25. 2. Each individual sampled classroom/age group must have an ERS score no less than 3.50. 3. A written Improvement Plan is developed to address any ERS subscale score below a 3.50.	1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25. 2. Each individual sampled classroom/age group must have an ERS score no less than 4.25. 3. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.

²² Refer to the STARS Worksheets for more information.





PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Community Resources/ Family Involvement	1. At enrollment, families are provided with information regarding public, social, and community services. ²³ 2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A parent/family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child.	1. At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to parents and staff. 2. If applicable to the child, provider requests from parents copies of child’s IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. 3. Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups. 4. Specific group or classroom information is shared with parents daily using a visual communication format. 5. A minimum of one parent conference is offered per year to discuss the child’s progress and behavioral, social and physical needs.	1. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. 2. Coordinate a minimum of one annual group activity to involve parents in meeting program learning goals. ²⁴ 3. A minimum of two parent conferences are offered per year to discuss the child’s progress and behavioral, social and physical needs. A written report of the child’s progress is provided during at least one of these conferences.	1. If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. 2. Program has policies that demonstrate engagement and partnership with parents in program planning and decision making.

²³ Organizations include Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO), and Child Care Information Services (CCIS).





²⁴ Refer to the STARS Worksheets for suggested activities.

PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Transition	Program provides general information to parents regarding transitioning ²⁵ children to another classroom or educational setting.	<ol style="list-style-type: none"> 1. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. 2. Program creates, with input from parents, a list of community/school stakeholders regarding child transition. 3. Program includes age-appropriate activities for children to prepare for transition. 	<ol style="list-style-type: none"> 1. Parents are offered a group meeting to provide information regarding a child’s transition to another classroom or higher educational setting and to encourage parents and their children to connect to the school setting by visiting. 2. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from childcare to school setting. 3. Program participates in community/school transition activities as available. 	<ol style="list-style-type: none"> 1. Program offers parents an individual meeting to share specific information regarding the child’s transition to another classroom or educational setting and to give parents written information about the child’s developmental progress. 2. Program develops and shares a written plan for child transition with parents and community/school stakeholders.

²⁵ Refer to the STARS Worksheets for School Age Child Care for additional clarification on transitioning for SACC programs.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Business Practices	Program develops and distributes a Parent Handbook.	1. Program creates a projected one-year operating budget, including a statement of income and expenditures. 2. A financial record keeping system for revenue and expenses is in place. 3. Organizational structure and job descriptions ²⁶ are included in a personnel policy manual that is shared with staff.	1. A policy and procedure manual ²⁷ is developed and available to the staff at all times. 2. A financial system with quarterly comparisons of expenses to revenue is implemented. 3. The program creates a mission statement	1. Annual operational business plan to address organizational stability and to implement quarterly reconciliation. 2. Program establishes a written code for professional conduct of staff. 3. Annual independent financial review by a CPA is conducted. 4. Risk management plan ²⁸ is written and developed that identifies potential operational risks and specifies ways to reduce or eliminate risks.
Continuous Quality Improvement	1. Annual site-based professional development plan completed. 2. Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences.	1. Complete and provide an annual Facility Professional Development (FPD) Plan (or equivalent). 2. System of site safety review and corresponding plan of action are instituted.	Provider develops a Continuous Quality Improvement Plan using multiple sources²⁹.	A Strategic Plan is aligned with the program's mission statement and put in place.





²⁶ An organizational chart should be accompanied by a written description of the duties and responsibilities of each staff position and the lines of authority and responsibility within the center.

²⁷ Manual includes personnel policies and written health policies covering topics found in *Caring for Our Children 2nd ed.*, a published Model Child Care Health Policy booklet (ECLS/NAEYC/AAP), and/or other appropriate Business Practices tools.

²⁸ Risk Management Plan is reviewed at least annually and updated as deemed necessary.

²⁹ Sources of information include surveys of parents, staff and/or school-aged children, ERS, LIS, audits, FPD plan, etc.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR CENTERS	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA Accreditation ¹
Staff Communication and Support	1. Program provides documentation of a staff meeting held within the last six months. 2. Director develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members.	1. Each staff person must participate in a staff meeting at least once per month. Staff meeting must include discussions of quality and its impact on the Learning Program. 2. Director meets with each staff member using the plan developed in STAR 1. For new staff, this meeting is held within 90 days of start of employment.	1. Teachers and Assistant Teachers are provided at least two hours per month ³⁰ of paid curriculum and lesson planning/preparation time away from children. 2. Annually, at least two classroom observations ³¹ are conducted and feedback regarding job performance is provided to the staff member. 3. Annual performance evaluation provided in written format to employee. ³²	1. Teachers and Assistant Teachers are provided at least four hours per month of paid curriculum and lesson planning/preparation time away from children. ³⁰ 2. Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hour period worked.
Employee Compensation		1. List of all staff by positions, salary, and tenure. 2. At least 2 employee benefits given to staff. ³³	1. A salary scale based on level of education/training and years of ECE experience is documented. 2. At least 3 employee benefits given to staff ³³ and explained in the Policy and Procedure Manual.	At least 4 employee benefits given to staff ³³ and explained in the Policy and Procedure Manual.

³⁰ Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding SACC requirements.

³¹ At least one observation is completed by the staff member's direct supervisor.

³² Performance evaluation is based on direct supervisor's classroom observations, criteria established in advance (i.e. job description), and an employee self-assessment.

³³ Refer to the STARS Worksheets for a list of acceptable employee benefits and for an explanation of prorating for part-time employees.



**KEYSTONE STARS:
CONTINUOUS QUALITY IMPROVEMENT
FOR LEARNING PROGRAMS**

Group Home Performance Standards for FY 2011-2012
(Issued February 7, 2011)

**KEYSTONE STARS: CONTINUOUS QUALITY IMPROVEMENT FOR LEARNING PROGRAMS
Group Home Performance Standards for FY 2011-2012**

Preamble

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The Keystone STARS program was initiated in 2002 as a multifaceted approach to improving programs that serve young children in Pennsylvania. Research-based Performance Standards form the bedrock of this quality improvement program. The standards are guided by the principle that quality early learning is a foundation for children's success, and investment in the early care and education of Pennsylvania's children is an investment in the future. Therefore, the Keystone STARS Performance Standards reflect research-based indicators to improve outcomes for children. The standards are organized into four STAR levels that build upon each other in order to support continuous quality improvement. When a provider meets the Performance Standards for a STAR level, they receive the mark of quality, a STAR designation. A Keystone STARS designation informs parents that the director/primary staff person and staff are committed to enhancing quality for the children and families in their program.

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KEYSTONE STARS: CONTINUOUS QUALITY IMPROVEMENT FOR LEARNING PROGRAMS
Group Home Performance Standards for FY 2011-2012

Table of Contents

Staff Qualifications & Professional Development..... Page 3

Learning Program Page 6

Partnerships with Family & Community Page 8

Leadership & Management Page 10

Appendix: Career Lattice Page 12

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Start with STARS – Enrollment in the Keystone STARS program

Providers that do not meet the STAR 1 Performance Standards, yet wish to begin the process of continuous quality improvement may enroll in Keystone STARS as a Start with STARS participant. Start with STARS affords access to resources to assist providers in working toward a STAR level in Keystone STARS.





To enroll as a Start with STARS participant, a provider must meet the following STARS Performance Standards:

Facility holds and posts a current DPW Certificate of Compliance.

Complete the Keystone STARS Site Environment Checklist.

Director (Primary Staff Person) completes the STARS Orientation within 90 days of Start with STARS Enrollment.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
General	Must maintain Regular Certificate of Compliance and/or meet program standards. ²	Must meet all standards for STAR 1 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1 and 2 and maintain Regular Certificate of Compliance.	Must meet all standards for STAR 1, 2, and 3 and maintain Regular Certificate of Compliance.
Primary Staff Person as the Operator Qualifications³	Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and Foundations of the Environment Rating Scale (ERS).	1. Level III or above on the Career Lattice by 7/1/2012. 2. New Staff Orientation ⁴ completed by all aides and new staff within 90 days of start of employment. 3. Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards. 4. Complete professional development in the ERS scales appropriate to age groups in the facility. 5. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania. 6. Current pediatric first aid certification.	1. Level III ⁵ or above on the Career Lattice. 2. Complete STARS Orientation Part 2.	Level IV ⁶ or above on the Career Lattice by 7/1/2012. ⁷

¹ In order to be designated a STAR 4, accredited sites also need to complete the bold/italicized Performance Standards.

² Facilities must maintain DPW Regulations and/or Head Start Performance Standards according to whichever apply to the site.

³ Refer to the Career Lattice in the appendix.





⁴ New Staff orientation can be provided using the OCDEL-approved Better Kid Care video series OR 15 hours of documented topics outlined by *Caring for Our Children 2nd ed., Section 1.023*. If the Better Kid Care videos offered are not utilized, documentation is required of PQAS approved professional development (including course title, hours and instructor name/signature) that has been cross-walked to the *Caring for Our Children* topic areas.

⁵ Effective 7/1/2012, the STAR 3 requirement will be "Level IV or above."

⁶ Effective 7/1/2015, the STAR 4 requirement will be "Level V or above."

⁷ Until this standard becomes effective on 7/1/2012, the previous standard (Must have CDA/CCP, AA in ECE, or 30 college credit hours in ECE or human service field) continues to be in effect, if the Primary Staff Person develops an action plan. The action plan will be reviewed annually at designation and it must be completed by 7/1/2012. In addition, the Primary Staff Person must take a minimum of 6 credits per year. Please refer to your Regional Key for further information. Refer to Career Lattice for a list of related fields.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Primary Staff Person as the Operator Development⁸		1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). 2. Annually participate in 1 professional growth and development activity. 3. 12 annual clock hours of professional development based on the PDR. 4. 3 annual clock hours in management, professionalism, supervision, leadership, and/or administration. 5. All staff must have two hours of health and safety professional development annually. ⁹ 6. All staff must attend at least two hours of professional development annually on child observation, inclusive practices, and/or ERS. ¹⁰	1. Annually participate in 1 professional growth and development activities. 2. 18 annual clock hours of professional development based on the PDR.	1. Annually participate in 2 professional growth and development activities. 2. 24 annual clock hours of professional development based on the PDR. 3. Complete the PA Director's Credential by 7/1/2015.
Secondary Staff Qualifications¹¹		1. New Staff Orientation ¹² completed by all aides and new staff within 90 days of start of employment. 2. High School Diploma or Generalized Education Development (GED) certification. 3. All staff at Level I on the Career Lattice.	Maintain at least one secondary staff person at Level II on the Career Lattice.	Maintain at least one secondary staff member at Level III on the Career Lattice by 2012.

⁸ Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as clock hours.





⁹ Refer to the STARS Worksheets for courses that are acceptable.

¹⁰ Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunities.

¹¹ Refer to the Career Lattice in the appendix.

¹² New Staff orientation can be provided using the OCDEL-approved Better Kid Care video series OR 15 hours of documented topics outlined by *Caring for Our Children 2nd ed., Section 1.023*. If the Better Kid Care videos offered are not utilized, documentation is required of PQAS approved professional development (including course title, hours and instructor name/signature) that has been cross-walked to the *Caring for Our Children* topic areas.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Secondary Staff Development¹³		1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). 2. 9 annual clock hours of professional development, based on the PDR, taken by each staff member. ¹⁴ 3. All staff must have two hours of health and safety professional development annually. ¹⁵ 4. All staff must attend professional development annually on child observation, inclusive practices, and/or ERS. ¹⁶ 5. One additional staff member must have current pediatric first aid certification.	1. 15 annual clock hours of professional development, based on the PDR, taken by each staff member. ¹⁷ 2. Additional staff must attend at least two hour of professional development annually on curriculum, program or child assessment the age-appropriate Learning Standards and/or ERS. ¹⁶	1. 18 annual clock hours of professional development based on the PDR, taken by each staff member.¹⁸ 2. Annually participate in 1 professional growth and development activity.

¹³ Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as annual clock hours.

¹⁴ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 3 annual clock hours.





¹⁵ Refer to the STARS Worksheets for courses that are acceptable.

¹⁶ Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunities.

¹⁷ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 6 annual clock hours.

¹⁸ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 9 annual clock hours.

LEARNING PROGRAM

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Child Observation/ Curriculum/ Assessment	Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.	1. A developmentally appropriate screening of the child is completed and shared with family within 45 days of program entry ¹⁹ . (effective 7/1/2012) 2. Learning Standards are used as a resource for staff in classroom planning and documentation of children’s learning.	1. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO)^{20,21} 2. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed following the established ELN timeframes and shared with the family three times per year. 3. Results from the authentic assessments are used for curriculum, individual child planning, and referral to community resources. 4. Implement a learning curriculum that incorporates the Learning Standards, including a written curriculum statement.	1. Program crosswalks curriculum and assessment tools to the Learning Standards.





¹⁹ Until this standard becomes effective on 7/1/2012, the previous standard (Documented observation of child is completed and shared with parents within 45 days of program entry) continues to be in effect.

²⁰ Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO.

Please contact your Regional Key in reference to ELS-KS 10 #02.





²¹ A child assessment must be completed on school-age children although it is not reported through ELN or WSO.

LEARNING PROGRAM

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Environment Rating	Complete the Learning Environment Checklist.	1. ERS self-assessment of every classroom/age group must be completed annually by a staff member who has completed approved ERS professional development. ²² 2. A written Improvement Plan is developed to address any ERS subscale score below a 3.0.	1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be 4.25. 2. Each individual sampled classroom/age group must have an ERS score no less than 3.5. 3. A written Improvement Plan is developed to address any ERS subscale score below a 3.5.	1. The average facility score of all sampled classrooms/age groups assessed by a STARS ERS assessor must be a 5.25. 2. Each individual sampled classroom/age group must have an ERS score no less than 4.25. 3. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.

²² Refer to the STARS Worksheet for more information.





PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Community Resources/ Family Involvement	1. At enrollment, families are provided with information regarding public, social and community services. ²³ 2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A parent/family meeting is offered within 45 days of enrollment to encourage program-family partnerships and share initial observations and goals for the child.	1. At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to parents and staff. 2. If applicable to the child, provider requests from parents copies of child’s IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform classroom practice. 3. Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups. 4. Specific group or classroom information is shared with parents daily using a visual communication format. 5. A minimum of one parent conference is offered per year to discuss the child’s progress and behavioral, social, and physical needs. 6. Families are provided with information/application for publicly funded child care/health insurance programs, and tax credit information (Earned Income Tax Credit, PA TAX BACK) upon enrollment.	1. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. 2. Coordinate a minimum of one annual group activity to involve parent in meeting program learning goals. ²⁴ 3. A minimum of two parent conferences are offered per year to discuss the child’s progress and behavioral, social, and physical needs. A written report of the child’s progress is provided during at least one of the parent conferences.	1. If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. 2. Program has policies that demonstrate engagement and partnership with parents in program planning and decision-making.





²³ Organizations include Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO) and Child Care Information services (CCIS).

²⁴ Refer to the STARS Worksheets for suggested activities.

PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
<i>Transition</i>	Program provides general information to parents regarding transitioning children to another classroom or educational setting.	1. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. 2. Program includes age-appropriate activities for children to prepare for transition.	1. Parents are offered a group meeting to provide information regarding a child’s transition to another classroom or higher educational setting and to encourage parents and their children to connect to the school setting by visiting. 2. Program creates, with input from parents, a list of community/school stakeholders regarding child transition.	1. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting. 2. Program participates in community/school transition activities as available. 3. Program offers parents an individual meeting to share specific information regarding the child’s transition to another classroom or educational setting and to give parents written information about the child’s developmental progress.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/ NAFCC Accreditation ¹
Business Practices	Program develops and distributes a Parent Handbook.	1. Program creates a projected one-year operating budget, including a statement of income and expenditures. 2. A financial record keeping system for revenue and expenses is in place. 3. Organizational structure and job descriptions ²⁵ are included in a personnel policy manual that is shared with staff.	1. A financial system with quarterly comparisons of expenses to revenue is implemented. 2. The program creates a mission statement.	1. Annual operational business plan to address organizational stability and to implement quarterly reconciliation. 2. Program establishes a written code for professional conduct of staff. 3. A policy and procedure manual ²⁶ is developed and available to the staff at all times. 4. Risk management plan ²⁷ is written and developed that identifies potential operational risks and specific ways to reduce or eliminate risk.
Continuous Quality Improvement	Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences.	1. Complete and provide an annual Facility Professional Development (FPD) Plan (or equivalent). 2. System of site safety review and corresponding plan of action are instituted.	Provider develops a Continuous Quality Improvement Plan using multiple sources²⁸.	A Strategic Plan is aligned with the program's mission statement and put in place.





²⁵ An organizational chart should be accompanied by a written description of the duties and responsibilities of each staff position and the lines of authority and responsibility within the group home.

²⁶ Manual includes personnel policies and written health policies covering topics found in *Caring for Our Children 2nd ed.*, published Model Child Care Health Policy booklet (ECLS/NAEYC/AAP) and/or other appropriate Business Practice tools.

²⁷ Risk Management Plan is reviewed at least annually and updated as deemed necessary.

²⁸ Sources of information include surveys of parents, staff and/or school-aged children, ERS, LIS, audits, FPD plan, etc.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR GROUP HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/ NAFCC Accreditation ¹
Staff Communication and Support	1. Program provides documentation of a staff meeting held within the last six months. 2. Director (Primary Staff Person) develops plan for sharing information about Keystone STARS, continuous quality improvement, and professional development with staff members.	1. Each staff person must participate in a staff meeting at least once per month. Staff meeting must include discussions of quality and its impact on the Learning Program. 2. Director (Primary Staff Person) meets with each staff member using the plan developed in STAR 1. For new staff, this meeting is held within 90 days of start of employment.	1. Teachers and Assistant Teachers are provided at least two hours per month of paid curriculum and lesson planning/preparation time away from children. 2. Annually, at least two classroom observations ²⁹ are conducted and feedback regarding job performance is provided to the staff member. 3. Annual performance evaluation provided in written format to employee. ³⁰	1. Teachers and Assistant Teachers are provided at least four hours per month of paid curriculum and lesson planning/preparation time away from children. 2. Staff members are offered a minimum of 15 minutes with no program responsibilities for each 4 hour period worked.
Employee Compensation		1. List of all staff by positions, salary, and tenure. 2. At least 1 employee benefits given to staff ³¹ .	1. A salary scale based on level of education/training and years of ECE experience is documented. 2. At least 2 employee benefits given to staff ³⁰ and explained in the Policy and Procedure Manual.	At least 3 employee benefits given to staff ³⁰ and explained in the Policy and Procedures Manual.

²⁹ At least one observation is completed by the staff member’s direct supervisor.

³⁰ Performance evaluation is based on direct supervisor’s classroom observation, criteria established in advance (i.e. job description) and an employee self-assessment.

³¹ Refer to the STARS Worksheet for a list of acceptable employee benefits and for an explanation of prorating for part-time employees.



**KEYSTONE STARS:
CONTINUOUS QUALITY IMPROVEMENT
FOR LEARNING PROGRAMS**

Family Child Care Home Performance Standards for FY 2011-2012

Issued February 10, 2011

Preamble

Keystone STARS: Reaching Higher for Quality Early Learning

The Keystone STARS program was initiated in 2002 as a multifaceted approach to improving programs that serve young children in Pennsylvania. Research-based Performance Standards form the bedrock of this quality improvement program. The standards are guided by the principle that quality early learning is a foundation for children's success, and investment in the early care and education of Pennsylvania's children is an investment in the future. Therefore, the Keystone STARS Performance Standards reflect research-based indicators to improve outcomes for children. The standards are organized into four STAR levels that build upon each other in order to support continuous quality improvement. When a provider meets the Performance Standards for a STAR level, they receive the mark of quality, a STAR designation. A Keystone STARS designation informs parents that the director and staff are committed to enhancing quality for the children and families in their program.

Pennsylvania Early Learning Keys to Quality Vision and Mission

Vision: All Pennsylvania families will have access to high quality care and education for their children, fostering successful futures in school and in life.

Mission: To create a comprehensive quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development; increase educational attainment among practitioners; enhance professional skills and competencies in support of children's learning and development.

Acknowledgements

The Pennsylvania Departments of Public Welfare and Education, Office of Child Development & Early Learning, would like to thank the diverse group of programs, practitioners, Regional Keys staff and partners, and early learning stakeholders from across the State who continue to share their vision and constructive ideas in crafting an indicator based quality improvement system to improve care and education for children in Pennsylvania. Their honest discussion of how the PA Early Learning Keys to Quality is working locally and their constructive feedback to proposed improvements continues to be invaluable to this process.

Table of Contents

Staff Qualifications & Professional Development.....	Page 3
Learning Program	Page 5
Partnerships with Family & Community	Page 6
Leadership & Management	Page 8
Appendix: Career Lattice	Page 9

How to Interpret the Performance Standards Grid

Each STAR level builds on the previous level. Unless otherwise specified, each successive level includes all items in the previous level. Please note that there is important information housed in the footnotes throughout the document and in the STARS Worksheets. For copies of the STARS Worksheets, please contact your Regional Key.

Start with STARS – Enrollment in the Keystone STARS program

Providers that do not meet the STAR 1 Performance Standards, yet wish to begin the process of continuous quality improvement may enroll in Keystone STARS as a Start with STARS participant. Start with STARS affords access to resources to assist providers in working toward a STAR level in Keystone STARS.





To enroll as a Start with STARS participant, a provider must meet the following STARS Performance Standards:

Facility holds and posts a current DPW Certificate of Registration.

Complete the Keystone STARS Site Environment Checklist.

Primary Staff Person completes the Family Child Care Home STARS Orientation within 90 days of Start with STARS Enrollment.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
General	Must maintain Regular Certificate of Registration and/or meet program standards. ²	Must meet all standards for STAR 1 and maintain Regular Certificate of Registration.	Must meet all standards for STAR 1 and 2 and maintain Regular Certificate of Registration.	Must meet all standards for STAR 1, 2, and 3 and maintain Regular Certificate of Registration.
Primary Staff Person/Owner Operator Qualifications³	1. Level I on the Career Lattice 2. Complete professional development on the Core Body of Knowledge/ Professional Development Record (CBK/PDR) and FCCERS. 3. Current pediatric first aid certification.	1. Level II or above on the Career Lattice. 2. Complete professional development on Continuous Quality Improvement (CQI) and the Learning Standards. 3. Attend child abuse mandated reporter professional development that reflects the most current laws in Pennsylvania.	1. Level III or above on the Career Lattice by 7/1/2012. ⁴ 2. Complete Family Child Care Home STARS Orientation Part 2.	Level IV or above on the Career Lattice by 7/1/2014. ⁵

¹ In order to be designated a STAR 4, accredited sites also need to complete the bold/italicized Performance Standards.





² Facilities must maintain DPW Regulations and/or Head Start Performance Standards according to whichever apply to the site.

³ Refer to the Career Lattice in the appendix.

⁴ Until this standard becomes effective on 7/1/2012, the previous standard (Enrolled in a CDA/CCP or 6 college credits in ECE/related field) continues to be in effect, if the Primary Staff Person/Owner Operator develops an action plan. The action plan will be reviewed annually at designation and it must be completed by 7/1/2012. Please refer to your Regional Key for further information.

⁵ Until this standard becomes effective on 7/1/2014, the previous standard (Current CDA/CCP or 9 college credits in ECE/CD or related field) continues to be in effect, if the Primary Staff Person/Owner Operator develops an action plan. The action plan will be reviewed annually at designation and it must be completed by 7/1/2014. In addition, the Primary Staff Person/ Owner Operator must take a minimum of 6 credits per year. Please refer to your Regional Key for further information.

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT





PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Primary Staff Person/Owner Operator Development⁶	1. Completion of Family Child Care Home Provider Self-Evaluation provided by DPW in the self-study packet. 2. All staff must have two hours of health and safety professional development annually. ⁷	1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR) and documented on the professional development plan in the PDR. 2. 12 annual clock hours of professional development based on the PDR. 3. 3 annual clock hours in management, professionalism, supervision, leadership, and/or administration. 4. All staff must attend at least two hour of professional development annually on child observation and/or inclusive practices. ⁸	1. Annually participate in 1 professional growth and development activity. 2. 18 annual clock hours of professional development based on the PDR. 3. All staff must attend at least two hours of professional development annually on curriculum, program or child assessment and/or professional development on Ounce/Work Sampling System. ⁸	1. Annually participate in 2 professional growth and development activities. 2. 24 annual clock hours of professional development based on the PDR.
Secondary Staff/Substitutes and Assistants Qualifications³	Current pediatric first aid certification.	High School Diploma or Generalized Education Development (GED) certification.		
Secondary Staff/Substitutes and Assistants Development⁶	6 annual clock hours of professional development, based on the PDR, taken by each staff member.	1. Annual professional development plan is developed based on needs identified in the Professional Development Record (PDR). 2. All staff must have two hours of health and safety professional development annually. ⁸ 3. All staff must attend at least two hours of professional development annually on child observation, inclusive practices, and/or ERS. ⁸	1. 9 annual clock hours of professional development, based on the PDR, taken by each staff member. 2. All staff must attend at least two hours of professional development annually on curriculum, program or child assessment and/or professional development on Ounce/Work Sampling System. ⁸	1. 12 annual clock hours of professional development based on the PDR, taken by each staff member. 2. Annually participate in 1 professional growth and development activity.

⁶ Refer to the STARS Worksheets for additional information on professional growth and development activities, as well as clock hours.

⁷ Refer to the STARS Worksheets for courses that are acceptable.

⁸ Refer to the STARS Worksheets for more information on selecting appropriate professional development opportunities.

LEARNING PROGRAM





PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Child Observation/ Curriculum/ Assessment	Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.	1. A developmentally appropriate screening of the child is completed and shared with family within 45 days of program entry. ⁹ (effective 7/1/2012) 2. Learning Standards are used as a resource for program planning.	1. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed following the established ELN timeframes ¹⁰ and shared with the family three times per year. ¹¹ 2. Results from the authentic assessments are used for curriculum, individual child planning, and referral to community resources. 3. Implement a learning curriculum that incorporates the Learning Standards, including a written curriculum statement.	1. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO). ^{12,13} 2. Program crosswalks curriculum and assessment tools to the Learning Standards.

⁹ Until this standard becomes effective on 7/1/2012, the previous standard (Documented observation of child is completed and shared with parents within 45 days of program entry) continues to be in effect.





¹⁰ Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO. Please contact your Regional Key in reference to ELS-KS 10 #02.

¹³ A child assessment must be completed on school-age children although it is not reported through ELN or WSO.

LEARNING PROGRAM





PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Environment Rating	1. Complete the Keystone STARS Family Child Care Home Learning Environment Checklist. 2. Provider attests that TV, video or DVD watching is limited to no more than 5 hours per week, is developmentally appropriate and supervised.	1. FCCERS-R assessment completed by a STARS ERS assessor. 2. A written Improvement Plan is developed to address any score below a 3.0 on the FCCERS-R.	1. A FCCERS-R assessment by a STARS ERS assessor must average a score of 4.25 2. A written Improvement Plan is developed to address any ERS subscale score below a 3.5.	1. A FCCERS-R assessment by a STARS ERS assessor must average a score of 5.25 2. A written Improvement Plan is developed to address any ERS subscale score below a 4.25.

PARTNERSHIPS WITH FAMILY & COMMUNITY





PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
Community Resources/ Family Involvement	1. At enrollment, families are provided with information regarding public, social and community services. ¹⁴ 2. The program collects child-centered information at enrollment to facilitate responsive care that is mindful of the needs of individual children and families. A parent/family meeting is offered within 45 days of enrollment to	1. At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness, and/or child development is given and explained to parents and staff. 2. If applicable to the child, provider requests from parents copies of child's IEP or IFSP, written plans, and/or special needs assessments completed by professionals to inform developmentally appropriate practice. 3. A written method whereby parents and providers can exchange observations, concerns and comments (e.g. daily log, notebook message center, parent-teacher journal, take-	1. A plan is written and implemented describing procedures to refer parents to appropriate social, mental health, educational, wellness, and medical services. 2. A minimum of one opportunity is offered for parent involvement (e.g. volunteer opportunities, family play nights, parent corner, picnics, lending library, monthly calendars). 3. A minimum of two parent conferences are	1. If applicable to the child, provider, in conjunction with parents and service providers from public social and community service organizations, implements activities appropriate to meet IEP or IFSP goals and/or special needs plans and objectives. 2. Program has policies that demonstrate engagement and partnership with parents in program planning and decision-making. 3. Families and school age children are asked, at least once per year, to evaluate the

¹⁴ Organizations include Early Intervention, Children and Youth Services, Mental Health and Mental Retardation Services, County Assistance Office (CAO) and Child Care Information services (CCIS).

PARTNERSHIPS WITH FAMILY & COMMUNITY

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/NAFCC Accreditation ¹
	encourage program-family partnerships and share initial observations and goals for the child. 3. Parents are verbally informed of substitutes' and assistants' credentials and schedules.	home envelopes). 4. A minimum of one parent conference is offered per year to discuss the child's progress and behavioral, social, and physical needs. 5. Families are provided with information/application for publicly funded child care/health insurance programs, and tax credit information (Earned Income Tax Credit, PA TAX BACK). 6. Parents are given written letter introducing substitutes and assistants, explaining their credentials and schedules.	offered per year to discuss the child's progress and behavioral, social, and physical needs. A written report of the child's progress is provided during at least one of the parent conferences.	program's efforts to meet their needs (e.g. questionnaire, survey, suggestion box). 4. A minimum of two opportunities are offered for parent involvement, one of which is to coordinate opportunity for parent group information activity to: a) enhance knowledge and understanding of child development needs, or b) enhance health education knowledge.
Transition	Program provides general information to parents regarding transitioning children to another educational setting.	1. Program transfers child records, at the request of the parent, when the child transitions to another educational setting. 2. Program includes age-appropriate activities for children to prepare for transition.	1. Parents are offered a group meeting to provide information regarding a child's transition to another educational setting and to encourage parents and their children to connect to the school setting by visiting. 2. Program creates, with input from parents, a list of community/school stakeholders regarding child transition.	1. Program sends letter of introduction to appropriate community/school stakeholders outlining goal to partner in child transitioning efforts from child care to school setting. 2. Program participates in community/school transition activities as available.

LEADERSHIP AND MANAGEMENT

PERFORMANCE STANDARDS FOR FAMILY CHILD CARE HOMES	 STAR 1 Performance Standards	 STAR 2 Performance Standards	 STAR 3 Performance Standards	 STAR 4 1. Performance Standards, or 2. NAEYC/NAA/ NAFCC Accreditation ¹
Business Practices	1. Copies of inspection reports required by local ordinances such as fire, building, and health inspections are posted where parents can easily see them. 2. Program develops and distributes a Parent Handbook. 3. File appropriate tax forms. 4. Proof of liability insurance.	1. A financial record keeping system for revenue and expenses is in place. 2. Provider has a signed copy of an established professional Code of Ethics ¹⁵ .	1. Program creates a projected one-year operating budget, including a statement of income and expenditures. 2. Written job descriptions for substitutes and assistants, if applicable. 3. Review fire safety plan and emergency plan (including risk management) annually and update as necessary.	1. Current business plan. 2. Policy and procedure manual includes written health policies to cover topics per CFOC National Standards and found in published Model Child Care Health Policy booklet (ECLS/NAEYC/AAP) and is made available to staff at all times.
Continuous Quality Improvement	Program uses documents for tracking illnesses and injuries, including plans of action to prevent further occurrences.	1. Complete and provide the professional development plan in the PDR. 2. System of site safety review and corresponding plan of action are instituted.	Provider develops a Continuous Quality Improvement Plan using multiple sources¹⁶.	
Employee Compensation	Providers make provisions for substitutes or designated qualified staff in emergency situations.	1. List of all staff by positions, salary, and tenure. 2. At least 1 employee benefit ¹⁷ given to staff.		

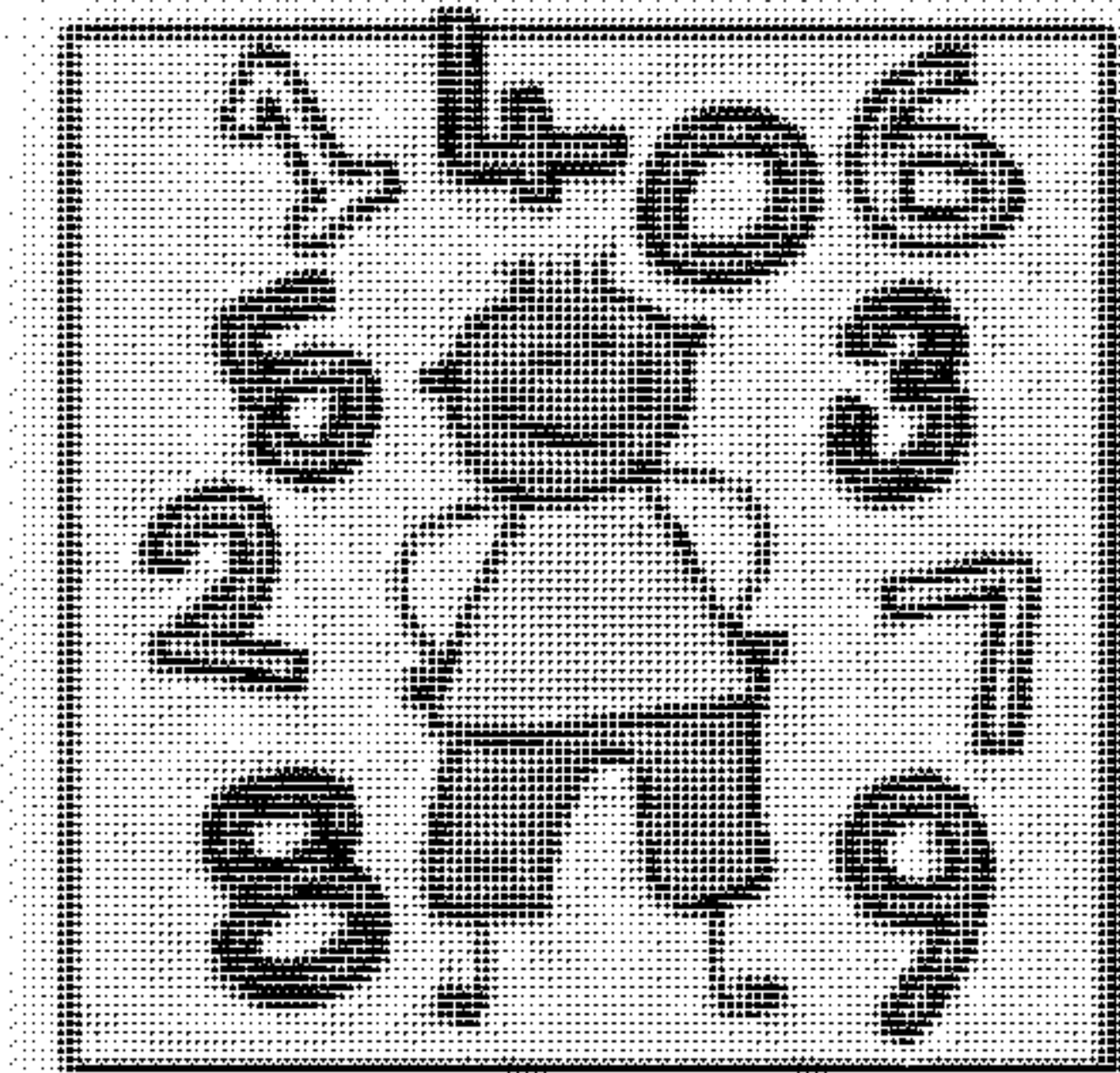
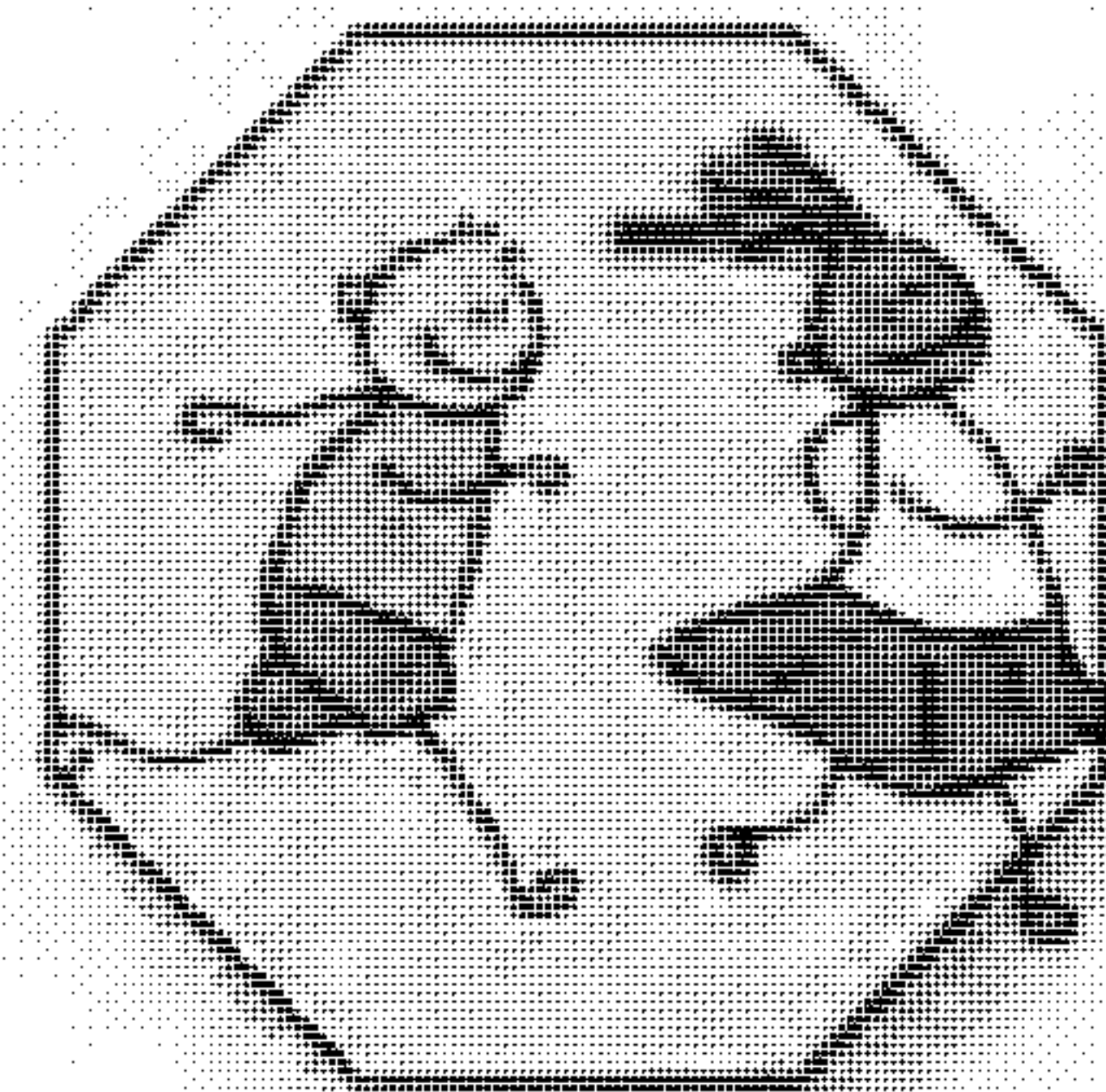
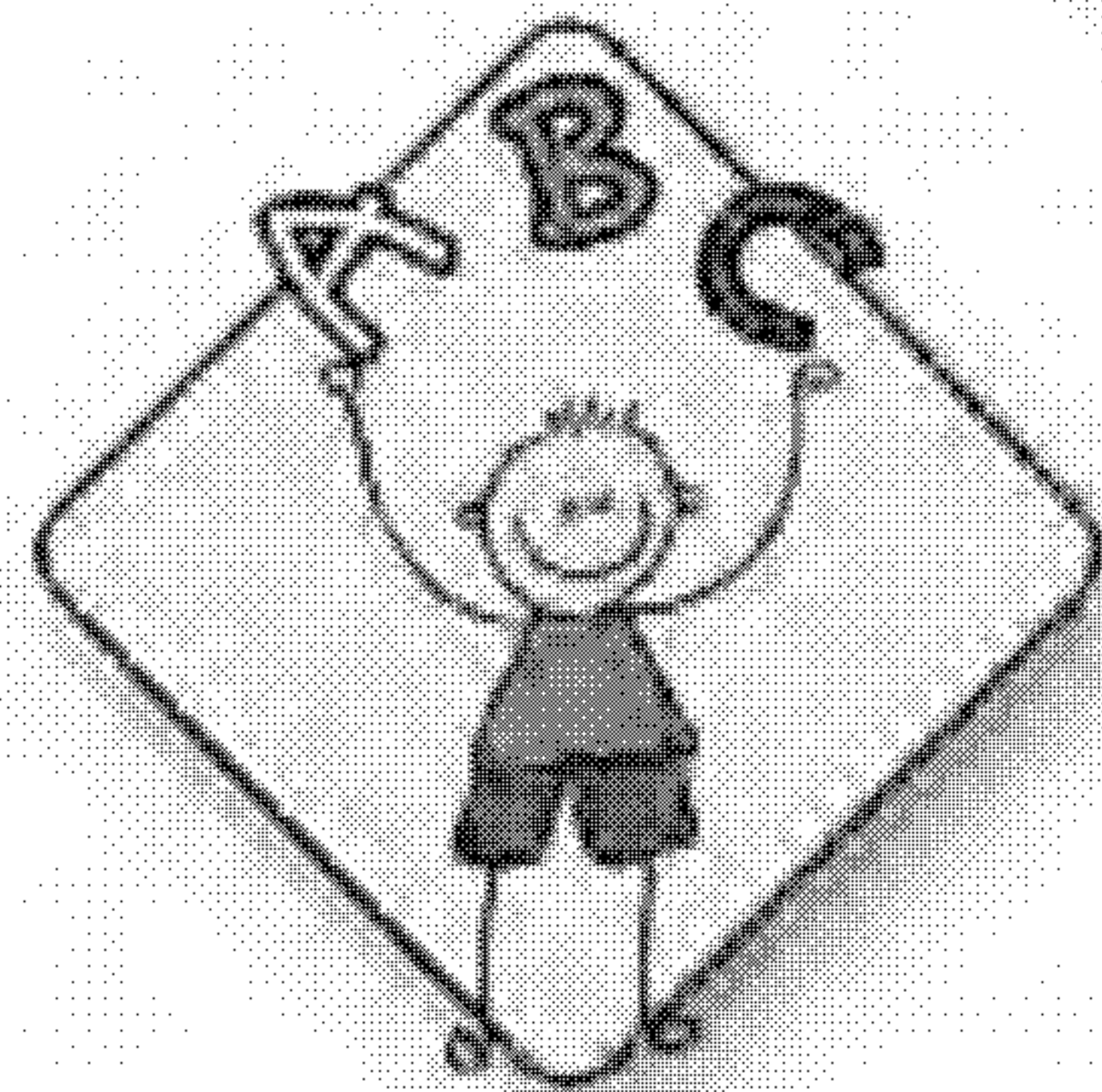
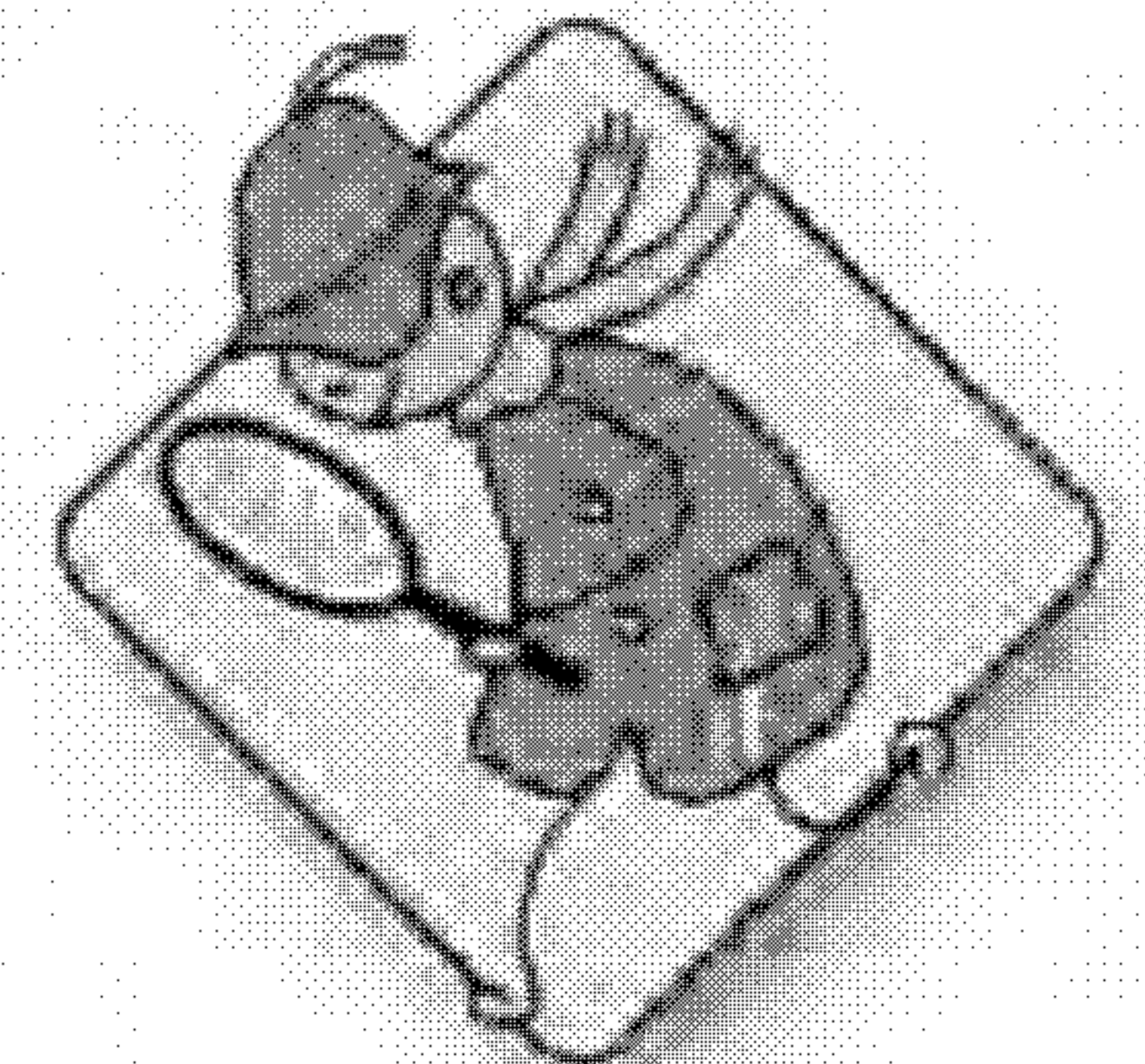
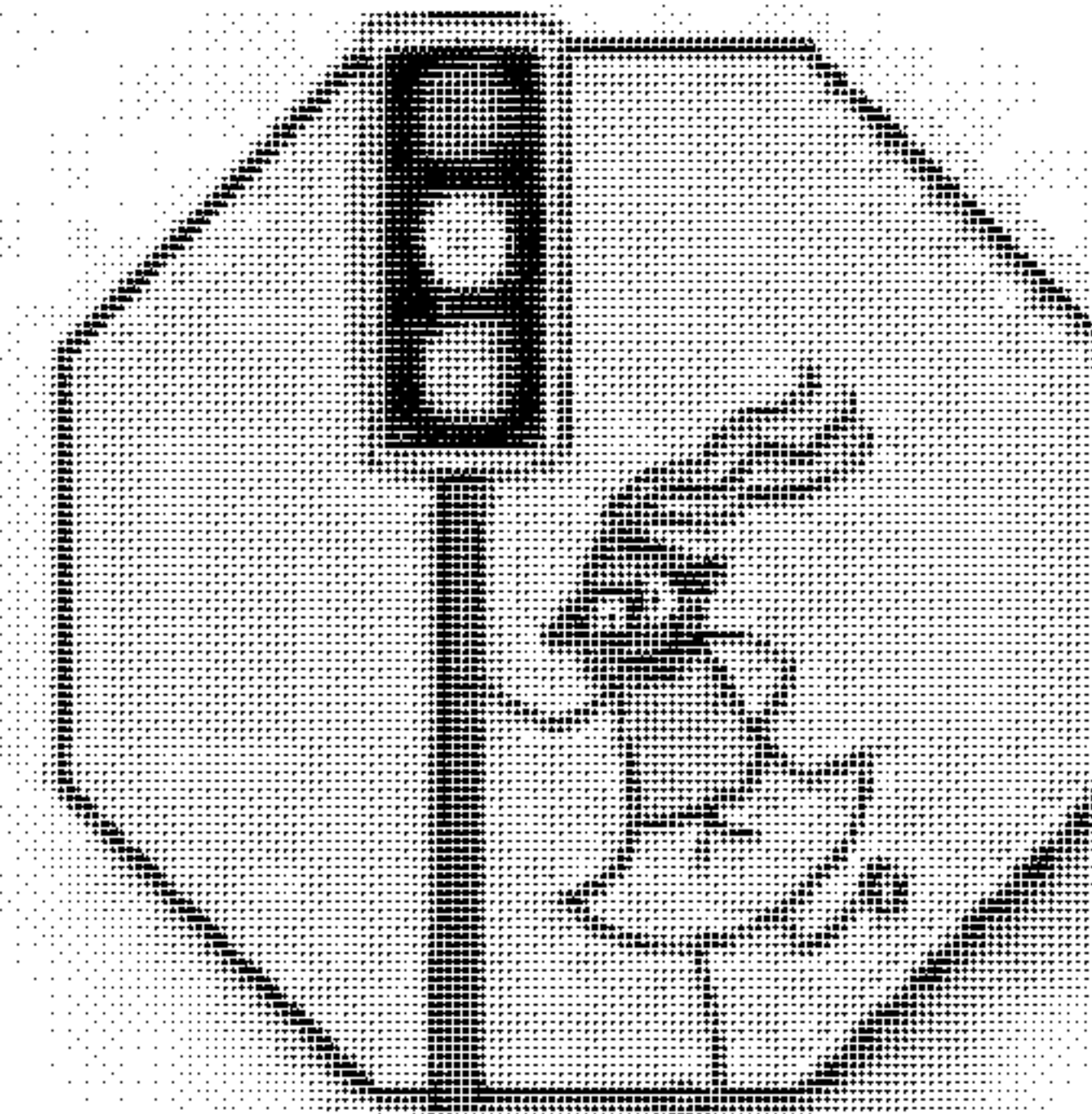
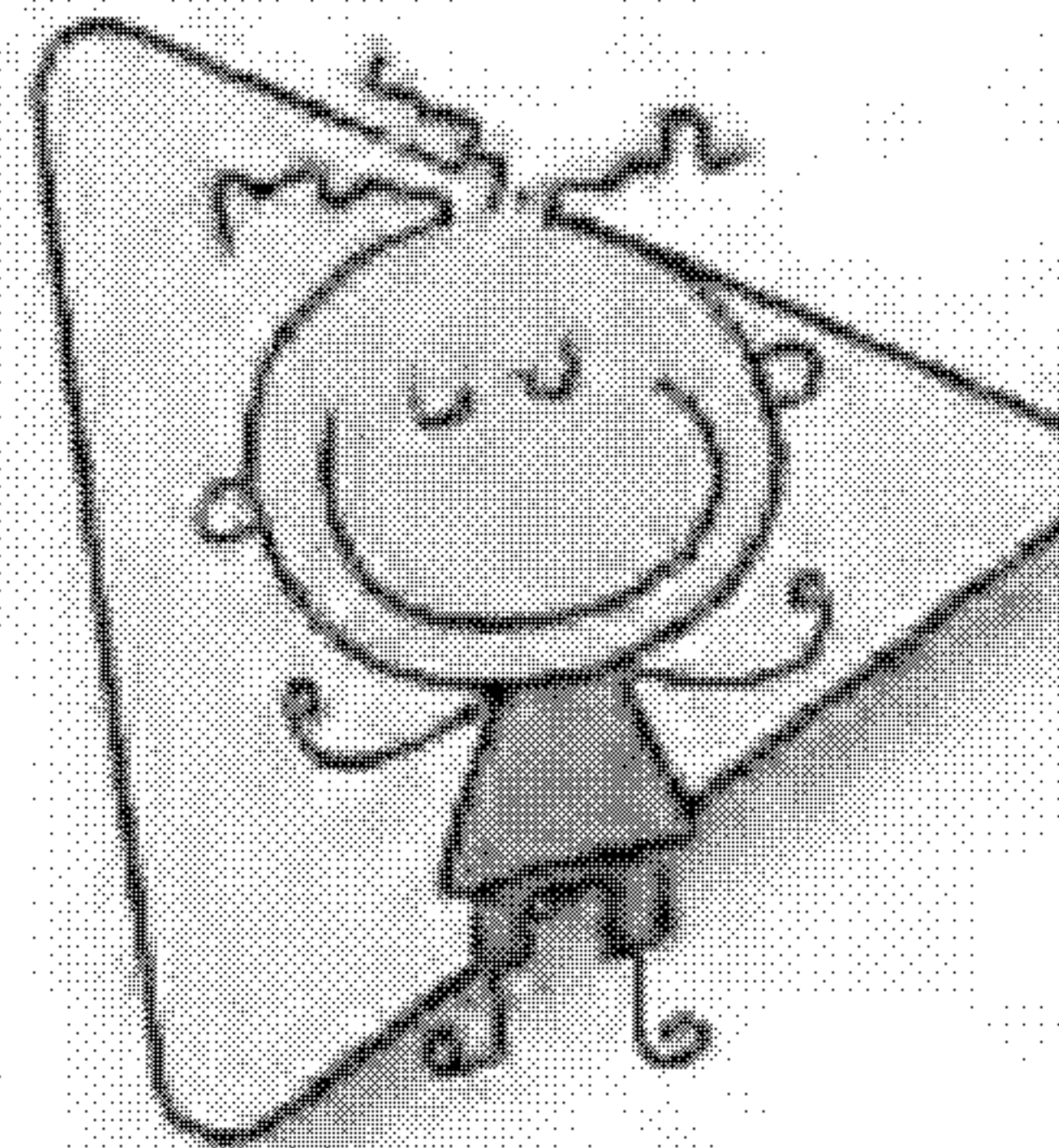
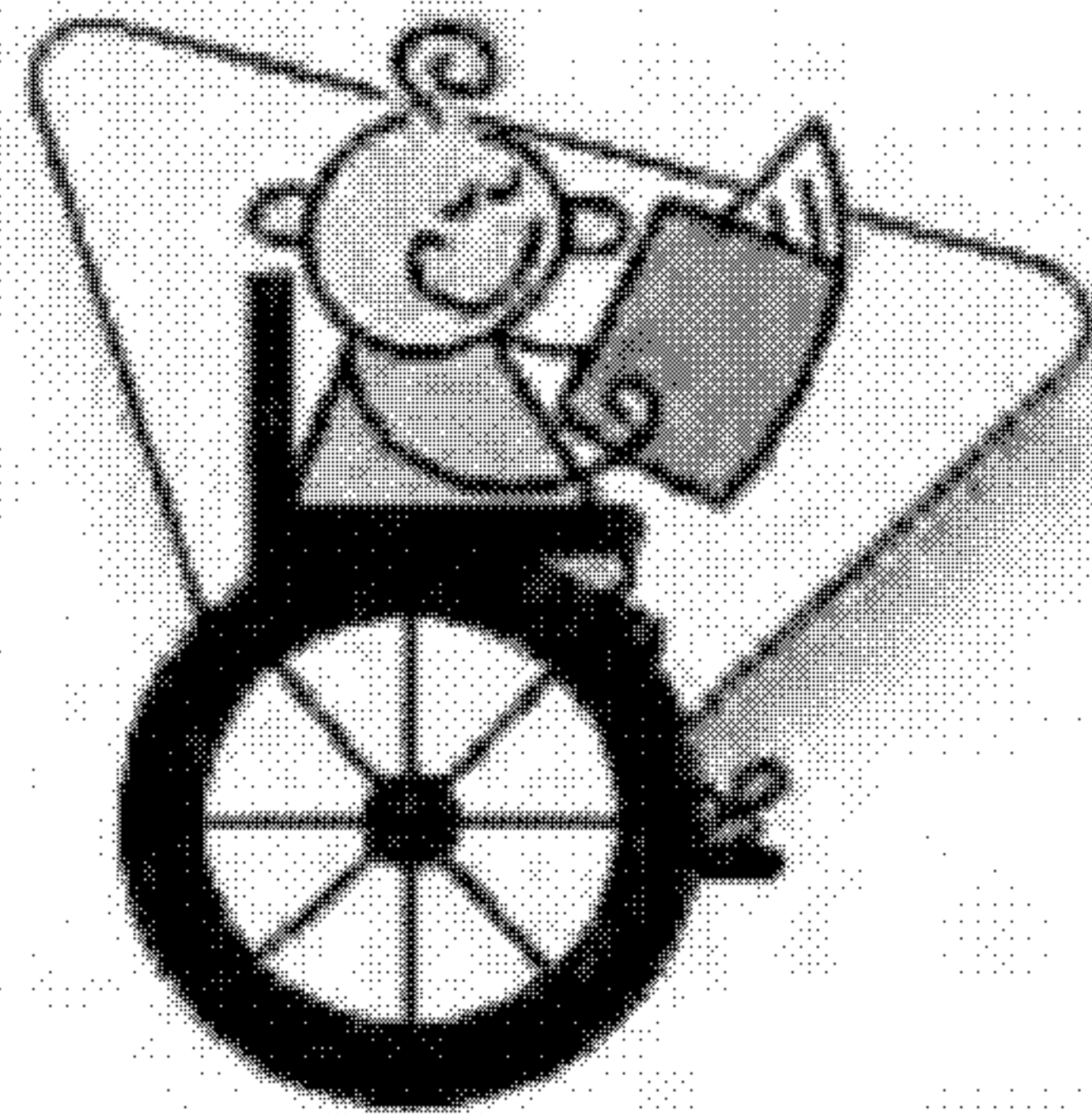
¹⁵ Official codes of conduct from organizations, such as NAEYC, may be adopted.

¹⁶ Sources of information include surveys of parents, staff and/or school-aged children, ERS, LIS, audits, FPD plan, etc.

¹⁷ Refer to the STARS Worksheet for a list of acceptable employee benefits and for an explanation of prorating for part-time employees.

CONTINUUM

INFANT-TODDLER · PRE-KINDERGARTEN · KINDERGARTEN



Pennsylvania Learning Standards for Early Childhood

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
PENNSYLVANIA DEPARTMENT OF EDUCATION AND DEPARTMENT OF PUBLIC WELFARE

2009
REVISED
2ND EDITION

APPROACHES TO LEARNING THROUGH PLAY

STANDARD 15.1: GATHERING AND CONSTRUCTING KNOWLEDGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.1.1 CURIOSITY AND INITIATIVE	<p>The learner will:</p> <ul style="list-style-type: none"> Use the mouth as a primary means of exploring and learning from the environment Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings Manipulate objects in order to explore them 	<p>The learner will:</p> <ul style="list-style-type: none"> Show an interest in various environmental stimuli Use the senses to explore and learn from the environment Ask questions to obtain adult response 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore characteristics of objects, activities and environments Show interest in what others are doing Utilize non-verbal prompts to seek information Ask questions to seek information 	<p>The learner will:</p> <ul style="list-style-type: none"> Show interest in a growing range of topics, ideas and tasks Utilize all available senses to explore and learn from the environment Ask questions for clarification to seek meaningful information Show interest and interact with others about their work or actions 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate an eagerness to discover and discuss a growing range of topics, ideas and tasks Ask questions and seek meaningful information about a topic or idea Show interest and ask questions about others' work or stories Use play to demonstrate new skills and knowledge Explore technological equipment and materials with interest
15.1.2 RISK TAKING	<p>The learner will:</p> <ul style="list-style-type: none"> Explore in the comfort of a familiar surrounding or adult Seek comfort in adults when faced with novel stimuli 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore the environment in close proximity to and in constant sight of caregiver Show interest in new activities and experiences 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore the environment independently but seek occasional approval from nearby adults Try new activities or experiences with adult encouragement 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate an increased willingness to participate in both familiar and new experiences Differentiate between appropriate and inappropriate methods for learning information 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate a willingness to participate in an increasing variety of diverse experiences Determine appropriate method for learning information in a specific situation
15.1.3 STAGES OF PLAY	<p>The learner will:</p> <ul style="list-style-type: none"> Use body and senses to engage in solitary play 	<p>The learner will:</p> <ul style="list-style-type: none"> Play near others without interacting with him/her Imitate adult actions through play scenarios 	<p>The learner will:</p> <ul style="list-style-type: none"> Interact with other children during play Use materials or objects to represent everyday objects during play Engage in some complex play sequences based on an understanding of everyday events 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage in simple games with rules Use materials and objects to represent other objects Engage in complex play sequences that may be continued over several days 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage in simple games with rules with the ability to plan ahead to develop strategies Engage in elaborate interactive play sequences that include acting out rules and negotiating play themes

STANDARD 15.2: ORGANIZING AND UNDERSTANDING KNOWLEDGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.2.1 ATTENTION, ENGAGEMENT AND PERSISTENCE	<p>The learner will:</p> <ul style="list-style-type: none"> Focus on people around him/her Attend to adult during reciprocal interaction Make repeated attempts to engage an adult to meet needs Try to make things happen 	<p>The learner will:</p> <ul style="list-style-type: none"> Interact with people, objects or activities for short periods of time Repeat enjoyable activities Complete a short, simple task with adult support Focus on a task to reach a goal 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage with peers for an extended time Focus on an activity or toy while other things are occurring in the environment Cooperate with others to complete a task or goal Focus on a complex activity with adult encouragement 	<p>The learner will:</p> <ul style="list-style-type: none"> Attend and follow through on adults' one or two step directions Initiate and extend activities Complete short, tasks, activities, projects and experiences from beginning to end independently Work towards completing task despite interruptions or classroom disruptions 	<p>The learner will:</p> <ul style="list-style-type: none"> Pay attention to adult who is providing follow through on directions Demonstrate capacity to concentrate over time on task, despite interruptions or classroom disruptions Complete simple activities or tasks from beginning to end with independence Work or interact with a specific toy or object until complete

STANDARD 15.2: ORGANIZING AND UNDERSTANDING KNOWLEDGE continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.2.2 TASK ANALYSIS	<ul style="list-style-type: none"> Use senses to discover properties of objects Anticipate next step of a routine or activity 	<ul style="list-style-type: none"> Discover characteristics of objects or materials through repeated actions with the toy Know the sequence of certain tasks Perform a behavior even when the consequences are known Complete a common task or routine with adult support 	<ul style="list-style-type: none"> Purposefully act on objects to discover their properties Identify the sequence of a routine such as "First we wash hands, then we have lunch" Complete tasks in the teacher-taught sequence for adult approval Complete a multi-step task with adult support 	<ul style="list-style-type: none"> Test objects to determine their purpose Explain a routine sequence to another Break simple tasks into steps and complete them one at a time 	<ul style="list-style-type: none"> Classify, contrast and compare objects, events and experiences Complete multi-step tasks with independence
15.2.3 REASONING AND PROBLEM SOLVING	<ul style="list-style-type: none"> Interact with a toy or object in more than one way Repeat actions that have an interesting response Play with a variety of objects to determine similar and different outcomes Look for objects that are out of view 	<ul style="list-style-type: none"> Observe others' actions with materials to learn strategies for interaction Imitate others' actions to determine if they will work for them Persist in working with materials that are challenging in order to master them Solve simple problems independently, such as climbing on a chair to get an out-of-reach object 	<ul style="list-style-type: none"> Observe, imitate and remember previous information about an object or situation Seek help to accomplish something that is challenging Follow a teacher's suggestion to complete a difficult task Use trial and error to accomplish a task Change approach to reach a goal when the first try is unsuccessful 	<ul style="list-style-type: none"> Try different ways to complete a task Attempt to accomplish a difficult task on own 	<ul style="list-style-type: none"> Explore a new way to continue with a task, project or experience after initially experiencing a failure

STANDARD 15.3: APPLYING KNOWLEDGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	<ul style="list-style-type: none"> Imitate new sounds and movements Respond to music or voices by showing pleasure Try a new action with a familiar object 	<ul style="list-style-type: none"> Imitate simple actions, gestures, sounds and words Use body movements to respond to music and art Use a single object in different ways Discover unique solutions to basic problems 	<ul style="list-style-type: none"> Demonstrate complex imitation skills including imitation of peers Engage in creative movement activities such as singing and chanting, dancing or painting Use an object in a non-conforming manner Use materials in new ways to accomplish a task Show creativity in approaching and accomplishing tasks 	<ul style="list-style-type: none"> Use both observation and imitation to understand information Use music and art and stories to express ideas and feeling Use materials in unique ways to represent other things Try several ways to complete a task Produce and explain the purpose for a new creation 	<ul style="list-style-type: none"> Observe and imitate both adults and peers to gain understanding of specific tasks and skills Create an object to serve a functional purpose Combine unique materials to make a new (real or pretend) object or result

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.4.1 HOME-SCHOOL IDENTITY	<ul style="list-style-type: none"> Show comfort in routines or experiences that mirror home experiences 	<ul style="list-style-type: none"> Prefer routines and activities that mirror home routines Separate school and home experiences Imitate mannerisms or behaviors of family 	<ul style="list-style-type: none"> Relay home experiences with teacher and school experiences to parent or guardian Recognize specific activities that are home or school functions 	<ul style="list-style-type: none"> Demonstrate culture and home experiences during play Relate home or outside-learned knowledge to school experiences Understand that appropriate activities and events may differ from home to school 	<ul style="list-style-type: none"> Use home experiences to learn new knowledge Transfer information from home to school and from school to home Develop attitudes and values about the way she/he learns to understand new experiences Understand how information learned in other settings impacts school learning Understand the difference between school and home processes
15.4.2 RESILIENCE	<ul style="list-style-type: none"> Use comfort of familiar routines and activities to explore new ideas or routines Notify adults of need for comfort or help through cries or body movements 	<ul style="list-style-type: none"> Repeat difficult tasks or activities many times to achieve mastery Repeat familiar activity to gain comfort and confidence Seek out adult when frightened or unhappy Respond to limitations set by adult 	<ul style="list-style-type: none"> Show confidence and pleasure in the completion of a task or activity Seek help in difficult situations Show basic understanding of limits and rules Manage basic impulses appropriately 	<ul style="list-style-type: none"> Understand who or where there is help when needed Attempt problem solving activities to achieve a positive outcome 	<ul style="list-style-type: none"> Demonstrate a beginning understanding of consequences for behavior Utilize help when needed Communicate feelings of distress or anxiety Engage in problem solving activities to achieve a positive outcome
15.4.3 CULTURE	<ul style="list-style-type: none"> Demonstrate comfort in routines, objects and materials that reflect home experiences 	<ul style="list-style-type: none"> Show awareness that others have attachments to different objects, people or routines Show awareness of others' similarities and differences 	<ul style="list-style-type: none"> Demonstrate expectations and attitudes about others based on primary relationships Seek to learn about others' differences 	<ul style="list-style-type: none"> Show pride in belonging to a family unit Show understanding that family structures may differ from one family to another Explore unusual materials that represent other cultures Demonstrate awareness of some physical differences among children 	<ul style="list-style-type: none"> Express information about own family or background Show interest in different familial structures Interact with materials from different cultures such as a rain stick, map that depicts Asia or Africa. Show acceptance of children who appear to be different

**CREATIVE THINKING AND EXPRESSION:
COMMUNICATING THROUGH THE ARTS**

STANDARD 9.1a: PRODUCTION, PERFORMANCE AND EXHIBITION: MUSIC AND MOVEMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1a.1 AESTHETIC RESPONSE	<ul style="list-style-type: none"> Respond to music 	<ul style="list-style-type: none"> Show pleasure and excitement when exposed to music 	<ul style="list-style-type: none"> Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms 	<ul style="list-style-type: none"> Respond to different forms of music and dance through participation or discussion Practice rhythms in different forms of music and dance 	<ul style="list-style-type: none"> Respond to different forms of music and dance and use basic vocabulary when describing action Identify and reproduce patterns of rhythm in music and dance
9.1a.2 EXPLORATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Show interest in singing, moving and dancing using body in creative ways Use props or tools such as scarves, instruments or wands to accompany music 	<ul style="list-style-type: none"> Use instruments to create rhythm and sound Move body to different sounds or rhythms 	<ul style="list-style-type: none"> Use instruments to accompany music or songs Use instruments and other objects that make sound to make music 	<ul style="list-style-type: none"> Use instruments to accompany music or songs
9.1a.3 CREATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use imagination and creativity to express self through music and dance Use body to represent form in space 	<ul style="list-style-type: none"> Use imagination and creativity to design and perform music and dance Work with partner or others to represent form in space

STANDARD 9.1b: PRODUCTION, PERFORMANCE AND EXHIBITION: DRAMATIC AND PERFORMANCE PLAY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1b.1 DRAMATIC EXPRESSION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use object for intended purpose during play Act out real behaviors during play 	<ul style="list-style-type: none"> Use object in a nonconforming manner during play Identify real or make believe Begin to explore new situations through dramatic play 	<ul style="list-style-type: none"> Use nonconforming objects to create representations of real life objects or activities Represent fantasy and real-life experiences through pretend play Repeat similar pretend play scenarios Use pretend play to represent known or anticipated situations 	<ul style="list-style-type: none"> Use multiple nonconforming representations of real life objects or activities Create and enact fantasy play scenarios Extend pretend play scenarios over multiple periods of time Use pretend play as a means to negotiate and resolve challenging situations
9.1b.2 PERFORMANCE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Respond to audience's appreciation of actions 	<ul style="list-style-type: none"> Imitate and repeat voice inflections and facial expressions to entertain others Seek an audience for one's actions 	<ul style="list-style-type: none"> Create various voice inflections and facial expressions in play Recreate dramatic play experiences for an audience 	<ul style="list-style-type: none"> Represent a character by using voice inflections and facial expressions Recreate a familiar story for an audience individually or cooperatively

STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1c.1 REPRESENTATION	<ul style="list-style-type: none"> Explore art tools and materials 	<ul style="list-style-type: none"> Scribble or draw to create images 	<ul style="list-style-type: none"> Create age appropriate representations of real objects and concepts in artwork 	<ul style="list-style-type: none"> Represent experiences, thoughts and ideas through visual arts 	<ul style="list-style-type: none"> Represent common themes and patterns in visual arts
9.1c.2 CONSTRUCTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use basic art materials to create an age appropriate product 	<ul style="list-style-type: none"> Use a variety of tools and materials to create new products 	<ul style="list-style-type: none"> Combine a variety of tools and materials to create new products 	<ul style="list-style-type: none"> Create expressive images using a variety of media and techniques
9.1c.3 PERSONAL CONNECTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify objects in own art products 	<ul style="list-style-type: none"> Tell about own art products 	<ul style="list-style-type: none"> Share how artwork is connected to own personal experiences 	<ul style="list-style-type: none"> Discuss how art work represents an artist and his/her thoughts or emotions

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.2.1 PATTERNS AND THEMES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use materials and instruments from other cultures to create a product 	<ul style="list-style-type: none"> Identify cultures represented by various art forms 	<ul style="list-style-type: none"> Use various art forms from other cultures while creating own art works

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.3.1 CRITICAL RESPONSE	<ul style="list-style-type: none"> Gaze at paintings, pictures or photographs with interest Show pleasure when listening to music or viewing pictures 	<ul style="list-style-type: none"> Show interest in others' work or products 	<ul style="list-style-type: none"> Comment on characteristics of others' work 	<ul style="list-style-type: none"> Share an opinion about others' art products 	<ul style="list-style-type: none"> Compares others' products to one's own work

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.3.2 IDENTIFICATION	<ul style="list-style-type: none"> Recognize and point to familiar objects or persons in photos or books 	<ul style="list-style-type: none"> Identify basic art forms by name 	<ul style="list-style-type: none"> Differentiate art forms 	<ul style="list-style-type: none"> Recognize and name a variety of art forms 	<ul style="list-style-type: none"> Recognize and name a variety of elements within one art form

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.4.1 EMOTIONAL RESPONSE	<ul style="list-style-type: none"> Respond to various art forms 	<ul style="list-style-type: none"> Choose art activities during free play 	<ul style="list-style-type: none"> Ask for specific songs or materials during free play Respond to specific pictures in a story 	<ul style="list-style-type: none"> Demonstrate emotional response to viewing or creating various art works 	<ul style="list-style-type: none"> Make statements that express emotion about viewing or creating various art works

MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.1.1 COUNT AND COMPARE NUMBERS	<ul style="list-style-type: none"> Construct number sense 	<ul style="list-style-type: none"> Attempt rote counting Use basic math terms Begin to imitate rote counting using some names of numbers 	<ul style="list-style-type: none"> Rote count to five Identify some numerals Identify characteristics for comparison such as, size, color, shape 	<ul style="list-style-type: none"> Use counting and numbers as part of play and as a means for determining quantity Rote count to 20 Count up to 10 objects using one to one correspondence Name numerals to 10 Use vocabulary to compare numbers of objects with teacher support 	<ul style="list-style-type: none"> Rote count by whole numbers to 100 by ones Attempt to count by tens along with adult Read and write whole numbers 0-20 Count up to 20 objects using one to one correspondence Use basic numbers and counting Use vocabulary independently to compare number of objects Tell what number comes before or after (up to 20)
2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify symbols for familiar objects 	<ul style="list-style-type: none"> Indicate number of objects 	<ul style="list-style-type: none"> Understand number concepts, vocabulary, quantities and written numerals in meaningful ways Differentiates numerals from letters 	<ul style="list-style-type: none"> Use concrete objects to represent quantities up to and including twenty Identify penny, nickel, dime Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including twenty
2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS	<ul style="list-style-type: none"> Explore relationships between objects during play 	<ul style="list-style-type: none"> Identify basic differences and similarities of objects 	<ul style="list-style-type: none"> Show that numbers represent quantity Identify groups of more or less 	<ul style="list-style-type: none"> Practice combining, separating and naming quantities Match a numeral to a set 0 to 5 Use ordinal number words to describe the position of objects (first, second, last) 	<ul style="list-style-type: none"> Use concrete objects to separate a set into two equal parts Group objects into sets of ten Use ordinal number words to describe the position of objects (first, second, third) Match numerals to sets of objects to 20
2.1.4 PLACE VALUE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Practice regrouping ones to tens with adult assistance
2.1.6 CONCEPTS AND APPLICATIONS OF OPERATIONS EXPLORATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Solve oral word problems using concrete objects with assistance Sort objects by two or more attributes Identify properties of numbers Apply strategies of "counting on" 	<ul style="list-style-type: none"> Analyze numbers Solve word problems using concrete objects independently Create a sorting method

STANDARD 2.2: COMPUTATION AND ESTIMATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.2.1 FLUENCY IN BASIC FACTS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Observe adult reading number sentences created with manipulatives 	<ul style="list-style-type: none"> Practice reading number sentences with adult
2.2.2 COMPUTATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Sort manipulatives into sets Compare objects by properties, such as size, shape or weight 	<ul style="list-style-type: none"> Place manipulatives into sets according to adult request Order objects by size, height or length with adult supervision 	<ul style="list-style-type: none"> Solve problems using manipulatives to correspond to given number 1 - 6 	<ul style="list-style-type: none"> Separate concrete objects into groups Represent addition and subtraction in every day situations using up to ten concrete objects Use "counting on" as a strategy for determining the sum Explain the result of joining and separating sets of up to and including 10 using math vocabulary Use counting backwards as a strategy for finding a difference in the numbers 1-10
2.2.4 NUMERICAL ESTIMATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Select an object that is perceived to be the biggest, heaviest, smaller (right or wrong) 	<ul style="list-style-type: none"> Guess which container holds more 	<ul style="list-style-type: none"> Make estimates of a set of objects up to 6 Practice checking estimates 	<ul style="list-style-type: none"> Estimate how many objects are in a group/set up to and including twenty objects Check estimate by counting the number of objects

STANDARD 2.3: MEASUREMENT AND ESTIMATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.3.1 CONCEPT OF MEASUREMENT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Begin to predict daily routines Order a few objects by size with assistance 	<ul style="list-style-type: none"> Measure amounts of sand and water using non-linear measures Identify daily routines and changes in routine Compare sizes of objects 	<ul style="list-style-type: none"> Demonstrate awareness of measurement attributes e.g. length, volume, weight, area, time and temperature, distance 	<ul style="list-style-type: none"> Measure objects Practice measuring calendar time using appropriate vocabulary with scaffolding Demonstrate understanding of number conversation
2.3.2 UNITS AND TOOLS OF MEASUREMENT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify tools that are used for measurement Explore similar objects to determine size 	<ul style="list-style-type: none"> Measure objects with adult assistance Use nonstandard tools to measure familiar objects in environment with assistance 	<ul style="list-style-type: none"> Demonstrate awareness of measurement attributes such as length, volume, weight, area, time, temperature, and distance Practice using standard and non-standard measures in everyday situations 	<ul style="list-style-type: none"> Estimate and measure objects using nonstandard units Determine the length and height of objects with nonstandard units Practice naming the instruments used for measuring time, length, weight, volume and temperature Order events based on time

STANDARD 2.3: MEASUREMENT AND ESTIMATION *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.3.3 CALCULATIONS	• Emerging	• Emerging	• Emerging	• Develop an awareness of seriation through comparison of attributes • Group objects according to common properties • Practice using measurement vocabulary with adult support	• Analyze charts and graphs of objects with assistance and support from adult
2.3.4 CONVERSIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Compare two objects using direct comparison • Group objects according to common properties
2.3.6 MEASUREMENT AND ESTIMATION	• Emerging	• Emerging	• Emerging	• Practice estimating distance with a dult assistance	• Practice using measurement vocabulary when comparing • Practice estimating distance/length/weight based on experience

STANDARD: 2.4: MATHEMATICAL REASONING AND CONNECTIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.4.1 REASONING	• Interact with environmental objects to understand them	• Participate in activities that have cause and effect	• Experiment with objects to solve a problem	• Predict and verify use of environmental objects	• Verify predictions and solutions about environmental objects
2.4.2 CONNECTIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Identify connections between objects to help with problem solving

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.5.1 PROBLEM SOLVING	• Begin to problem solve	• Attempt to problem solve with objects by stacking, nesting and piling	• Practice problem solving through exploration of new and familiar materials • Experiment with new uses for familiar objects • Find objects that have been hidden in nearby locations	• Use both familiar and new strategies for solving problems • Recognize objects, places and ideas by symbols	• Identify and analyze a problem for possible solutions • Seek information through observation, exploration and conversations
2.5.2 COMMUNICATION	• Emerging	• Emerging	• Emerging	• Communicate the findings from the problem solving process • Use pictures to replicate a process	• Communicate the findings from the problem solving process using math vocabulary • Depict problem solving process through the use of pictures, simple chart or graph

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.6.1 COLLECTION OF DATA	• Emerging	• Emerging	• Emerging	• Use environmental objects for data collection purposes • Create graphs cooperatively with an adult and/ or other child	• Gather, organize and display data on a bar graph and/or pictograph independently • Gather data in response to questions posed to learners
2.6.2 ORGANIZATION AND DISPLAY OF DATA	• Emerging	• Participate in sorting objects	• Organize and display objects by attributes with assistance	• Organize and display objects by one attribute	• Organize and display objects by one or more attributes • Practice explaining organization of data • Create various types of graphs cooperatively with an adult and with other children
2.6.3 NUMERICAL SUMMARIES	• Emerging	• Emerging	• Emerging	• Compare groups of one to five objects	• Compare groups of one to ten objects to determine more or less • Answer questions based on data shown on graphs or charts
2.6.5 INTERPRETATION OF DATA	• Emerging	• Emerging	• Emerging	• Draw conclusions with a dult guidance and questioning	• Draw conclusions about information shown on a graph or chart

STANDARD 2.7: PROBABILITY AND PREDICTIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.7.1 CALCULATE PROBABILITIES	• Emerging	• Emerging	• Emerging	• Predict the probability of an event occurring based on observation and prior knowledge with scaffolding	• Predict the probability of an event
2.7.2 PREDICTION OF OUTCOMES	• Emerging	• Emerging	• Emerging	• Emerging	• Predict outcome of events
2.7.3 REPRESENTATIONS OF PROBABILITIES	• Emerging	• Emerging	• Emerging	• Complete a simple yes/no graph to make a selection with assistance	• Complete a simple graph to make selection with little or no assistance
2.7.4 DISPLAY SIMPLE SPACES	• Emerging	• Emerging	• Emerging	• Emerging	• Create a graph or chart and describe the contents
2.7.5 COMPARE THEORETICAL AND EXPERIMENTAL PROBABILITIES	• Emerging	• Emerging	• Emerging	• Emerging	• Answer questions based on data

STANDARD 2.8: ALGEBRA AND FUNCTIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.8.1 ALGEBRAIC PROPERTIES	• Emerging	• Emerging	• Emerging	• Compare quantities of concrete objects	• Compare concrete objects to show equal or not equal
2.8.2 ALGEBRAIC MANIPULATIONS	• Emerging	• Emerging	• Emerging	• Count using numbers as a means of determining quantity • Practice using concrete objects to portray simple story	• Recreate a simple story problem using manipulatives • Explain story problem solutions • Identify the purposes for different mathematical symbols with scaffolding
2.8.3 PATTERNS	• Emerging	• Emerging	• Emerging	• Identify and describe patterns • Recognize and extend simple patterns	• Recognize, describe, extend, and transfer patterns • Reproduce an existing pattern and verbalize the pattern • Identify and create complex patterns using numerous objects
2.8.4 FUNCTIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Practice using concrete objects or pictures to represent a number story that involves a missing addend with adult assistance
2.8.5 MODELLING	• Emerging	• Emerging	• Emerging	• Emerging	• Create a math story from a picture
2.8.6 INTERPRET RESULTS OF MODELLING	• Emerging	• Emerging	• Emerging	• Describe data from graphs using math language with assistance	• Describe data on classroom graphs using numerical math language

STANDARD 2.9: GEOMETRY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.9.1 DEFINITIONS, PROPERTIES AND RELATIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Explore the ways shapes and objects fit together Notice similarities and differences in the shapes of objects 	<ul style="list-style-type: none"> Recognize basic shapes in the environment Sort objects by shape 	<ul style="list-style-type: none"> Identify and name simple three-dimensional shapes Replicate three-dimensional shapes Determine the attributes of basic shapes 	<ul style="list-style-type: none"> Identify and name common two- and three-dimensional geometric shapes Compare the attributes of shapes Sort geometric figures according to common attributes
2.9.2 TRANSFORMATIONS AND SYMMETRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Show an awareness of symmetry Create a symmetrical design from model 	<ul style="list-style-type: none"> Explore symmetry in nature Identify a reflection Create a reflection of symmetry independently
2.9.3 COORDINATE GEOMETRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Move body in different directions, such as up, down, around or under 	<ul style="list-style-type: none"> Imitate basic directionality with adults and peers Follow basic directions 	<ul style="list-style-type: none"> Practice using directionality and appropriate vocabulary Demonstrate an understanding of directionality, order and positions of objects 	<ul style="list-style-type: none"> Practice using directionality independently Use position words to describe the location of objects

STANDARD 2.11: CALCULUS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.11.1 EXTREME VALUES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Order whole numbers (0-20) from least to greatest value
2.11.2 RATES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify situations in real life that occur quickly or slowly

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: LIVING AND NON LIVING ORGANISMS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1a.1 COMMON CHARACTERISTICS OF LIFE	<ul style="list-style-type: none"> Express a sense of wonder about the natural world Show interest and curiosity in people 	<ul style="list-style-type: none"> Differentiate between animal and plant Show interest in and respond to plants, animals and other people in the environment Explore the characteristics of living things 	<ul style="list-style-type: none"> Identify the physical properties of some living and non-living things 	<ul style="list-style-type: none"> Recognize the difference between living and non-living things Categorize common living things into plants and animals State that living things need air, food and water to survive 	<ul style="list-style-type: none"> Identify the similarities and differences of living and non-living things Categorize plants and animals by external characteristics Describe why living things need air, food and water to survive
3.1a.3 LIFE CYCLES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Notice plants and animals growing and changing 	<ul style="list-style-type: none"> Identify that plants and animals have life cycles 	<ul style="list-style-type: none"> Identify stages of life cycles for plants and animals
3.1a.5 FORM AND FUNCTION	<ul style="list-style-type: none"> Explore body parts of self and others 	<ul style="list-style-type: none"> Identify own body parts when asked 	<ul style="list-style-type: none"> Identify similarities and differences in body parts of animals and humans 	<ul style="list-style-type: none"> Identify parts of living things 	<ul style="list-style-type: none"> Identify the specific functions of living things' parts
3.1a.8 UNIFYING THEMES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify that plants and animals have different kinds of parts 	<ul style="list-style-type: none"> Identify that living and non-living things are made of parts and perform specific functions
3.1.9 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Place object in mouth to discover its characteristics 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe and describe 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify and describe 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify, collect information and describe observations 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, collect information, classify, describe and solve problems Use observation to develop a descriptive vocabulary based on sensory experiences

STANDARD 3.1b GENETICS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1b.1 HEREDITY	<ul style="list-style-type: none"> Recognize self and family members 	<ul style="list-style-type: none"> Distinguish between adult and baby animals Name some common animals and their babies 	<ul style="list-style-type: none"> Identify adults and their offspring Notice similarities and differences between adult animals and their offspring 	<ul style="list-style-type: none"> Identify similar characteristics of own family such as hair color, eye color and height 	<ul style="list-style-type: none"> Compare similar characteristics of own family with other families
3.1b.2 REPRODUCTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Observe that dogs have puppies and cats have kittens 	<ul style="list-style-type: none"> Describe that seeds grow into plants, eggs hatch and babies grow into adults 	<ul style="list-style-type: none"> Identify different ways living things reproduce

STANDARD 3.1b GENETICS *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1b.5 UNIFYING THEMES	• Emerging	• Emerging	• Emerging	• Describe observable patterns in natural objects	• Explore patterns that regularly occur in nature
3.1b.6 SCIENCE AS INQUIRY	• Emerging	• Emerging	• Emerging	• Emerging	• Connect known ideas with new knowledge to build understanding or refined concepts

STANDARD 3.1c: EVOLUTION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1c.2 ADAPTATION	• Emerging	• Emerging	• Notice changes that occur in animals to adapt to seasonal changes • Discuss changes humans make to accommodate weather changes	• Match types of clothing necessary for safety and comfort to seasonal weather conditions	• Identify characteristics for animal and human survival identified with seasonal changes
3.1c.3 UNIFYING THEMES	• Emerging	• Emerging	• Emerging	• Describe change in home and school environments	• Identify reasons for observed changes
3.1c.4 SCIENCE AS INQUIRY	• Emerging	• Emerging	• Emerging	• Discuss observations and discoveries	• Form clear explanations based on observations

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2a.1 PROPERTIES OF MATTER	• Explore the characteristics of objects	• Engage with objects to learn about their characteristics • Use tools to learn about the characteristics of objects and materials	• Identify differences in the properties of some objects or materials	• Describe objects according to size, shape, color or properties of matter	• Classify items by properties of matter

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2a.2 STRUCTURE OF MATTER	• Emerging	• Emerging	• Emerging	• Recognize the different types of matter	• Identify the three types of matter
3.2a.3 MATTER AND ENERGY FLOW	• Emerging	• Emerging	• Emerging	• Emerging	• Describe the way matter can change
3.2a.4 REACTIONS	• Emerging	• Combine materials to make a new substance	• Describe the result when two or more substances are combined	• Experiment with changes in matter • Experiment with changes in substances when combined	• Describe what happens when two or more substances are combined
3.2a.5 UNIFYING THEMES	• Emerging	• Emerging	• Emerging	• Emerging	• Examine and explain change through simple observation and recording

STANDARD 3.2b: PHYSICAL SCIENCE: PHYSICS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	• Emerging	• Recognize she/he is able to move objects	• Use complex motion to play with toys	• Explore and describe motion of toys and objects	• Apply knowledge of motion to new toys and objects
3.2b.2 ENERGY STORAGE AND TRANSFORMATIONS: CONSERVATION LAWS	• Emerging	• Emerging	• Emerging	• Observe demonstrations and make predictions about basic energy types and sources	• Explore basic energy types and sources
3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	• Emerging	• Emerging	• Explore magnets	• Use magnets to explore and sort materials	• Use and explain the concepts of magnetic force

STANDARD 3.2b: PHYSICAL SCIENCE: PHYSICS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2b.5 NATURE OF WAVES AND SOUND	<ul style="list-style-type: none"> Notice familiar and unfamiliar sounds in the environment 	<ul style="list-style-type: none"> Identify familiar sounds in the environment Imitate sounds 	<ul style="list-style-type: none"> Categorize and imitate familiar sounds 	<ul style="list-style-type: none"> Categorize and create sounds based on different attributes 	<ul style="list-style-type: none"> Demonstrate and describe variations of sound
3.2b.6 UNIFYING THEME	<ul style="list-style-type: none"> Initiate an action/reaction sequence without intent 	<ul style="list-style-type: none"> Discover a reaction to an action 	<ul style="list-style-type: none"> Repeat an action to cause a known reaction 	<ul style="list-style-type: none"> Predict a reaction based on previous experiences 	<ul style="list-style-type: none"> Identify the relationship between an action and its reaction using an "if-then" statement
3.2b.7 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Participate in scientific investigations 	<ul style="list-style-type: none"> Create scientific investigations

3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.3a.1 EARTH FEATURES AND THE PROCESSES THAT CHANGE IT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify earth forms in pictures 	<ul style="list-style-type: none"> Identify and distinguish between earth forms found in the community
3.3a.2 EARTH'S RESOURCES AND MATERIALS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Explore rocks, sand and soil using senses 	<ul style="list-style-type: none"> Identify different types of earth 	<ul style="list-style-type: none"> Sort different types of earth 	<ul style="list-style-type: none"> Distinguish between three types of earth: rock, soil and sand
3.3a.4 WATER	<ul style="list-style-type: none"> Engage in water play in the bathtub or during hand washing 	<ul style="list-style-type: none"> Engage in water play activities in the sink or water table 	<ul style="list-style-type: none"> Observe and explore water in liquid state 	<ul style="list-style-type: none"> Observe and explore water in solid and liquid states Identify a variety of uses for water 	<ul style="list-style-type: none"> Identify examples of water in solid and liquid states Identify sources of water
3.3a.5 WEATHER AND CLIMATE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Observe weather conditions 	<ul style="list-style-type: none"> Identify types of clothing needed for current weather conditions Identify the characteristics of weather change 	<ul style="list-style-type: none"> Identify season that corresponds with observable conditions Identify how weather affects daily life Identify different types of precipitation Identify a thermometer as a tool for measuring temperature 	<ul style="list-style-type: none"> Identify seasonal changes in the environment Distinguish between different types of precipitation Collect, describe and record information about weather Read a thermometer to identify temperature

STANDARD 3.3a: EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.3a.6 UNIFYING THEME	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Examine change through simple observation 	<ul style="list-style-type: none"> Examine and explain change through simple observation and recording
3.3a.7 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Form clear explanations based on observation and experimentation

STANDARD 3.3b: ORIGIN AND EVOLUTION OF THE UNIVERSE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.3b.1 COMPOSITION AND STRUCTURE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Differentiate between night and day Name sky, sun, cloud, star, moon 	<ul style="list-style-type: none"> Identify the sky's different characteristics during night and day Notice differences in cloud patterns 	<ul style="list-style-type: none"> Identify things that can be found in the day or night time sky 	<ul style="list-style-type: none"> Identify features of space

STANDARD 3.4a: SCOPE OF TECHNOLOGY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4a.1 CHARACTERISTICS OF TECHNOLOGY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify examples of technology 	<ul style="list-style-type: none"> Identify types of technology in the workplace, school or at home
3.4a.2 CORE CONCEPTS OF TECHNOLOGY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify types of technology by function
3.4a.3 TECHNOLOGY CONNECTIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify the function of simple technological objects Identify the appropriate technology to complete a task 	<ul style="list-style-type: none"> Select and use appropriate technology to complete a task

STANDARD 3.4c: TECHNOLOGY AND ENGINEERING DESIGN

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4c.1 DESIGN ATTRIBUTES	• Emerging	• Emerging	• Emerging	• Use simple tools and materials	• Solve simple problems using appropriate tools and materials
3.4c.2 ENGINEERING DESIGN	• Emerging	• Emerging	• Emerging	• Experiment with blocks and other materials	• Experiment creating new designs with a variety of materials

STANDARD 3.4d: ABILITIES FOR A TECHNOLOGICAL WORLD

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4d.1 APPLYING THE DESIGN PROCESS	• Emerging	• Emerging	• Emerging	• Emerging	• Identify the steps in completing a project

STANDARD 3.4e: THE DESIGN WORLD

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4e.1 MEDICAL TECHNOLOGIES	• Emerging	• Explore medical equipment and materials	• Associate medical equipment with the people who keep us healthy	• Identify the uses of medical materials and equipment	• Describe appropriate instruments used in medical technology
3.4e.3 ENERGY AND POWER TECHNOLOGIES	• Emerging	• Emerging	• Emerging	• Explore wind power	• Describe wind power

STANDARD 3.4e: THE DESIGN WORLD continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4e.4 INFORMATION AND COMMUNICATION TECHNOLOGIES	• Emerging	• Emerging	• Explore communication technology equipment in play area • Use a computer with teacher direction	• Identify communication devices in the home • Identify parts of a computer • Use a computer to run specific software independently	• Identify communication methods that exist within the home and school • Use computer in a variety of applications
3.4e.5 TRANSPORTATION TECHNOLOGIES	• Emerging	• Explore transportation vehicles during block or dramatic play	• Identify types and uses of transportation	• Classify types and uses of transportation vehicles	• Describe types of transportation vehicles and how they operate
3.4e.7 CONSTRUCTION TECHNOLOGIES	• Emerging	• Explore simple construction tools and vehicles	• Explore simple tools and toy construction vehicles	• Build structures using a variety of block types	• Describe construction vehicles, simple tools, materials and processes

STANDARD 4.1: ENVIRONMENT AND ECOLOGY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
4.1 WATERSHEDS	• Emerging	• Emerging	• Recognize differences in types of water • Identify some animals that live in water	• Identify different bodies of water	• Identify bodies of water in the world • Identify types of moving water
4.2 RENEWABLE AND NON-RENEWABLE RESOURCES	• Emerging	• Emerging	• Emerging	• Discuss the purpose of recycling	• Identify products that come from nature • Identify ways to conserve

STANDARD 4.1: ENVIRONMENT AND ECOLOGY *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
4.3 ENVIRONMENTAL HEALTH	• Emerging	• Emerging	• Identify and use appropriate trash receptacles	• Identify how litter can have a negative impact on animals and the environment	• Describe the effects litter and pollution have on the environment
4.4 AGRICULTURE AND SOCIETY	• Emerging	• Manipulate farm animals and structures during play	• Identify basic farm animals and structures	• Describe the purpose of a farm • Identify the products that are produced on a farm • Describe the people, animals and equipment that are found on a farm	• Explain that agriculture (farming) provides humans with basic needs
4.6 ECOSYSTEMS AND THEIR INTERACTIONS	• Emerging	• Emerging	• Emerging	• Observe events that occur in a cycle	• Record and describe events that occur in a cycle
4.7 THREATENED, ENDANGERED AND EXTINCT SPECIES	• Emerging	• Emerging	• Describe that some animals are no longer alive	• Identify some species that are extinct	• Identify why some animals and plants are extinct
4.8 HUMANS AND THE ENVIRONMENT	• Emerging	• Emerging	• Name the type of housing in which she/he lives	• Identify types of shelters that humans use	• Explain that humans live in shelters dependent on the environment
4.9 ENVIRONMENTAL LAWS AND REGULATIONS	• Emerging	• Emerging	• Emerging	• Discuss rules that protect the environment	• State rules that protect the environment

**SOCIAL STUDIES THINKING:
CONNECTING TO COMMUNITIES**

STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW	• Learn acceptable and unacceptable behavior	• Understand one word rules such as "no" or "stop"	• Follow rules with teacher support	• State rules and some consequences	• Explain the purpose of a rule
5.1.5 SYMBOLS AND HOLIDAYS	• Emerging	• Emerging	• Emerging	• Identify a few American symbols such as the American flag, the Liberty Bell, George Washington	• Identify several American symbols

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	• Emerging	• Emerging	• Identify self as a member of a family • Identify other family members	• Display awareness of role as a member of a group • Explain how community workers keep us healthy and safe	• Identify responsibilities at school • Participate in activities that support the life of the classroom and/or school • Identify community workers that exist in most or all communities
5.2.2 SOURCES AND RESOLUTION OF CONFLICT	• Emerging	• Expect emotion related to a problem or conflict	• Think about a problem and figure out a solution	• Identify one or two solutions to a problem • Attempt to independently solve a conflict with a peer	• Identify the sources of conflict and disagreement and different ways conflict can be resolved

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP *continued*

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.2.3 POLITICAL LEADERSHIP AND PUBLIC SERVICE	• Emerging	• Emerging	• Emerging	• Show interest in leadership opportunities	• Participate in leadership opportunities in the classroom
5.2.4 COMPETENT AND RESPONSIBLE CITIZENS	• Emerging	• Emerging	• Emerging	• Emerging	• Describe how to be a responsible member of a class or other groups to which one belongs

STANDARD 5.3: HOW GOVERNMENT WORKS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.3.1 BRANCHES OF GOVERNMENT	• Emerging	• Emerging	• Emerging	• Emerging	• Identify positions of authority at school and community

STANDARD 6.1: ECONOMIC SYSTEMS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.1.2 TRADITIONAL, COMMAND AND MARKET ECONOMIES	• Emerging	• Emerging	• Emerging	• Recognize equal distribution	• Practice equal distribution
6.1.3 MEASURES OF ECONOMIC ACTIVITY	• Emerging	• Emerging	• Emerging	• Demonstrate knowledge about community workers and their roles	• Identify the role of people in a community and what they do to make a living • Describe with people work

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.2.1 MARKET TRANSACTIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Define goods and consumers
6.2.3 FUNCTION OF MONEY	• Emerging	• Emerging	• Emerging	• Demonstrate an awareness of the uses of money	• Identify and practice using money
6.2.5 CHANGES IN SUPPLY AND DEMAND	• Emerging	• Emerging	• Recognize that food products in the grocery store originate from other places	• Identify where some products are produced	• Develop an understanding of how goods and services are produced and distributed
6.2.11 IMPACT OF MEDIA ON THE COST AND BENEFITS OF DECISIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Define an advertisement

STANDARD 6.3: SCARCITY AND CHOICE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.3.1 SCARCITY AND LIMITED RESOURCES	• Emerging	• Emerging	• Notice when there are expended materials or supplies and ask for more	• Understand that some resources and money are limited • Notice when materials are gone	• Distinguish between wants and needs and how money or materials should be used
6.3.3 ALLOCATION OF RESOURCES	• Emerging	• Emerging	• Emerging	• Share or offer items to others	• Practice distributing items fairly • Notice when materials are limited

STANDARD 6.4: ECONOMIC INTERDEPENDENCE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.4.2 TRADE	• Emerging	• Emerging	• Emerging	• Emerging	• Trade materials based on wants and needs

STANDARD 6.5: WORK AND EARNINGS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.5.1 FACTORS INFLUENCING WAGES	• Emerging	• Emerging	• Identify that adults go to work to earn money • Describe how money is needed to purchase materials	• Understand that adult earns money from working	• Explain that adult earns money from working to buy things that are wanted and needed • Describe that different jobs pay different amounts of money
6.5.3 TYPES OF BUSINESSES	• Emerging	• Emerging	• Identify that businesses provide goods or services	• Name businesses and their corresponding goods and services	• Define types of businesses
6.5.7 COSTS AND BENEFITS OF SAVING	• Emerging	• Emerging	• Emerging	• Practice saving money or tokens	• Identify what might be purchased by saving money

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.1.1 GEOGRAPHIC TOOLS	• Emerging	• Emerging	• Follow a pathway or roadway on a large car map	• Demonstrate a beginning understanding of maps as actual representations of places	• Identify the following geographic tools: map, globe and photographs
7.1.2 PLACES AND REGIONS	• Emerging	• Emerging	• Emerging	• Describe the characteristics of his/her home and frequently visited locations	• Describe the types of homes and businesses located in the community

STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.2.1 PHYSICAL CHARACTERISTICS	• Emerging	• Emerging	• Identify the characteristics of one's house • Describe the locations of important areas within the home	• Describe the location of items/areas in the classroom and areas at home	• Locate and discuss places in the home, school and community

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.3.1 HUMAN CHARACTERISTICS	• Emerging	• Emerging	• Begin to recognize own physical characteristics and those of others	• Identify some similarities and differences of personal and physical characteristics • Demonstrate an appreciation of one's own characteristics and those of others	• Describe how individuals are unique and special • Compare and contrast customs of families in communities around the world

STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	• Emerging	• Emerging	• Recognize characteristics of their environment	• Recognize environmental changes can impact what people do	• Identify how environmental changes can impact people
7.4.2 IMPACT OF PEOPLE ON PHYSICAL SYSTEMS	• Emerging	• Emerging	• Emerging	• Understand how to make simple technology work	• Understand that people can use technology to complete tasks

STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
8.1.1 CONTINUITY AND CHANGE OVER TIME	• Emerging	• Respond to changes in routines or schedule	• State periods of day when events occur	• Demonstrate understanding of a sequence of events • Use words to describe time (yesterday, today, tomorrow)	• Understand chronological thinking through days, weeks, months, years (calendar time)
8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	• Emerging	• Emerging	• Recognize changes in objects such as plants and trees over time	• Understand how things, people and places change over time	• Compare children and families of today with those in the past
8.1.3 RESEARCH	• Emerging	• Emerging	• Emerging	• Understand that information comes from many sources such as books, computer or newspapers	• Know where to go to locate information

**HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT:
LEARNING ABOUT MY BODY**

**STANDARD 10.1-3: CONCEPTS OF HEALTH, HEALTHFUL LIVING AND SAFETY AND INJURY PREVENTION:
HEALTHY AND SAFE PRACTICES**

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	• Emerging	• Attempt or complete basic hygiene routines with adult support • Recognize basic health care workers in books, pictures or photographs	• Attempt hygiene routines independently • Name people who keep us healthy	• Practice basic hygiene routines with adult reminders • Identify medicine and know that it is used to stay healthy • Identify fundamental practices for good health • Identify how people keep us healthy	• Demonstrate basic hygiene routines independently • Discuss the role hygiene plays in keeping us healthy • Identify how to use medicine safely • Describe how fundamental practices keep us healthy • Describe the people, practices and tools that keep us healthy
10.1-3.2 BODY AWARENESS	• Point to or touch basic body parts when named by adult	• Find basic body parts when asked • Name basic body parts	• Point or touch basic body parts when named by adult	• Identify and locate body parts • Identify specific practices that support body development and function	• Describe function of basic body parts and organs • Relate how healthy practices support body development and function
10.1-3.3 SAFE PRACTICES	• Emerging	• Cooperate with basic safety practices	• Use basic safety practices • Name people who keep us safe	• Identify and follow basic safety rules • Identify how people help to keep us safe • Identify the consequence of unsafe behavior	• Demonstrate and describe the importance of rules to assure safety • Explain how to modify behavior to assure safe practice • Describe the people, practices and tools that keep us safe
10.1-3.4 NUTRITION	• Emerging	• Emerging	• Select from healthy food choices	• Name foods that keep us healthy • Classify foods by their food group	• Identify how specific foods keep us healthy • Identify the foods to include in specific food groups

STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.4.1 CONTROL AND COORDINATION	<ul style="list-style-type: none"> Develop control of head and back, progressing to arms and legs 	<ul style="list-style-type: none"> Control and coordinate movement of arms, legs and neck 	<ul style="list-style-type: none"> Combine and coordinate arm and leg movements when engaged in activity 	<ul style="list-style-type: none"> Combine large motor movements with the use of equipment Demonstrate coordination of body movements in active play Move and stop with control Perform a variety of movement skills alongside and with a partner 	<ul style="list-style-type: none"> Engage in independent large motor skills with control and coordination Demonstrate coordination of purposeful body movements Start and stop with control Perform movement skills in team or group games
10.4.2 BALANCE AND STRENGTH	<ul style="list-style-type: none"> Exhibit strength and balance in stationary body movements 	<ul style="list-style-type: none"> Exhibit balance and strength when moving from place to place 	<ul style="list-style-type: none"> Demonstrate strength and stamina when performing gross motor activities Engage in active play with a goal in mind 	<ul style="list-style-type: none"> Exhibit balance while moving on large motor equipment Show enthusiasm for mastery of gross motor movements through repetitive practice 	<ul style="list-style-type: none"> Exhibit balance, strength, stamina, and agility while engaged in active play Use mastered gross motor movements to learn new skills and engage in new activities

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.5.1 STRENGTH, COORDINATION AND MUSCLE	<ul style="list-style-type: none"> Use hands to accomplish actions 	<ul style="list-style-type: none"> Twist the wrist to turn hands Hold an object with one hand and manipulate it with the other hand 	<ul style="list-style-type: none"> Twist wrist to accomplish a task Refine grasp to manipulate tools and objects 	<ul style="list-style-type: none"> Use hands, fingers and wrists to manipulate objects Practice manual self help skills 	<ul style="list-style-type: none"> Use dexterity to manipulate objects Demonstrate control and strength Complete manual self help skills independently
10.5.2 EYE/HAND COORDINATION	<ul style="list-style-type: none"> Demonstrate eye/hand coordination when eating or exploring objects 	<ul style="list-style-type: none"> Stack and/or nest toys and blocks Place objects into containers 	<ul style="list-style-type: none"> Build simple structures using small blocks Manipulate the pieces of a puzzle Pour and dump 	<ul style="list-style-type: none"> Coordinate eye and hand movements to perform a task 	<ul style="list-style-type: none"> Copy structure from a model or plans using a variety of block types and sizes Measure amounts of sand or water using tools
10.5.3 USE OF TOOLS	<ul style="list-style-type: none"> Manipulate basic utensils 	<ul style="list-style-type: none"> Use writing or drawing tools with limited coordination Use spoon and fork for eating 	<ul style="list-style-type: none"> Use writing or drawing tools with refined skill Use basic household or classroom tools 	<ul style="list-style-type: none"> Use writing and drawing implements with correct grip to make pictures, shapes and some letters Use classroom and household tools independently to accomplish a purpose 	<ul style="list-style-type: none"> Demonstrate control with writing and drawing implements to draw pictures, letters and words Use tools with control and skill perform basic tasks Choose and use appropriate tool for appropriate task

**LANGUAGE AND LITERACY DEVELOPMENT:
READING, WRITING, SPEAKING AND LISTENING**

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.1.1 PURPOSES FOR READING	<ul style="list-style-type: none"> Demonstrate a beginning interest in pictures with colors, patterns and contrasts. 	<ul style="list-style-type: none"> Show a preference for favorite books or pages Demonstrate beginning book handling skills 	<ul style="list-style-type: none"> Independently seek books to read during free play Point to pictures or objects in books when asked 	<ul style="list-style-type: none"> Use a variety of text during play Select a variety of genre during play 	<ul style="list-style-type: none"> Read text for a variety of purposes Choose text based on identified need and purposes Identify different purposes for text
1.1.2 WORD RECOGNITION SKILLS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify some letters in own name Recognize symbols and logos in the environment 	<ul style="list-style-type: none"> Identify upper case letters Associate some names of letters with their shapes and sounds Differentiate words and letters Continue teacher-initiated word patterns Identify familiar words and environmental print 	<ul style="list-style-type: none"> Identify upper and lower case letters Associate the names of letters with their shapes and sounds Create words and letters Identify and produce a variety of patterned words Segment and blend sounds into words Identify basic sight words Decode and encode words in context
1.1.3 VOCABULARY DEVELOPMENT	<ul style="list-style-type: none"> Communicate with gestures, sounds or baby talk Use a few simple words to indicate family members or familiar objects Babble using word-like sounds 	<ul style="list-style-type: none"> Begin to speak in 2-word sentences, lacking sentence structure Use a subject and verb Ask questions about a story that is being read Understand about 200 words and use about 50 in everyday speech 	<ul style="list-style-type: none"> Use simple sentences with appropriate grammatical structure Understand as many as 900 words and use about 300 in everyday speech Carry on a conversation Speak in understandable words Use some personal pronouns 	<ul style="list-style-type: none"> Describe pictures in books using detail Practice new vocabulary with teacher assistance Match vocabulary to picture clues Use new vocabulary when speaking 	<ul style="list-style-type: none"> Describe pictures in detail using sentences Discuss unknown words and word meanings Use new vocabulary independently Recognize vocabulary words in print Apply new vocabulary to spoken and written language
1.1.4 COMPREHENSION AND INTERPRETATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Attend to a picture or section of a book when reading with an adult Answer simple questions about a story 	<ul style="list-style-type: none"> Respond to questions about a story Enact action word when asked Identify characters in story Make real-world connections between pictures and environment Relate story to personal experiences when asked 	<ul style="list-style-type: none"> Respond appropriately to directions and stories Use verbs to describe illustrations showing action Retell a simple story in sequence with picture support Identify story details through questioning Draw connections between story events and personal experiences 	<ul style="list-style-type: none"> Respond appropriately to directions, stories and conversations Describe illustrations showing action Retell and summarize a story Restate main ideas and important details from a story Draw connections between story events, personal experiences and other books Answer "why" questions
1.1.5 FLUENCY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Recite rhymes, songs, and familiar text while using tracking Apply knowledge of letters, words, and sounds to read simple sentences 	<ul style="list-style-type: none"> Repeat modeled sentences after teacher Read phrases grouped by teacher Use phonics to decode words while reading Practice oral reading Recognize common sight words with automaticity

STANDARD 1.2: TEXT ANALYSIS AND EVALUATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.2.1 TEXT ANALYSIS AND EVALUATION	• Emerging	• Select a favorite text to be read	• Identify a book by its cover • Identify main character • Recall an event from a story • Make an "I like" statement about a favorite book or story	• Identify title and author of story • Identify characters in story • Discuss events in book or story • Explain reasons for liking or disliking a book or story with prompting	• Identify common features of text • Compare and contrast characters • Identify setting of a story • Identify problem and solution of a story • Compare new and familiar books and stories
1.2.2 TEXT ORGANIZATION	• Emerging	• Show interest in books or photos	• Demonstrate book handling skills	• Practice book handling skills • Identify beginning and end of a story • Practice tracking from top to bottom and left to right with scaffolding	• Develop book/print awareness • Track consistently and correctly when reading or following along • Identify beginning, middle and end of a story • Identify the various types of text an author may use
1.2.3 FACT AND OPINION	• Emerging	• Emerging	• Emerging	• Differentiate between real and make-believe • State at least one important fact from informational text	• Identify facts in a selection • Determine important facts from informational text
1.2.5 INFERENCES	• Emerging	• Emerging	• Emerging	• Use illustration clues and story sequence to infer and predict what happens next in a story • Decide if predictions were confirmed	• Make predictions about story content using prior knowledge, title, illustrations and story sequence • Explain whether or not predictions are confirmed or disconfirmed

STANDARD 1.3: READING, ANALYZING, AND INTERPRETING LITERATURE – FICTION AND NON-FICTION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.3.1 ANALYSIS AND EVALUATION	• Emerging	• Emerging	• Emerging	• Select favorite book from many by same author	• Compare and contrast books on a similar topic or by the same author
1.3.2 LITERARY GENRES	• Emerging	• Emerging	• Emerging	• Identify a variety of literary genre with teacher support	• Create own examples of poetry, fiction and nonfiction with teacher support
1.3.3 LITERARY ELEMENTS	• Emerging	• Emerging	• Recognize pictures of familiar characters in book	• Respond to questions about main characters, setting and events during a read aloud	• Describe the people, places and things in a story • Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story
1.3.4 LITERARY DEVICES	• Emerging	• Emerging	• Emerging	• Recognize rhyming words in works of literature with teacher support	• Recognize rhyming patterns and alliterations when text is read aloud • Recognize different tones of stories

STANDARD 1.4: TYPES OF WRITING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.4.1 NARRATIVE	• Emerging	• Emerging	• Tell a story about a picture • Describe how something works	• Create illustration and write about it	• Create a simple story using age appropriate writing skills
1.4.2 INFORMATIONAL	• Emerging	• Emerging	• Emerging	• Share information through pictures and dictated words	• Communicate information through writing

STANDARD 1.5: QUALITY OF WRITING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.5.1 FOCUS	• Emerging	• Emerging	• Emerging	• Illustrate and /or tell about a specific topic	• Write about one specific topic
1.5.2 CONTENT	• Emerging	• Emerging	• Notice details in an illustration or picture	• Generate ideas for a picture, story or shared writing • Identify and/or create illustrations that depict story detail	• Generate ideas for writing • Include details about topic when writing • Match illustrations to writing
1.5.3 ORGANIZATION	• Emerging	• Emerging	• Emerging	• Write symbols, words or simple phrases that communicate an idea	• Write words or simple sentences in a logical order

STANDARD 1.5: QUALITY OF WRITING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.5.5 EDITING	• Emerging	• Emerging	• Emerging	• Emerging	• Examine beginning writing for errors with adult assistance • Write pieces that reflect prior adult edits
1.5.6 CONVENTION	• Emerging	• Emerging	• Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating letters and other forms	• Experiment with a variety of writing tools and surfaces • Create letter forms using various materials • Print letters in name using letter-like forms or conventional print	• Use a variety of writing tools and surfaces • Demonstrate conventional penmanship • Use correct spacing with scaffolding • Include some punctuation with support

STANDARD 1.6: SPEAKING AND LISTENING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.6.1 LISTENING SKILLS	• Respond to adult verbalizations that indicate an understanding of what is being said • Respond to repeated words or phrases • Connect voice to specific person • Follow simple direction	• Focus attention on speaker and attempt to imitate speech • Respond to adults' requests showing understanding of what is being asked • Follow a simple one step direction • Understand descriptions of activities or events	• Demonstrate understanding of position words • Demonstrate understanding of sequence of time and events • Follow two-step directions	• Listen and respond attentively to conversation • Respond to an adult's questions	• Initiate and respond appropriately to conversations and discussions • Ask a series of questions to gather additional information • Follow three-step directions
1.6.2 SPEAKING SKILLS	• Babble and begin to use single words	• Use 1-2 words to communicate	• Share experiences using simple 2-3 word combinations • Speak to be understood by a familiar adult • Participate in group rhymes and songs using a few words • Ask "why" questions repeatedly	• Share experience when asked • Recite rhymes, songs and familiar text in a group • Answer questions • Speak in simple sentences	• Share experiences daily • Speak clearly enough to be understood by all audiences in complete, coherent sentences • Recite rhymes, songs, and familiar text • Ask and answer relevant questions
1.6.3 DISCUSSION	• Emerging	• Communicate using sounds, words and gestures	• Enjoy conversing with others • Ask "why" as a way to continue conversations	• Communicate using detail when relating personal experiences • Pose questions and listen to ideas of others • Contribute to class discussion	• Communicate using details when relating experiences and retelling of stories • Apply listening and speaking strategies during discussions of stories and events • Pose questions, listen to the ideas of others, and contribute own information in group discussion partner discussion
1.6.4 PRESENTATION	• Emerging	• Emerging	• Emerging	• Share information about an item of interest	• Deliver brief oral presentations about stories, familiar experiences and interests

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.7.1 COMMUNICATING IN MORE THAN ONE LANGUAGE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met 	<ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants Repeat words heard in a foreign language 	<ul style="list-style-type: none"> Use verbal and nonverbal language to communicate for a variety of purposes Repeat a few words in a language other than native language 	<ul style="list-style-type: none"> Use verbal language supported by nonverbal gestures to communicate for a variety of purposes Practice speaking a few words in a language other than native language Relate meaning in native language to words in new language

STANDARD 1.8: RESEARCH

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.8.1 INQUIRY BASED PROCESS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Ask questions about environmental observations, books that have been read or materials and activities Use the senses to investigate objects 	<ul style="list-style-type: none"> Ask questions about topics of personal interest to gain information 	<ul style="list-style-type: none"> Ask questions on a variety of topics
1.8.2 LOCATION OF INFORMATION AND CITING SOURCES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Locate information on identified topics using resources provided by teacher 	<ul style="list-style-type: none"> Locate information on identified topics with teacher guidance
1.8.3 ORGANIZATION AND PRODUCTION OF FINAL PRODUCT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Produce a simple project based on research with assistance 	<ul style="list-style-type: none"> Produce a project based on research and explain with assistance

STANDARD 1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.9.1 MEDIA AND TECHNOLOGY RESOURCES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify technology that can be used to gain information Use age appropriate computer program after training 	<ul style="list-style-type: none"> Use technology to gain information Use age appropriate computer program with little or no assistance

SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD 25.1: DEVELOP SENSE OF SELF (IDENTITY)

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.1.1 SELF AWARENESS	<ul style="list-style-type: none"> Cry or show pleasure or discontent when familiar adults come and go Recognize self in mirror 	<ul style="list-style-type: none"> Show preference for specific toys or objects Show displeasure when unable to exert influence on events Make simple choices Demonstrate fear or anxiety to strangers or unfamiliar people Show or express fear or dislike of previously accepted things or activities 	<ul style="list-style-type: none"> Use words that mean self when speaking, such as "Me do it" or "I can" Display possessiveness or jealousy towards others Enjoy opportunities to try new activities or materials Demonstrate strong preferences for people, toys and activities 	<ul style="list-style-type: none"> Demonstrate awareness of self and one's own preferences Know and state independent thoughts and feelings 	<ul style="list-style-type: none"> Demonstrate awareness of preferences and communicate them to others State complex thoughts and feelings
25.1.2 UNDERSTAND EMOTIONS	<ul style="list-style-type: none"> Use facial expressions to indicate emotions Express feelings through crying, smiling, laughing or cooing 	<ul style="list-style-type: none"> Show joy, pleasure and excitement when new things are learned Demonstrate a beginning sense of humor when interacting with others Use body to demonstrate emotions 	<ul style="list-style-type: none"> Express own ideas, interests and feelings through words or actions Act appropriately when others are happy, sad, angry or afraid 	<ul style="list-style-type: none"> Use socially-accepted ways to express emotions Recognize and label basic feelings 	<ul style="list-style-type: none"> Express emotions appropriately, modifying intensity of reaction as needed Recognize and label complex feelings
25.1.3 COMPETENCE	<ul style="list-style-type: none"> Show interest in objects or people around him Accept new toys or objects with interest Express interest in activities or objects by reaching 	<ul style="list-style-type: none"> Show pleasure at own actions Attach to one specific toy Ask for similar activities to be repeated over and over 	<ul style="list-style-type: none"> Demonstrate joy of own completed projects to adults Show preference for one or two toys Approach new experiences with interest 	<ul style="list-style-type: none"> Show pride in own accomplishments Choose materials and activities independently Participate in new experiences with confidence and independence 	<ul style="list-style-type: none"> Express pride in oneself and others' accomplishments Demonstrate self-direction in choosing a wide range of play and learning activities Attempt new activities and experiences with independence

STANDARD 25.2: SELF REGULATION

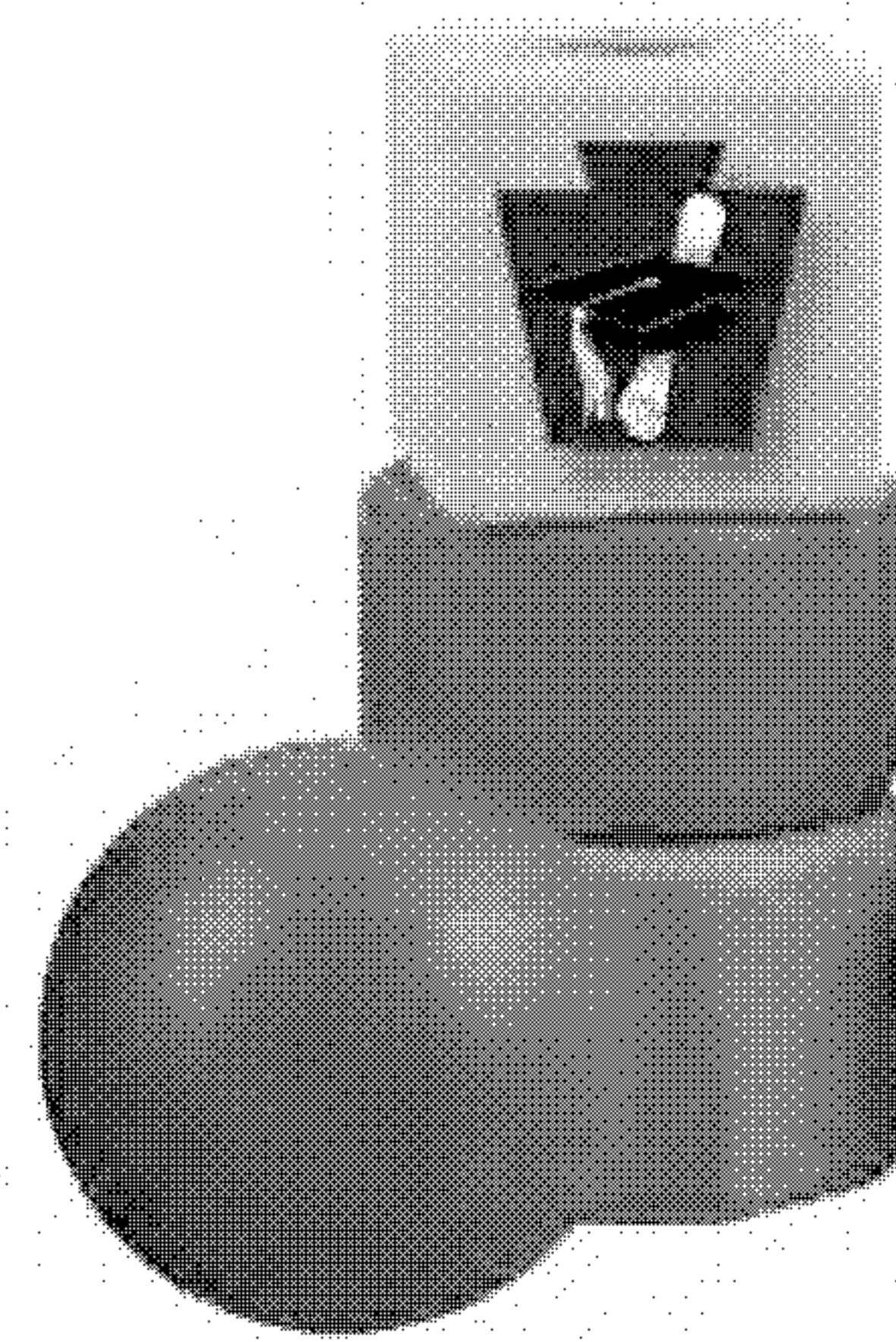
	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.2.1 EMOTIONAL REGULATION	<ul style="list-style-type: none"> Self-soothe by calming as being talked to, held, or rocked Show pleasure in familiar surroundings Withdraw when over-stimulated 	<ul style="list-style-type: none"> Demonstrate or seek comfort in daily routines, activities and adults Manage frustration with adult support Display intense emotions such as anger, outbursts or temper tantrums Demonstrate an individualized response to environmental surroundings 	<ul style="list-style-type: none"> Find comfort in rituals and routines Attempt to please adults Demonstrate a beginning understanding of own behavior Show a strong sense of self as a powerful doer by demonstrating pride in accomplishments Use social conventions such as please and thank you 	<ul style="list-style-type: none"> Ask for and accept offers of help when needed or appropriate Know when to withhold expression of feelings in certain situations Adjust to changes in routines and activities with guidance Begin to understand the consequences of own behavior 	<ul style="list-style-type: none"> Attempt to independently resolve a problem or conflict React appropriately in challenging or unique situations Manage most changes in routines and activities with a minimum of guidance and direction Understand the consequences of own behavior and its impact on others
25.2.2 BEHAVIORAL REGULATION	<ul style="list-style-type: none"> Develop a regular schedule for eating and sleeping Show preferences for foods or activities Amuse self for brief periods of time Use cause and effect to test impact of self on objects or things 	<ul style="list-style-type: none"> Attempt to perform self-care activities independent of adult help Express preferences for particular foods, books, toys or people Interest or amuse self independently Test adult authority and limits by resisting adults' attempts to place boundaries regarding safety of self and others Respond appropriately when an adult identifies an unsafe practice 	<ul style="list-style-type: none"> Acquire self-toileting and feeding skills Show awareness of own abilities and interests Demonstrate autonomy by saying "No" but will submit and/or cooperate Show understanding of simple rules but will frequently break those rules to test boundaries Adjust to changes in routine Follow simple safety and classroom rules with teacher direction 	<ul style="list-style-type: none"> Demonstrate increased self-reliance in self-care activities Follow the rules and routines in classroom and other settings with reminders Use materials with purpose, safety and respect Understand and follow simple classroom rules Make transitions between activities after warning Wait for teacher approval before acting in required situations Recognize unsafe situations and tell an adult Clean up or put away materials on own with teacher direction 	<ul style="list-style-type: none"> Perform self-care tasks independently Independently follow rules and routines in classrooms and other settings Independently use materials with purpose, safety and respect Understand and interpret rules and assure others follow them Make transitions between activities upon adult direction Demonstrate delayed personal gratification until appropriate time

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

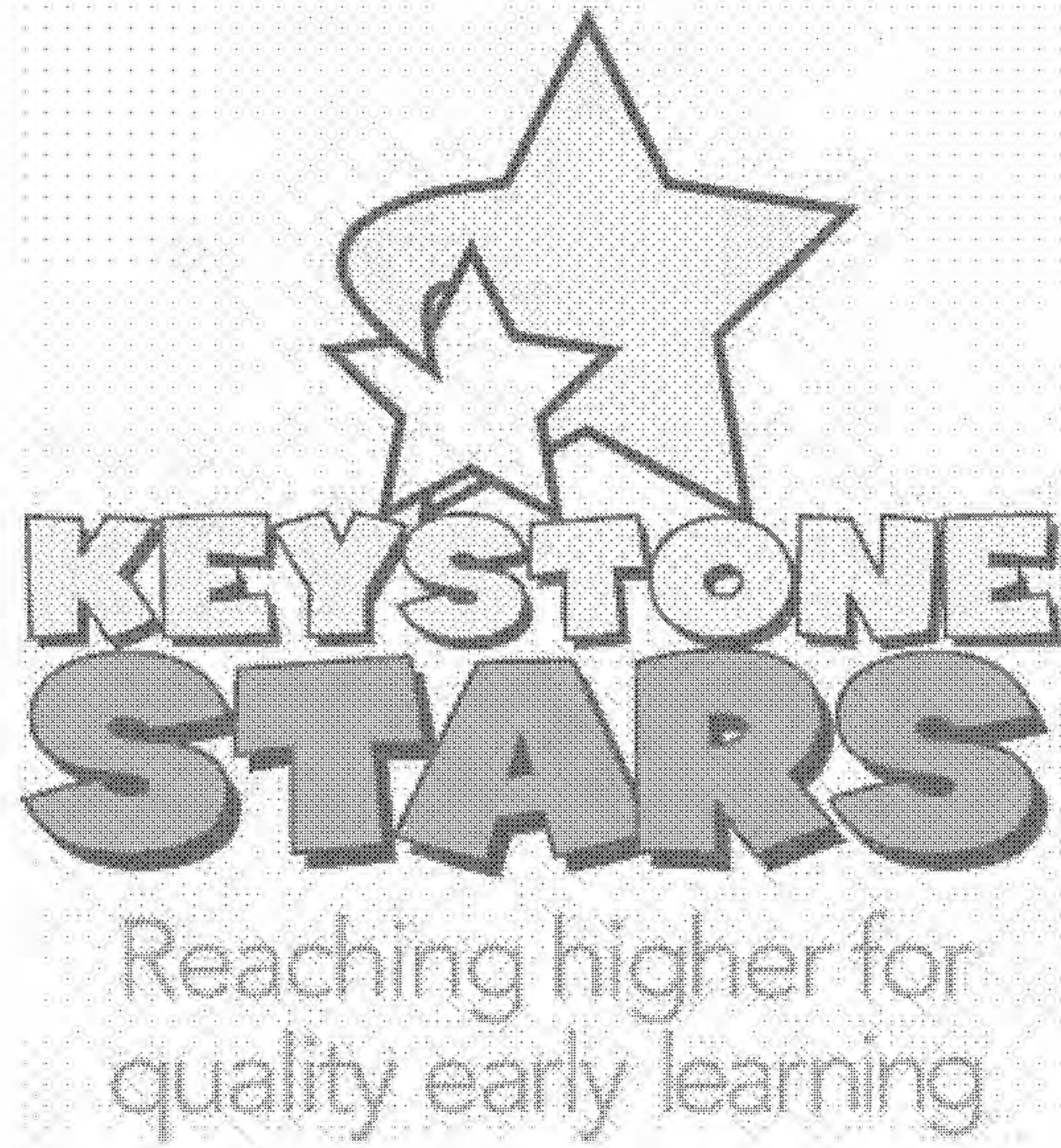
	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.3.1 TRUST	<ul style="list-style-type: none"> Respond to familiar adults' efforts to soothe and comfort Respond and attend to familiar adults' interactions 	<ul style="list-style-type: none"> Use gestures and simple words to express need to familiar adults for physical comfort Begin to verbally respond to adults' questions Respond to adults' interactions by smiling and imitating actions 	<ul style="list-style-type: none"> Ask for comfort from familiar adults when distressed Demonstrate comfort in playing when familiar adult is nearby but not in the immediate area Show interest in unfamiliar adults 	<ul style="list-style-type: none"> Seek help from familiar adults when needed Respond to familiar adults' questions and directions Engage in reciprocal conversation with familiar adults 	<ul style="list-style-type: none"> Solicit help from adults to accomplish specific tasks Respond, and appropriately question adults' directives for greater understanding Engage in reciprocal conversation with familiar and unfamiliar adults when appropriate
25.3.2 ATTACHMENT	<ul style="list-style-type: none"> Show affection for parents and other familiar adults Seek to be near familiar adults for attention and comfort 	<ul style="list-style-type: none"> Show an emotional connection to particular adults Demonstrate increasing ability to separate from familiar adults without distress Watch adults for their response to actions Display apprehension when an unfamiliar adult comes near 	<ul style="list-style-type: none"> Show affection to familiar adults Imitate familiar people's actions or words Repeat phrases or intonations of familiar adults Seek reassurance from familiar adults when trying new things 	<ul style="list-style-type: none"> Demonstrate affection for familiar adults through hugs, kisses or making gifts Separate from familiar adults in a familiar setting with minimal distress Show preference for one adult over another when more than one is present 	<ul style="list-style-type: none"> Show pleasure when interacting with specific adults Separate in some unfamiliar settings when other familiar people are nearby

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.4.1 SOCIAL IDENTITY	<ul style="list-style-type: none"> Notice and pay attention to other children Repeat actions that elicit social responses from others Participate in simple back and forth play and interaction with peers 	<ul style="list-style-type: none"> Watch others play and imitate some of their actions Demonstrate possessiveness of toys or materials Play alongside another for brief periods Share materials or take turns occasionally with adult support 	<ul style="list-style-type: none"> Engage in play activities with others after watching Participate in short group activities Engage in play in a specific area after noticing a preferred peer is playing there Acquire specific friendships but need adult support to sustain them Begin to resolve conflicts with peers with adult guidance 	<ul style="list-style-type: none"> Imitate others' actions using social play or dramatic play situations Initiate play with 1 or 2 peers Play cooperatively with a few peers for sustained period of time Cooperate in both large and small group activities that are facilitated by adults Resolve some peer conflicts with adult guidance 	<ul style="list-style-type: none"> Engage in cooperative learning activities to complete a task Initiate play with 2-3 peers during free choice time Play cooperatively with 3 or 4 children for sustained periods of time Participate in cooperative large group activities with adult guidance Engage in games and activities that require adherence to rules
25.4.2 RESPECT AND EMPATHY	<ul style="list-style-type: none"> Observe others who are expressing a need or discomfort 	<ul style="list-style-type: none"> Attempt to soothe another who is distressed Engage in empathy and compassion in some situations Demonstrate fairness when interacting with others 	<ul style="list-style-type: none"> Recognize and name others' feelings Demonstrate compassion for others with adult support Begin to respond to others' preferences with adult help 	<ul style="list-style-type: none"> Respond with empathy to others who are upset Seek help from peers Share and take turns with adult guidance Respect feelings and belongings of peers Solve simple conflicts with peers with independence Demonstrate polite and respectful interactions Demonstrate respect for children's differences 	<ul style="list-style-type: none"> Recognize and label others' feelings Seek and accept help from peers Initiate sharing and turn-taking when appropriate Respect the feelings, rights and belongings of peers Engage peers in successful resolution of a problem Communicate in respectful ways to peers and adults Respect and understand others' differences in comparison to self



**OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING**
PENNSYLVANIA DEPARTMENT OF EDUCATION
AND DEPARTMENT OF PUBLIC WELFARE



(b)(6)

Program Report Executive Summary 2010

**Pennsylvania Department of Public Welfare
Office of Child Development and Early Learning**

full report available online at www.dpw.state.pa.us

Keystone STARS Program Report: Executive Summary

With 60% of Pennsylvania's young children in child care as their parents work,¹ and nearly 10% of Pennsylvania's school-age children participating in afterschool programs,² Pennsylvania needs quality early care and education to support its workforce today and prepare our workforce of tomorrow.

Parents with access to quality, reliable early care and education can continue to work and build job skills, and as a result, experience up to a 30% long-term earnings increase throughout their careers.³ They are also more productive at work and have fewer absences related to child care.

When children, especially those at risk of failing in school due to poverty or other factors, receive quality early care and education, they are more likely to do well in school, graduate high school, attend college or job training programs and have higher earnings. They are also less likely to require special education or remediation in school, or public assistance as adults.

In 2002, a study commissioned by Governor Mark Schweiker revealed a disturbing trend: a decline in quality in child care since the 1990s, with a corresponding decline in the overall qualifications of staff during 1996-2000.

A consistent challenge for child care programs is having sufficient resources to maintain a quality environment. Unlike K-12 education, funding for child care is mostly market-driven (i.e., based on what the parent can pay) not based on the actual cost of care.

For example, the average annual fee for full time care for a four year old in a child care center in Pennsylvania is \$8,060 per year.⁴ The cost of a full day quality preschool program, however, with qualified teachers, small class sizes, appropriate learning activities, child observation and assessment, is between \$9,500 - \$10,900 a child per school year.⁵

This gap in resources impacts a child care program's ability to recruit and retain qualified teachers, provide age-appropriate curriculum and learning activities, and document child outcomes throughout the year, all key components to a quality early care and education program.

The 2002 report recommended that "the state should focus on improving the quality of existing [child care] programs before considering further expansion of services in the commonwealth."⁶ The answer was the Keystone STARS/ Early Learning Keys to Quality rating and improvement system.

Begun as a pilot program in 2002, Keystone STARS / Early Learning Keys to Quality supports child and school-age care, Pennsylvania Pre-K Counts and Head Start programs that are committed to continuous quality improvement. Keystone STARS offers families a valuable tool to gauge quality in early learning and school-age

Note: For a more detailed report on Keystone STARS, including historical data on program participation and supports, please refer to "Demonstrating Quality: Pennsylvania Keystone STARS 2010 Program Report," available on the OCDEL Research web site, www.ocdelresearch.org.

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Greetings from ABC Kiddie Kampus, a Keystone STARS program in Lackawanna County. Their teacher recently earned her associate's degree, with honors, thanks to her T.E.A.C.H. Scholarship.

1 Pennsylvania Department of Public Welfare, Office of Child Development and Early Learning

programs. Keystone STARS improves quality in these programs through Standards, Training/Professional Development, Assistance, Resources, and Support.

- **Standards:** Programs may enter Keystone STARS at the Start with STARS level and earn a STAR 1 through STAR 4 rating by meeting research-based standards for staff qualifications and professional development, the learning environment, partnerships with family and community, and business management.
- **Training - Professional Development:** Pennsylvania offers financial assistance for college credits and professional development opportunities to help Keystone STARS programs meet the educational and early childhood expertise requirements of staff.
- **Assistance:** Through six Regional Keys, Keystone STARS programs may receive technical assistance on meeting the requirements for higher STARS levels.
- **Resources and Support:** Keystone STARS programs may be eligible for targeted financial supports to help continue to improve quality in their programs. Keystone STARS programs serving children who receive Child Care Works subsidy also receive a STARS add-on rate to supplement this subsidy.

Keystone STARS has reversed the negative trend of declining quality in child care.

Pennsylvania is one of 23 states that include all core components for a Quality Rating and Improvement System (QRIS) as recognized by leading research.⁷ Keystone STARS is the largest quality early care and education program in Pennsylvania, serving children from birth through school-age in every county. As of

September 2010, nearly 4,500 child care programs (nearly 70% of child care centers) served more than 170,500 children across the commonwealth.

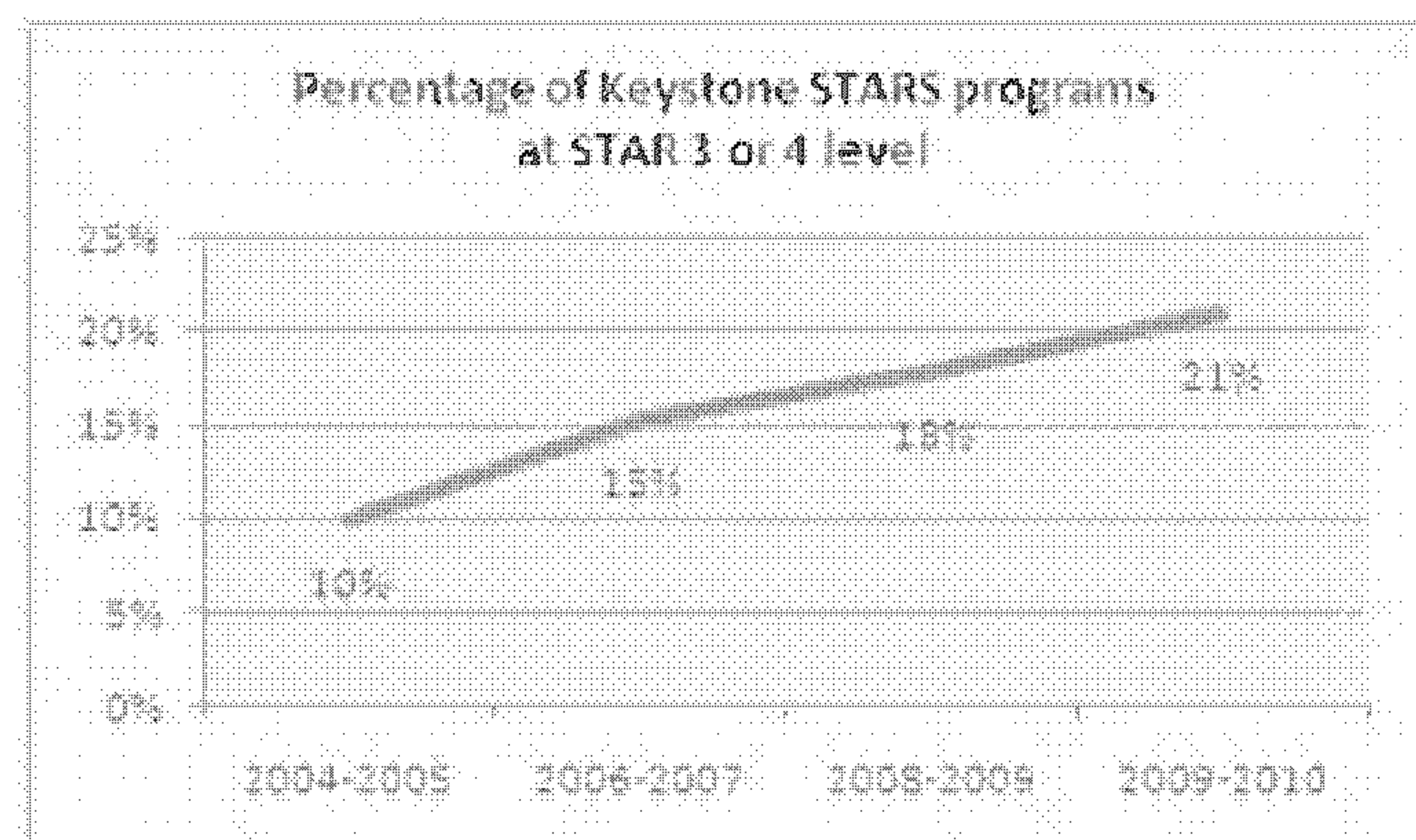
Keystone STARS – Creating more opportunities for Pennsylvania’s children and families to receive a quality early education

Results from the 2006 evaluation by the University of Pittsburgh and Pennsylvania State University indicated that Keystone STARS helps child care programs improve their overall quality. Further, Keystone STARS reversed the negative trend of declining quality in child care that was evident in the 1990’s.⁸

Providing higher quality early learning opportunities

Through its four STAR levels and supports, Keystone STARS makes it possible for child care programs to increase quality in manageable steps that otherwise they may not have taken. The result is more quality early learning opportunities for Pennsylvania’s children and families:

- Between 700-1,200 STARS programs moved up at least one STAR level each year since 2004-2005;
- The percentage of Keystone STARS programs with a high quality STAR 3 or 4 rating has more than doubled since 2004; and
- The percentage of Child Care Works subsidy children enrolled in Keystone STARS programs has increased from 39% (55,298) in 2008 to 53% (76,005) in 2010.



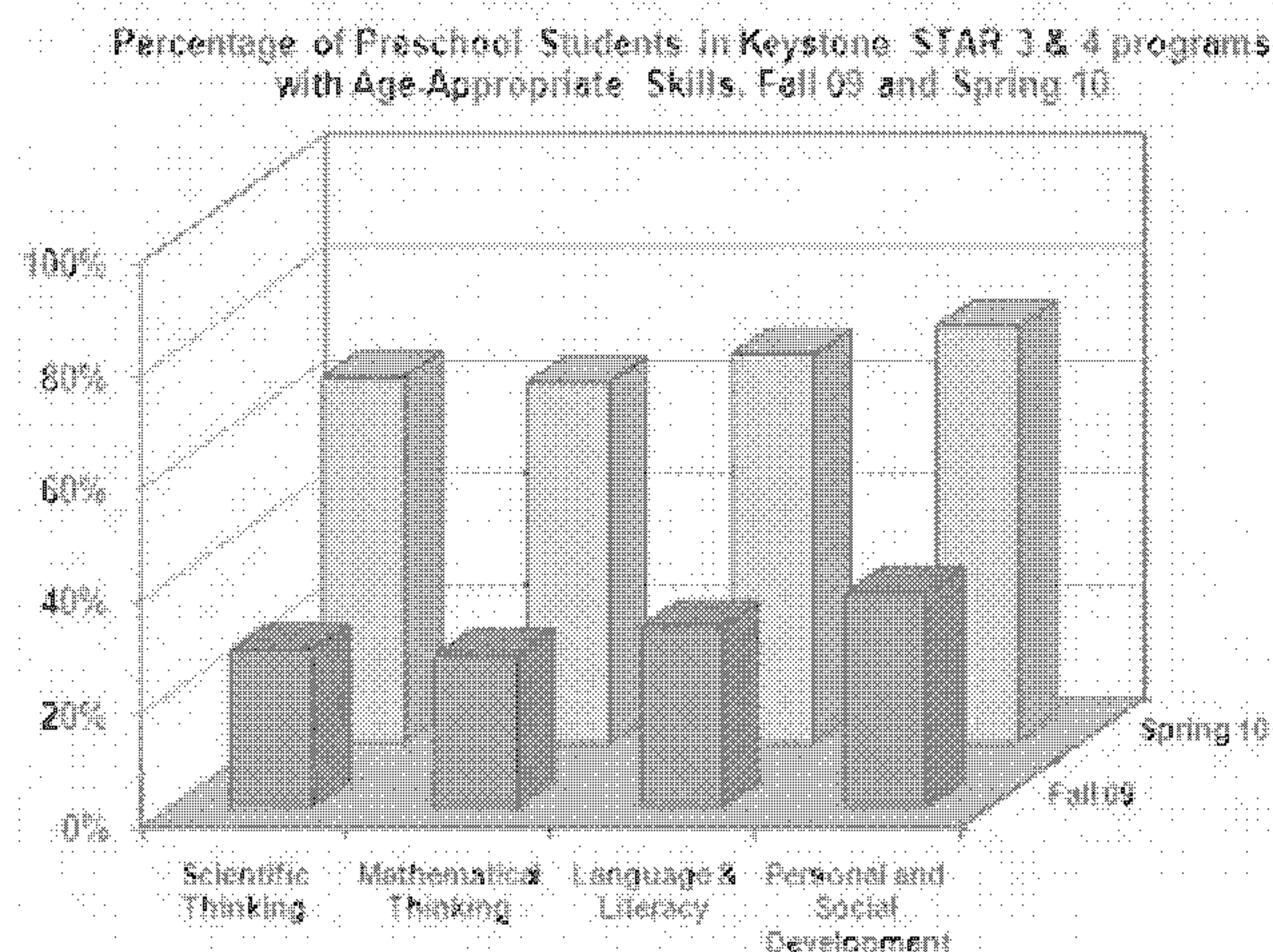
Creating positive outcomes for children

In 2009-2010, Pennsylvania's Keystone STAR 3 and 4 programs began reporting children's outcomes three times a year using an authentic assessment tool.⁹

In 2009-2010, more than 97% of preschoolers in Keystone STAR 3 & 4 programs showed age-appropriate or emerging age-appropriate literacy, numeracy, and social skills after attending a Keystone STARS program.¹⁰

- More than 65% of preschoolers who attended Keystone STARS 3 & 4 programs finished the 2009-2010 program year with age-appropriate literacy, numeracy and social skills.

- The percent of children who were proficient in Scientific Thinking increased from 28% in Fall to 65% in Spring.
- The percent of children who were proficient in Mathematical Thinking increased from 27% in Fall to 64% in Spring.
- The percent of children who were proficient in Language and Literacy increased from 32% in Fall to 69% in Spring.
- The percent of children who were proficient in Personal and Social Development increased from 38% in Fall to 74% in Spring.



The continued commitment of early learning programs to quality improvement, demand of families to be able to access and afford quality early learning for their children, and the proven results of high quality STAR 3 and 4 programs shows that Keystone STARS is meeting vital needs in our communities.

Keystone STARS: Setting the standard for quality improvement

Keystone STARS incorporates Pennsylvania's commitment to quality program design, comprehensive accountability, and documenting positive outcomes for children. Pennsylvania's Keystone STARS program includes nearly every quality category identified by the U.S. Department of Health and Human Services' Administration for Children and Families.¹¹

My son Jason is enrolled at Warwick Child Care, a STAR 4 center. As part of Keystone STARS, the center requires all the lead teachers have their Child Development Associate credential (CDA) or a degree. The amount of information that Jason comes home with every day is unbelievable for a two-year-old! He is able to count to 20 and can count to 10 in Spanish, knows all his colors and his vocabulary blows me away!

Warwick Child Care implements the Early Learning Standards in their lesson planning, and I believe that helps the teachers focus more on my son's weak points. I truly believe that Warwick works with every child individually. Other than home with me, I could not think of a better place for my son to spend his day.

Since I am a single working mom, I would never even imagine sending my child to such a high-quality child care, but because I was approved for Child Care Works, the subsidized child care program, I am able to feel at ease dropping my son off at school each morning knowing that he is getting the best quality care out there!

Crystal R., Montgomery County

2009-2010: Keystone STARS: Quality Design, Accountability and Results

Design	Accountability	Results
Staff qualifications and professional development: Providing qualified teachers who continue to learn		
<p>Sets the educational requirements and continuing education for directors and staff.</p> <p>Ex. STAR 4 - Directors and at least half of lead teachers must have at least a bachelor's degree in early childhood education.</p>	<p>STARS Specialists verify degrees and completion certificates during Designation visits and renewal.</p>	<p>The number of early childhood professionals earning their Child Development Associate (CDA) credential has nearly doubled since 2006-2007.</p> <p>There has been a 60% increase in professionals earning their Director Credential since 2007-2008.</p>
Learning Program: Creating a positive learning environment for children		
<p>Measures child observation, curriculum, assessment and quality of the learning environment.</p> <p>Ex. STAR 4 – Programs crosswalk curriculum with the PA Early Learning Standards and/or relevant Academic Standards, earn an overall score of 5.25 on the 7-point Environment Rating Scale (ERS), and complete assessments of each child's progress three times a year.</p>	<p>STARS Specialists verify use of the PA Early Learning Standards and/or relevant Academic Standards.</p> <p>All STARS programs complete a self-assessment with ERS scales.</p> <p>STAR 3 & 4 programs evaluated by an independent ERS assessor every other year, enter child outcomes three times a year into the Early Learning Network.</p>	<p>STAR 3 average ERS scores increased from 5.03 in 2004-2005 to 5.23 in 2009-2010.</p> <p>STAR 4 average ERS scores increased from 5.36 in 2004-2005 to 5.62 in 2009-2010.</p> <p>More than 97% of preschoolers in Keystone STAR 3&4 programs ended the 2009-2010 year with age-appropriate or emerging age-appropriate literacy, numeracy, and social skills.</p>
Partnerships with Family and Community: Supporting children's development at home		
<p>Measures program's efforts to provide families with community resources, involve families in the program, and promote smooth transitions for children.</p> <p>Ex. STAR 4 – Provide written updates on the child to parents daily, teachers hold two parent conferences a year, and create policies to involve parents in the program.</p>	<p>Programs provide documentation of parent communications, such as parent sign-off sheet requesting an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP), and invitations to parent-teacher conferences.</p> <p>STARS Specialists may interview staff during their Designation visit about parent communications.</p>	<p>96% of parents surveyed in 2010 from STAR 3 and 4 programs agreed that teachers interacted with their child in a positive manner and provided services that met their child's needs and information on their child's performance motivated them to support their child's learning and development at home.</p>
Leadership and Management: Promoting solid business practices as the foundation for quality early learning		
<p>Measures business practices: staff communications and support; employee compensation; and continuous quality improvement.</p> <p>Ex. STAR 4- Programs must obtain an annual independent financial review by a certified public accountant (CPA) and offer at least four employee benefits to staff.</p>	<p>STARS Specialists review documents such as financial record keeping system, organizational charts, job descriptions, and documentation of system of site safety review. STARS Specialists may interview program staff about content of staff meetings.</p> <p>STAR 2,3,4 programs submit an annual facility professional development plan.</p>	<p>Because they are implementing best business practices to meet this standard, more than 50 Keystone STAR 3 and 4 programs can meet the enhanced budgeting and reporting requirements as lead agencies for PA Pre-K Counts.</p>

Providing supports to meet quality standards

High quality standards only impact children’s development if programs have the resources to meet them. Pennsylvania offers Keystone STARS programs a variety of supports to assist with educational requirements, curriculum and assessment, and sound business practices.

Early Learning Keys to Quality System. Through the Pennsylvania Key and six Regional Keys, the Early Learning Keys to Quality System coordinates professional development and access to higher education, STARS designations and technical assistance.

Targeted financial supports. Eligible Keystone STARS programs may apply for Start with STARS one-time grants, Support Grants, Merit Awards, and Education and Retention Awards to help them move up the STARS ladder and continue to improve quality. Grants and awards do not cover the full cost of providing children with quality early learning services. Keystone STARS programs also receive a STARS add-on rate to supplement Child Care Works subsidy and help pay for the higher cost of quality early learning experiences.

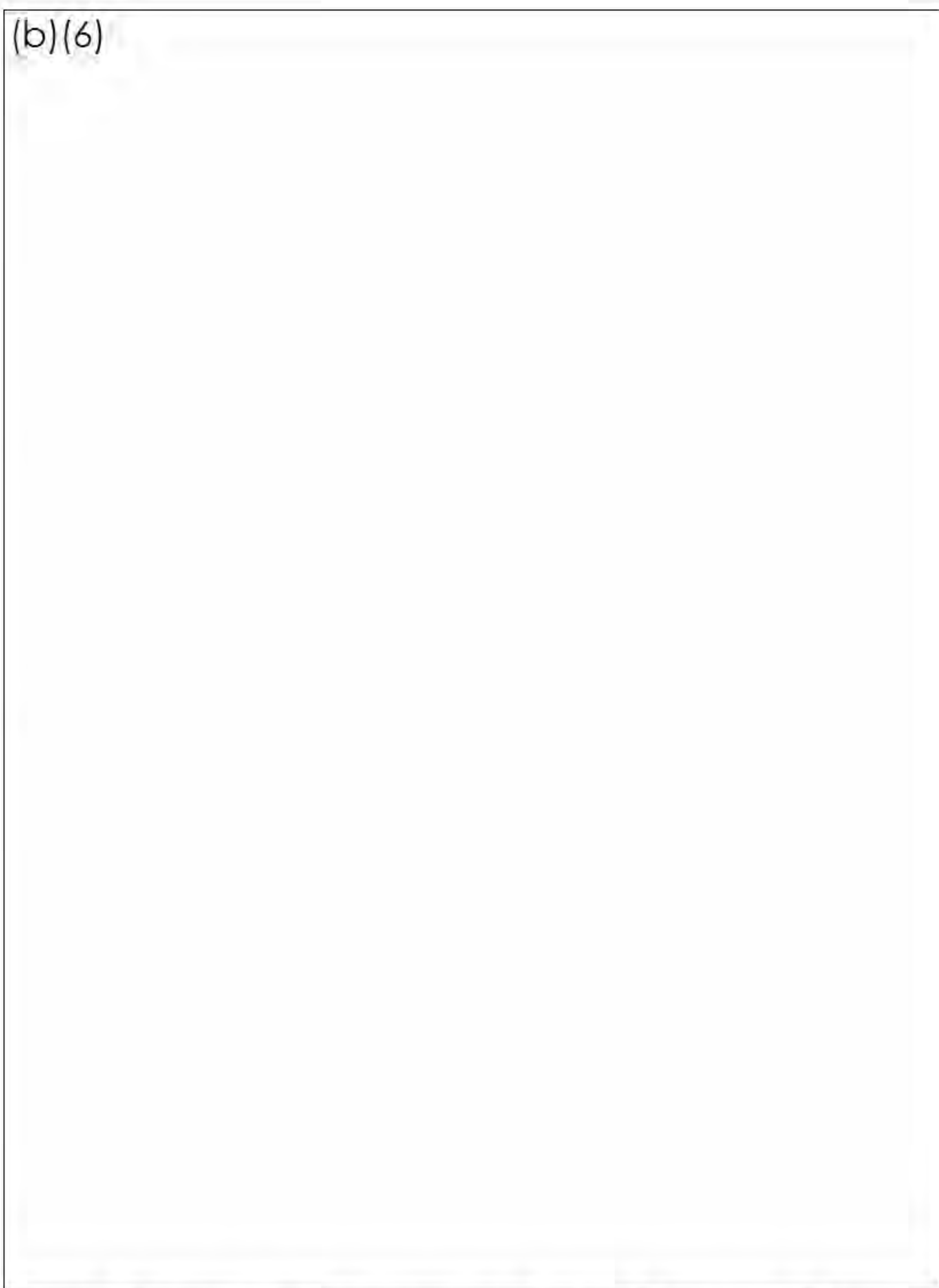
Career and professional development. Pennsylvania provides supports for early childhood education and school-age program staff to access higher education, earn professional credentials, and receive meaningful continuing professional development. Supports include the Pennsylvania Director Credential and School-Age Professional Credential, T.E.A.C.H. scholarships, and vouchers for completing credit-bearing coursework.

Technical assistance. At each Regional Key, staff monitor and guide early learning programs through the process of earning their STARS award and improving quality as they move up the STARS ladder. STARS programs can also receive one-on-one technical assistance and Early Childhood Mental Health Consultation. In 2009-2010, a higher percentage of Keystone STARS programs receiving technical assistance (43.9%) moved up a STAR level than programs who did not receive technical assistance (27.5%).¹²

Keystone STARS – Part of the Quality Early Education Continuum

Keystone STARS/Early Learning Keys to Quality has become an integral part of continuous quality improvement of early learning in all settings. Keystone STARS built the foundation for educational advancement, professional development, and classroom assessment that many other OCDEL programs need to provide quality services for children and families.

Aligning professional development for all early learning programs. To better support the early education professionals working towards Early Childhood Education (ECE) Certification, OCDEL and the PA Early Learning Keys to Quality began work to align the Professional Development Record (PDR) required of STARS programs with the educational requirements for ECE Certification, as well as to extend the use of the PDR to all OCDEL programs.



One of our littlest learners from Chester County Intermediate Unit Infant Center. The center participates in Keystone STARS and Nurse-Family Partnership and enrolls children receiving Child Care Works.

Making quality early learning more accessible to vulnerable families. Families receive information on choosing quality early learning programs like Keystone STARS when they apply for Child Care Works subsidy. Keystone STARS programs receive additional financial supports if they serve children receiving Child Care Works subsidy or Early Intervention services. Through the Early Childhood Mental Health Consultation (ECHMC) service available to Keystone STARS programs, more eligible children are receiving the Early Intervention services they need earlier, and may need fewer or no services later because of this early identification.

Providers Participating in Keystone STARS by STAR Level and Provider Type, June 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Center	295	1,069	864	347	9	213	210	3,007
Group	60	171	68	29	2	12	7	349
Family	339	473	138	42	0	36	36	1,064
TOTAL	694	1,713	1,070	418	11	261	253	4,420

Estimated Children in Keystone STARS Providers by STAR Level and Provider Type, June 2010

	Start W/STARS	STAR 1	STAR 2	STAR 3	STAR 3A	STAR 4	STAR 4A	TOTAL
Center	15,635	56,657	45,792	18,391	477	11,289	11,130	159,371
Group	660	1,881	748	319	22	132	77	3,839
Family	1,695	2,365	690	210	0	180	180	5,320
TOTAL	17,990	60,903	47,230	18,920	499	11,601	11,387	168,530

Making the vision of PA Pre-K Counts possible. Pennsylvania is one of the first states to create a high quality public pre-kindergarten program that builds off community expertise by including both community- and school-based early learning programs. Keystone STARS has made it possible for child care programs to meet the quality expectations and participate in Pennsylvania Pre-K Counts.

The impact of Keystone STARS/Early Learning Keys to Quality extends beyond participating programs, their staff and families they serve. The standards and supports have raised the bar for all early learning programs in the commonwealth.

Keystone STARS has given so much to this field. They have encouraged centers to strive for quality and further education for staff. They provide technical support for centers that are looking for ways to increase quality. Issuing grants to centers that show that they are making a difference in the lives of children. Maybe the most important is holding centers accountable for the care that they provide and giving parents a comprehensive way to choose high quality care for their child.

Heather Celio, Director, Downtown YMCA, Erie County

Appendix (A)(1)-8: Keystone STARS 2010 Report Summary

Quality Early Education Benefits Children, Families and Communities

Benefits to communities

Quality workforce
Businesses can hire skilled employees- new industries enter PA with quality jobs

School savings
Schools save on special education costs

Brain development
Quality early learning promotes healthy brain development

Increased tax base
Communities receive more tax revenues as citizens earn more

School readiness
Children come to school with pre-academic and social skills for kindergarten

Taxpayer savings
Every dollar invested in quality early education saves \$7 in public costs like public assistance and crime control

Quality of life
Children are less likely to commit crimes or need public assistance as adults

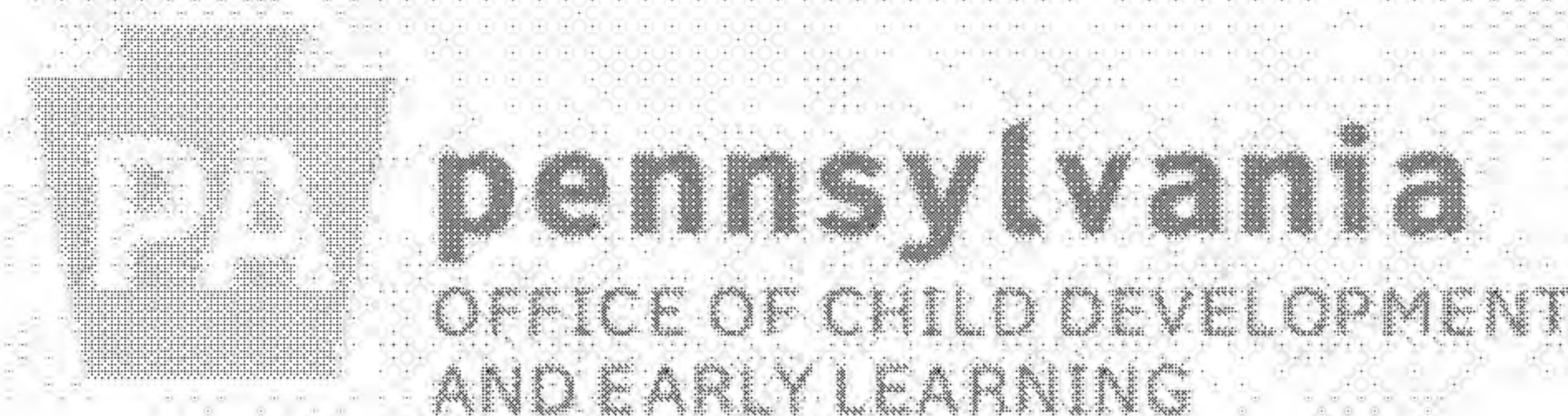
Financial stability
Children are more likely to have higher earnings and own a home as adults

School success
Children are more likely to graduate high school, attend college or career training

For a brighter future

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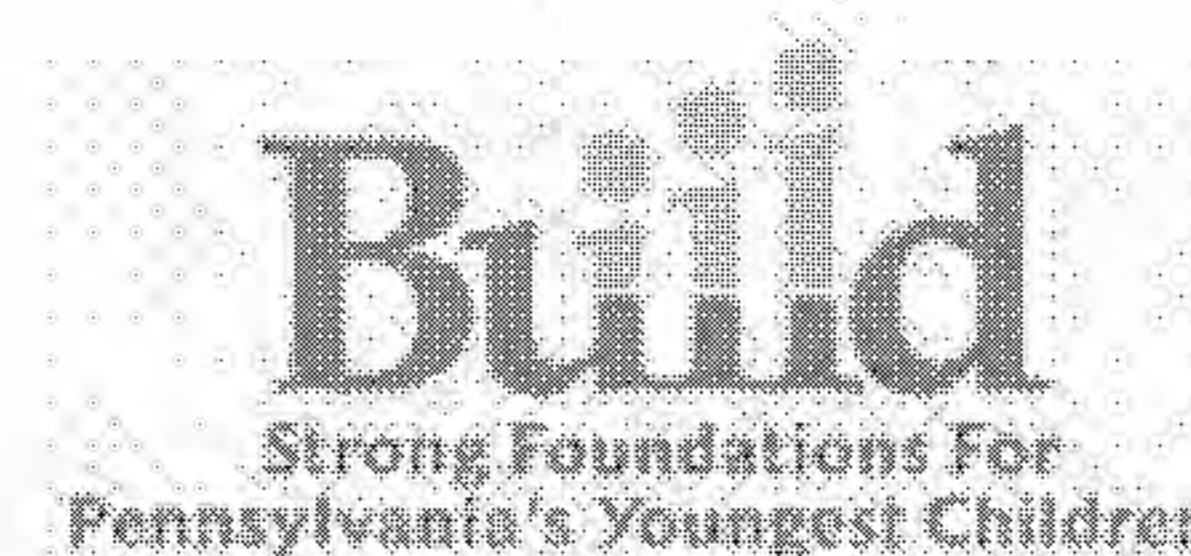
Benefits to children



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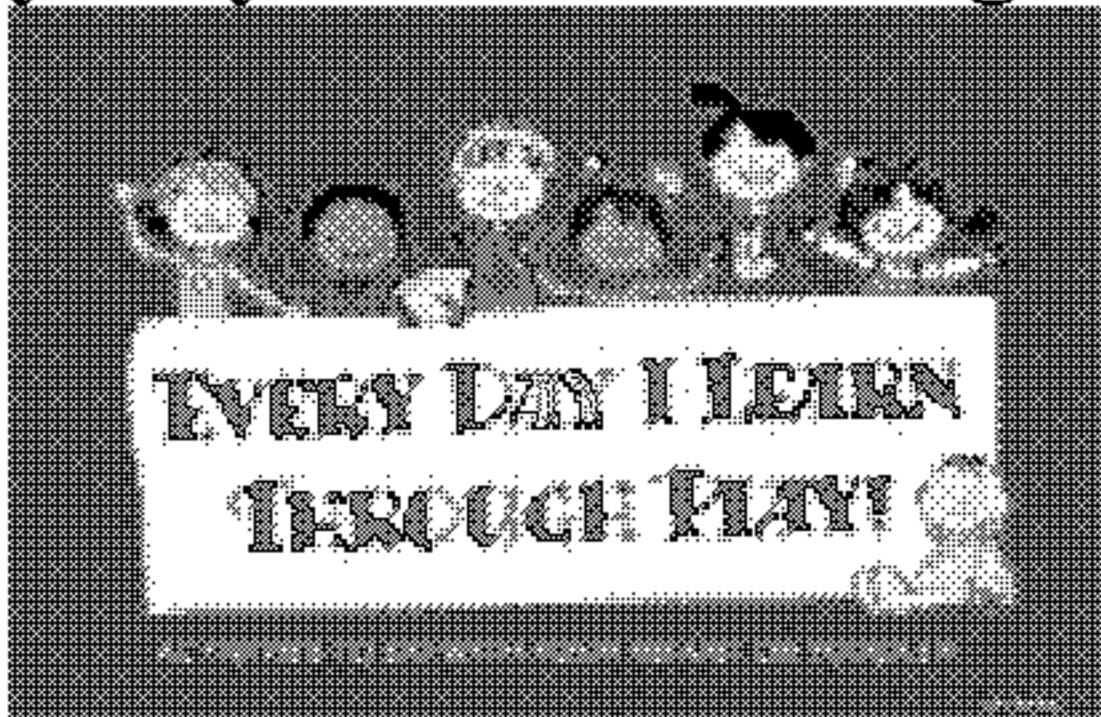
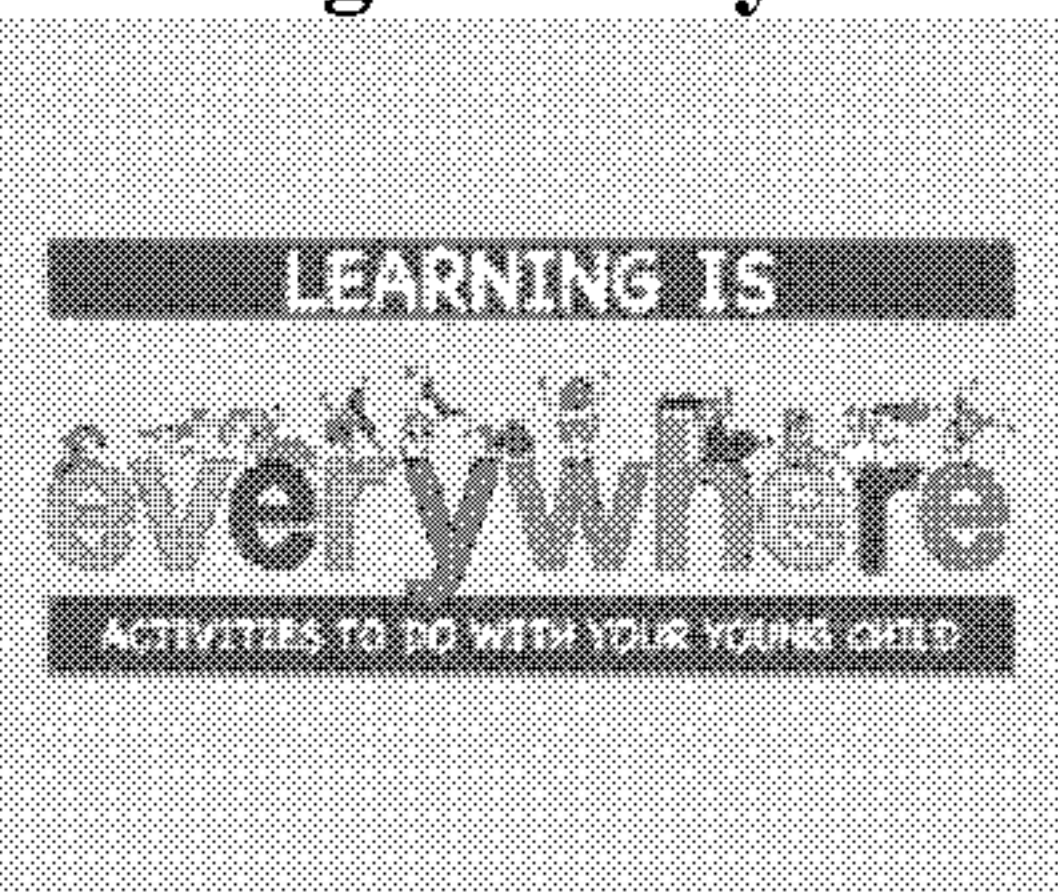


Endnotes

- ¹ 2009 State of Child Care in Pennsylvania, NACCRRRA, <http://www.naccrra.org/randd/data/docs/PA.pdf> and Kids Count data, <http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=PA&ind=5180>
- ² National Afterschool Alliance, http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=PA
- ³ Timothy J. Bartik, Ph.D., Senior Economist at the W.E. Upjohn Institute for Employment Research, at the Early Learning Investment Commission Economic Summit, April 19, 2010, Harrisburg, PA, www.pa-elic.org
- ⁴ "2009 State of Child Care in Pennsylvania," NACCRRRA, <http://www.naccrra.org/randd/data/docs/PA.pdf>
- ⁵ "New Tool Costs out Pre-K," Preschool Matters newsletter July/August 2008, NIEER, <http://nieer.org/psm/index.php?article=268>.
- ⁶ "Early Care and Education: The Keystone of Pennsylvania's Future Quality Study," November 2002, p 21
- ⁷ Child Care Bureau, 2007; Mitchell, 2005; Zellman & Perlman, 2008
- ⁸ "Evaluation of Pennsylvania's Keystone STARS Quality Rating System in Child Care Settings," December 2006
- ⁹ In 2009-2010, programs reported infant and toddler outcomes using the Ounce Scale online reporting tools and reported preschooler outcomes using the Work Sampling Online reporting tool
- ¹⁰ Based on program reports for 9,804 children in Work Sampling Online reporting tool
- ¹¹ Compendium of Quality Rating Systems and Evaluations, Administration for Children and Families, Department of Health and Human Services, April 2010, p 42. www.acf.hhs.gov/programs/opre/cc/childcare_quality/compendium_qrs/qrs_compendium_final.pdf
- ¹² "Demonstrating Quality: Pennsylvania Keystone STARS 2010 Program Report," p. 67. <http://www.ocdelresearch.org/Reports/Forms/AllItems.aspx>

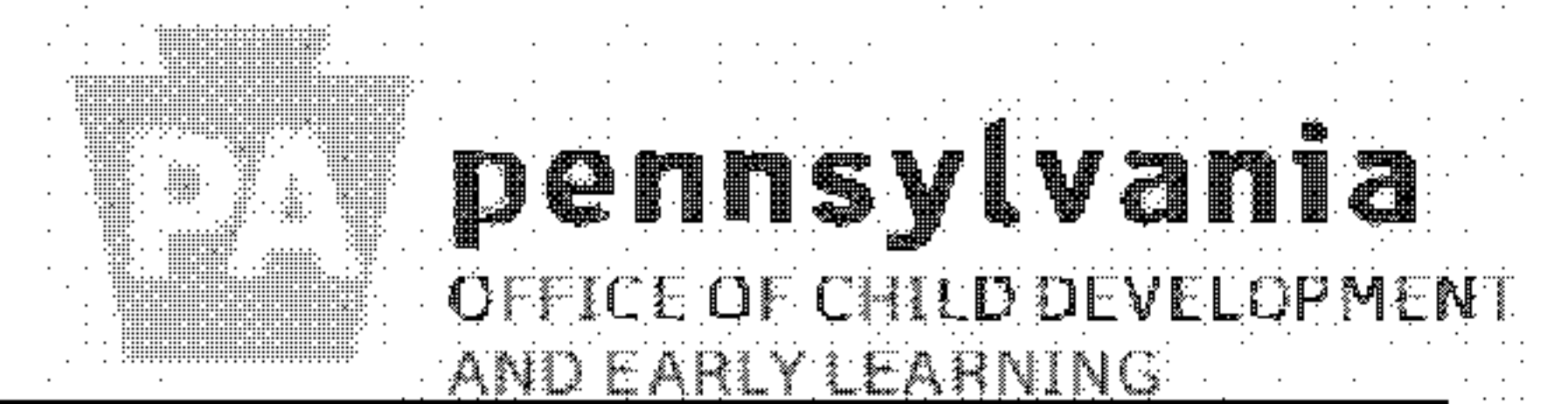
Standards Companion Document Appendices

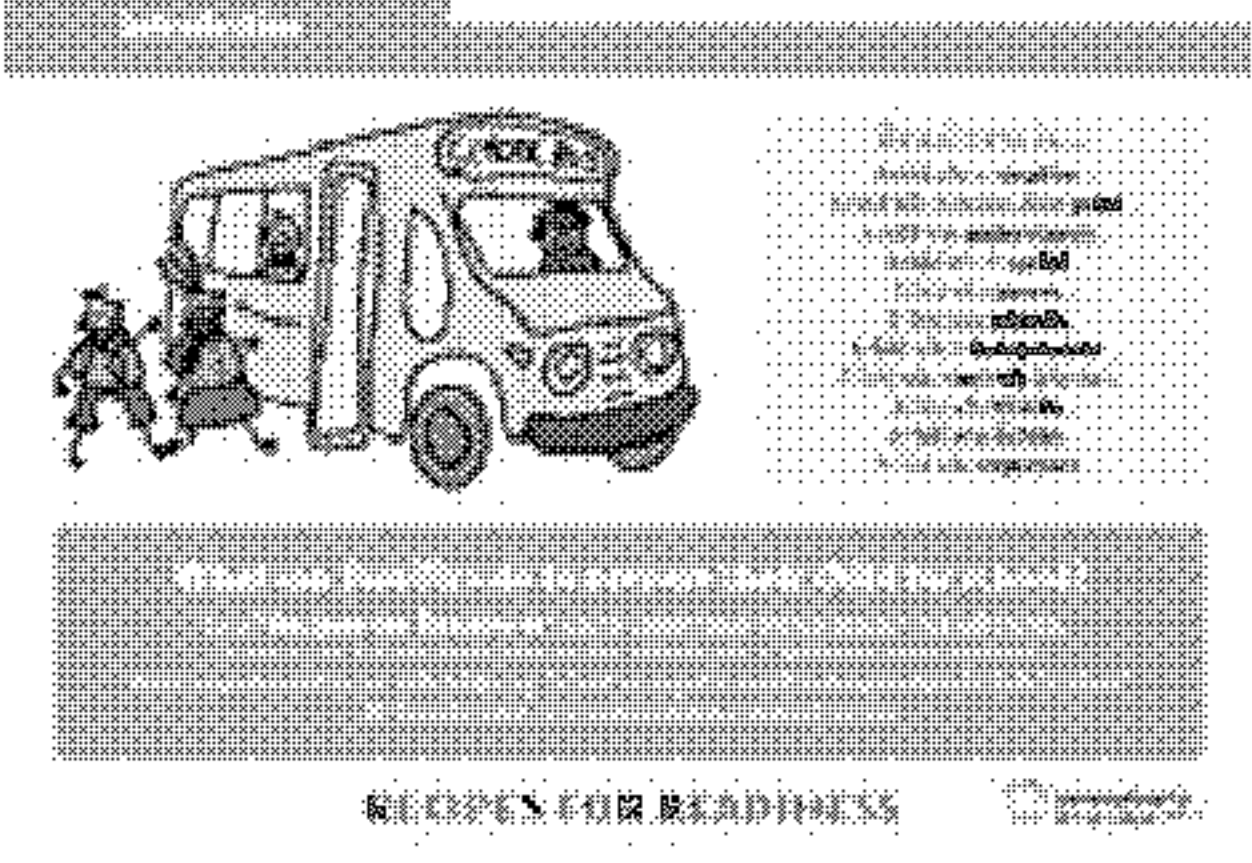
September 2011

Learning Standards Companion Documents for Families

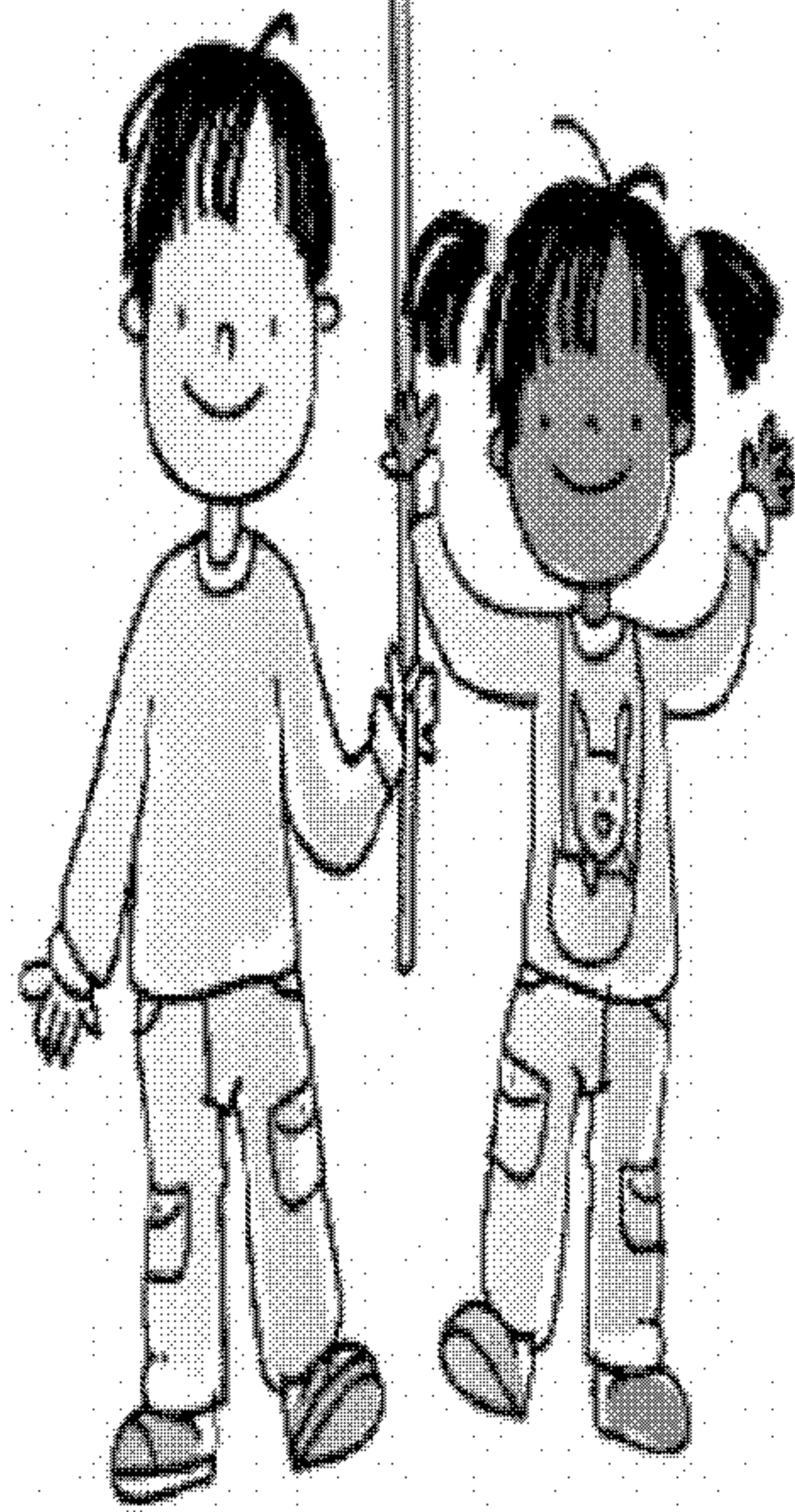
Resource	Description	English	Spanish
<p>Every Day I Learn through Play</p> 	<p>Every Day I Learn through Play – is an activity guide designed specifically for infants and toddlers. Activities to be done during every day routines are included for children in a variety of age groups and are linked to Pennsylvania’s Infant and Toddler Learning Standards. Every Day I Learn Through Play activity guides are free and come in quantities of 75 for Early Care and Education programs to distribute to families.</p>	<p>X</p>	<p>Coming Soon</p>
<p>Learning is Everywhere!</p> 	<p>Learning is Everywhere – is an activity guide for families with children of multiple ages. Activities included are linked to the Pennsylvania Learning Standards for Early Childhood. Parents are encouraged to use the Standards to get an idea of developmentally appropriate expectations for their child. Learning is Everywhere activity guides are free and come in quantities of 75 for Early Care and Education programs to distribute to families.</p>	<p>X</p>	<p>X</p>
<p>Kindergarten, Here I Come!</p> 	<p>Kindergarten Here I Come! is an activity guide that families can use to help prepare their child for Kindergarten. Each activity focuses on a readiness skill for Kindergarten entry and is aligned to the Pennsylvania Learning Standards for Early Childhood. Kindergarten Here I Come! activity guides are free and come in quantities of 75 for Early Care and Education programs to distribute to families.</p>	<p>X</p>	<p>X</p>
<p>Kindergarten, Here I Am!</p> 	<p>Kindergarten Here I Am! is an activity guide that families can use to support children's learning. This activity guide introduces families to authors and illustrators that are fun and interesting to Kindergarteners. All activities included are linked to the Pennsylvania Kindergarten Learning Standards. Kindergarten Here I Am! activity guides are free and come in quantities of 75 for school districts to distribute to families.</p>	<p>X</p>	<p>X</p>

Appendix (A)(1)-9a: Standards Companion Document List



Resource	Description	English	Spanish
<p>Learning Standards Wheel</p>	<p>Learning Standards Wheels highlight standards in each of the key learning areas within the Pennsylvania Learning Standards for Early Childhood. Families are encouraged to use the Standards Wheels to get an idea of developmentally appropriate expectations for their child. Infant, Young Toddler, Older Toddler, Pre-Kindergarten and Kindergarten are all represented within the Wheel.</p>	<p>X</p>	<p>X</p>
<p>Recipes for Readiness</p> 	<p>Recipes for Readiness provide various family-friendly activities that will assist in promoting the skills that Kindergarten teachers are looking for as children enter their classrooms. Activities are designed for use with children age 3-5 and are aligned to the Pennsylvania Learning Standards for Early Childhood. Recipes for Readiness are free and come in quantities of 50 for Early Care and Education programs to distribute to families.</p>	<p>X</p>	<p>X</p>

Every Day I Learn Through Play

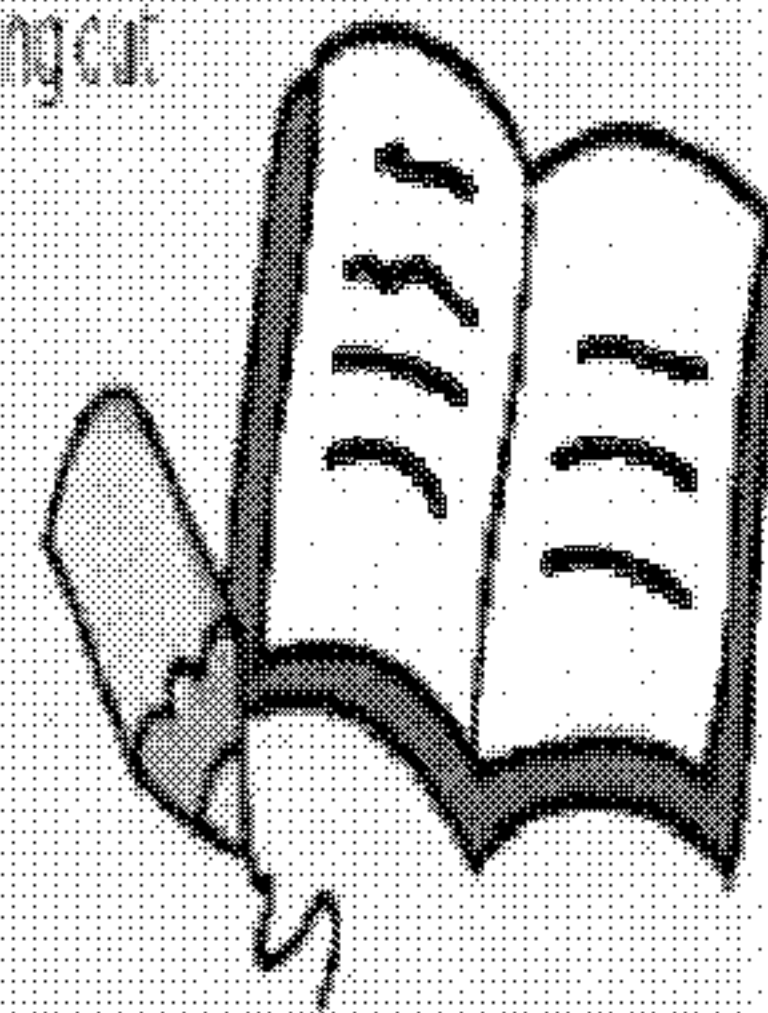


Best wishes on your new baby! Your new arrival is ready to learn. No need to buy fancy programs or expensive materials, you can help your child learn and develop using daily routines, every day interactions and play. This guide provides ideas for learning in many areas of development (outlined in the Key Learning Areas below). You are your child's first and MOST IMPORTANT teacher!

Every child grows and learns new things at his or her own pace. Children may vary as much as 6 months in some of the things they are able to do. Children developing new skills need lots of practice, therefore, the activities in each age range can be used over and over again. You might notice that some activities are intentionally repeated in various age levels.

The activity guide is designed around key routines. Each routine provides multiple opportunities for interactions with adults and materials.

- ✧ Let's Eat: mealtimes, snack times, eating out.
- ✧ Let's Get Clean: bathing, diapering, toileting, grooming and dressing.
- ✧ Let's Go: travel, running errands, taking walks, exploring outdoors, vacations, body movement.
- ✧ Let's Share Words and Stories: reading, orally telling stories, acting out stories, pretend play, drawing and other forms of expression.
- ✧ Let's Say Hello/Goodbye: transitions you and your child will make including transitioning between activities, cleaning up, visiting with a babysitter or going to child care.
- ✧ Let's Rest: nap time, bed time and down time.



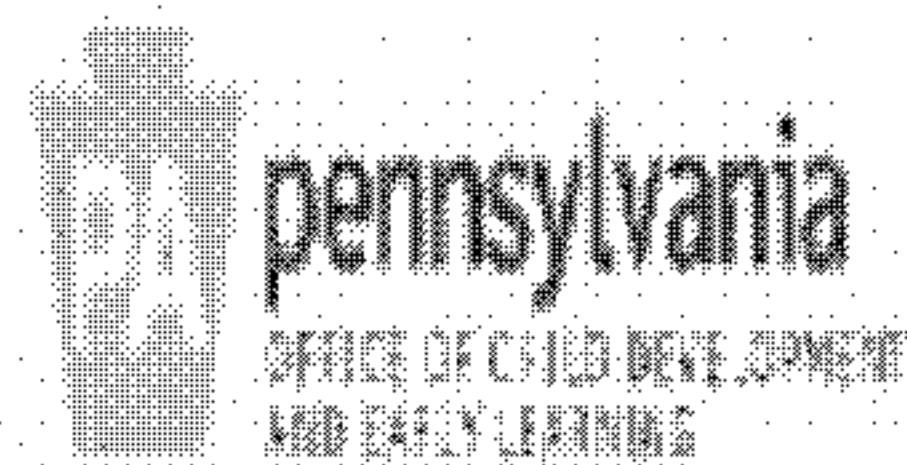
If you have any concerns about your child's development, call your local Early Intervention program or CCNNECT (1-800-592-7288) and talk with a child specialist.

Activities are linked with Pennsylvania Learning Standards for Early Childhood which define the skills and concepts children should know and do at various stages. For more information on the Learning Standards and to access other important information regarding your child's early education, go to www.pdesas.org/ocdel and check out the "For Families" tab.

KEY LEARNING AREAS

- Approaches to Learning
- Creative Arts
- Language and Literacy
- Social Studies
- Mathematics
- Physical Health and Wellness
- Science
- Social and Emotional

This activity book is made possible through the support of...



3-6 MONTHS

MILESTONES By end of 6 months

- ✧ Recognizes familiar faces
- ✧ Responds to other's emotions, often seems happy
- ✧ Likes to look at self in the mirror
- ✧ Rolls over in both directions
- ✧ May react to strangers
- ✧ Strings vowels together when babbling (ah, eh, oh)
- ✧ Responds to own name
- ✧ Begins to sit without support
- ✧ Passes items from one hand to another

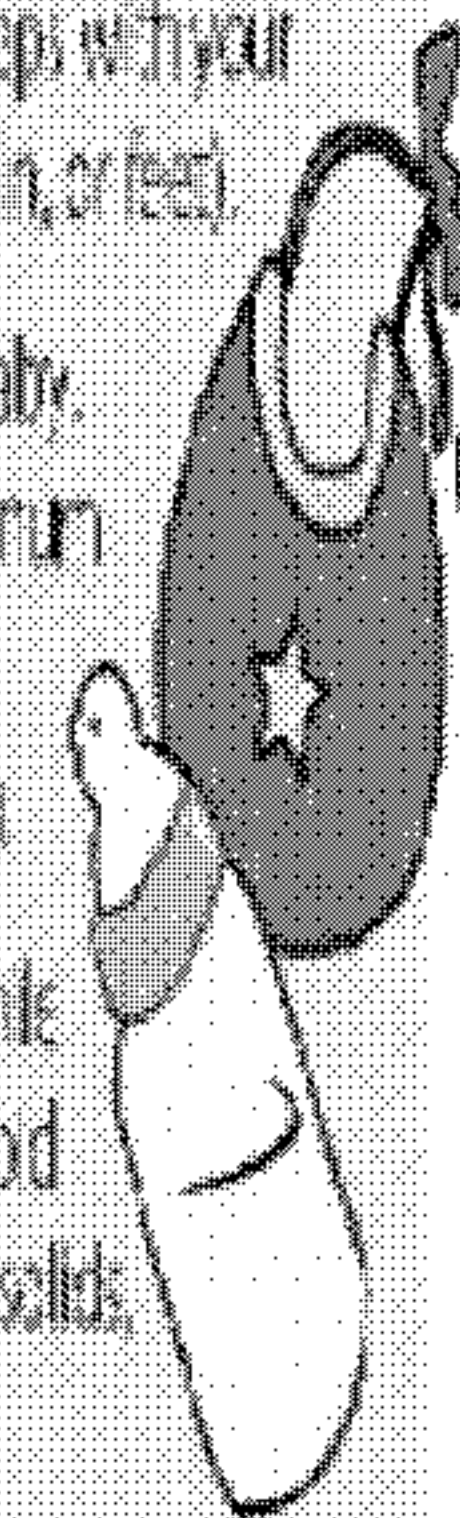
Let's EAT!

- ✧ While cuddling before feeding time, try the following finger play:
Round and round the garden went the teddy bear,
One step, two steps
Tickle under there

Walk your fingers around your baby's palm. Take steps with your fingers up their arm, and then tickle their armpit, chin, or feet.

Hang a wind chime close to where you feed your baby. You can make a home-made one by hanging aluminum pie plates close together. Your baby will enjoy watching and listening to the sound during feeding.

- ✧ When your baby can sit upright in a high chair or while holding your baby in your lap, allow your baby to hold and explore spoons. When your baby begins to eat solids, he/she will enjoy holding a spoon while being fed.

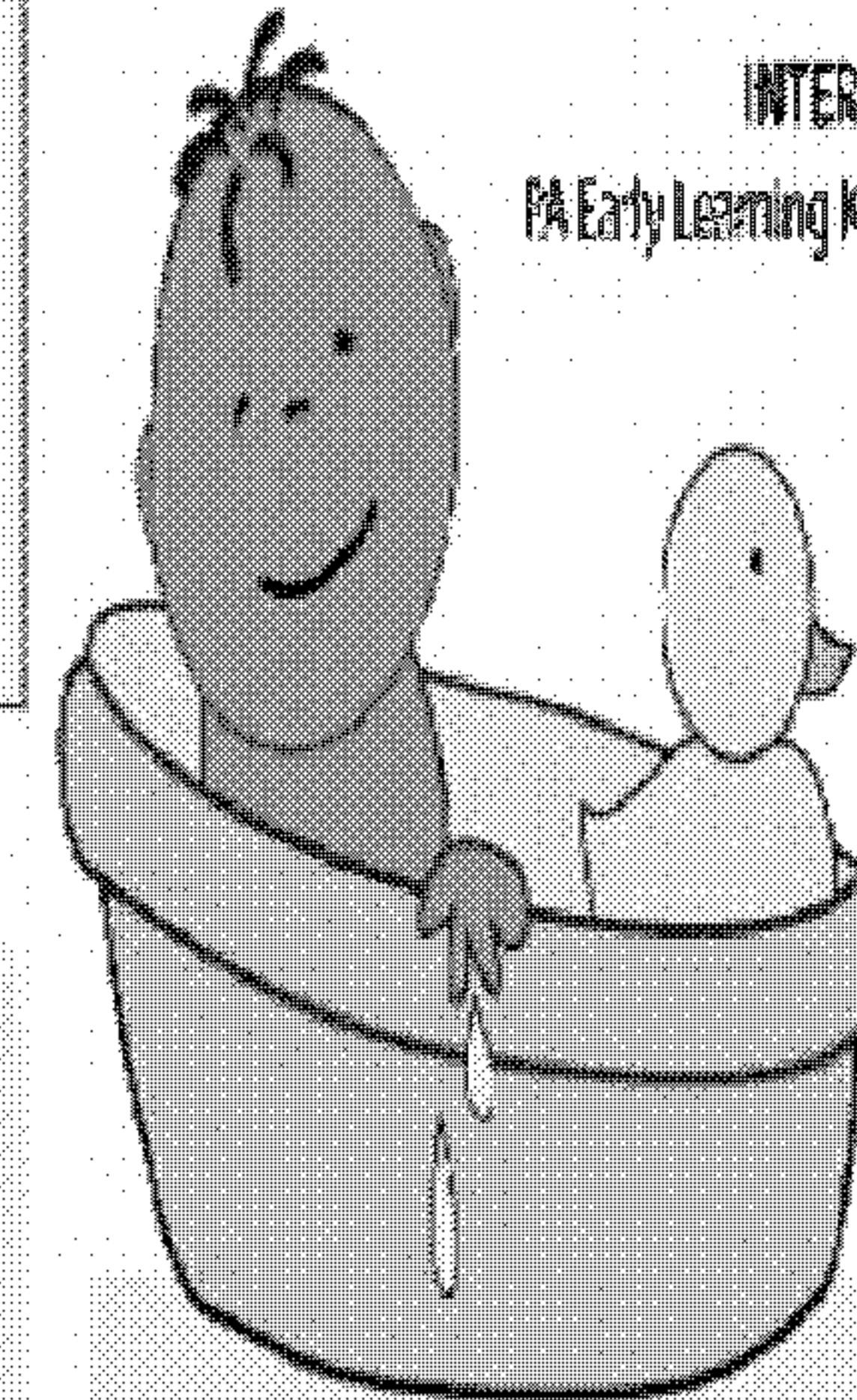


Three to six month olds begin to pay more attention to the world around them. Positive interactions, filled with language and sensory exploration, are beneficial to your baby's learning. If your baby is interested and involved in an activity—and having fun—he/she is learning! It isn't necessary to "teach" very young children. Treasure these early days of playing and cuddling with your little one—it is exactly what he/she needs to grow and learn.

INTERNET RESOURCES

PA Early Learning Keys to Quality www.earlykeys.org

A quality improvement system in which all early learning programs and practitioners are encouraged and supported to improve child outcomes.



Let's GET CLEAN!

- ✧ After changing your baby's diaper, hold onto your baby's hands and wrists and count "one, two, three, up." GENTLY pull your baby to a sitting position. Smile and lower your baby to recline.

- ✧ After diapering, a bath or while getting dressed, recite "Hickory, Dickory, Dock" with accompanying movements (see song list).

- ✧ Play "What's that Toy?" by placing a textured toy under your baby's shirt during diapering or while getting dressed. Talk about what the toy feels like and where it is hidden.

Learning is Everywhere



IT'S TIME TO TELL YOUR STORY

April is an exciting time for celebrating our young children. Throughout Pennsylvania and the country, families and early learning programs celebrate the Week of the Young Child with parties, family fun, and artwork displays. In 2010, the Week of the Young Child is April 10-17. Also in April, Pennsylvania's commonwealth libraries sponsor "One Book, Every Young Child" where a children's book written by a Pennsylvania author is distributed to programs and families throughout the commonwealth and read by the author and other community leaders. Visit www.ponebook.org or your local library for details.

As a parent, you are the greatest advocate for your child at their early learning program, in the doctor's office, and even on the playground. You also need to be their greatest advocate with our legislators. Most of our decision makers don't understand how early learning makes a difference, even though they decide how much money Pennsylvania invests in these programs. When you share your experiences, early education can come to life for them!

The activities listed help your legislators understand how a young child develops in his/her early years and how early learning affects the child's future success in school and in life. Send a copy of your child's artwork from this month to your legislators. You can find out more about writing your legislators at www.papromiseforchildren.com.

me book

INFANT
With child-safe finger paint, make an impression of your child's feet and hands on heavy paper like cardstock or poster board.

TODDLER
Show your child a number of pictures of himself playing, sleeping, or reading. Ask your toddler to pick his/her favorite "what do you like to do best?" and glue the photos in the book.

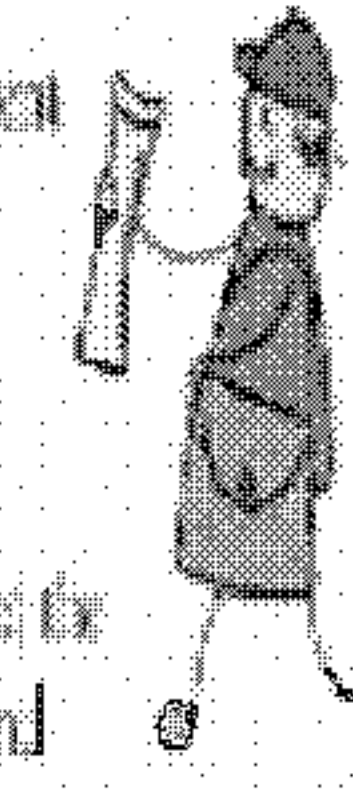
PRE-KINDERGARTEN
Have your child draw a picture of your family showing the different sizes of himself/herself, parents and siblings.

KINDERGARTEN
Write "when I was small," and have your child draw a picture of himself/herself doing something he/she did as a baby or toddler. Then write "now I am" and have your child draw a picture of himself/herself doing something he/she can do today as a kindergartner.

ACTIVITY 3: IF YOU WERE A PENGUIN WHEN I GROW UP

Key Learning Area: Social Studies Thinking

INFANT: Read a book with people in different jobs, and point out different people and the kinds of jobs they might do, describe the person and the job. "This is a postal worker. He wears a blue uniform and delivers mail to families."



TODDLER: While reading about different jobs, ask the child to point out the people with different jobs. With pictures have your child name person and job, or ask his/her to find a specific type of person (like the Police Officer, or the Actor).

PRE-KINDERGARTEN: Ask your child to describe the different jobs they know about. Ask what your or other caregivers, grandparents, or neighbors do as a job. Ask the child what they would like to do, and draw a picture of the child at that job.

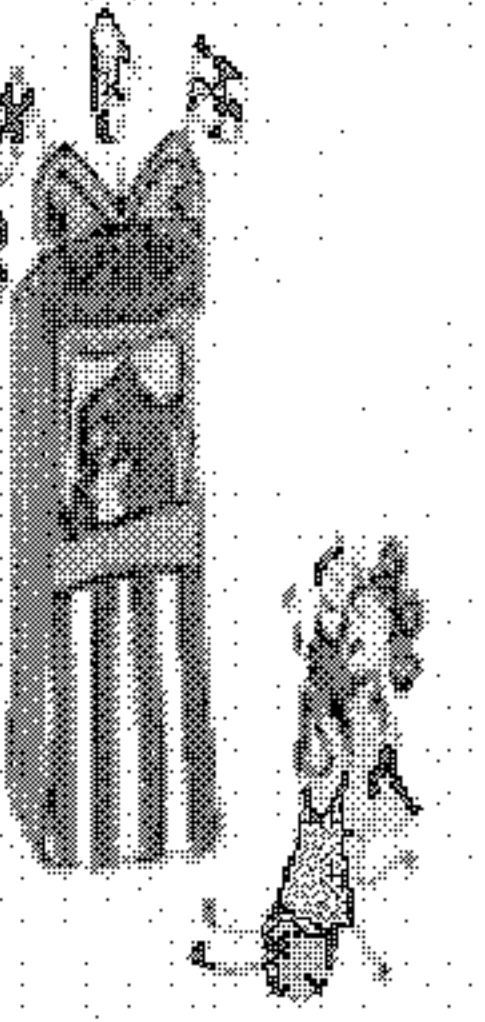
KINDERGARTEN: Using markers, crayons, pencils, ask your child to draw a picture of what your child wants to be when he/she grows up. You can write underneath for your child, "I want to be a _____ when I grow up because _____."

ACTIVITY 4: MY FAVORITE BOOKS

Key Learning Area: Language and Literary Development: Reading, Writing, Speaking and Listening

INFANT: While doing every day activities, such as changing a diaper, sing the ABCs to your child.

TODDLER: Ask your teacher to pick his/her favorite books and read together. When reading ask your child about his favorite pictures and characters, for example, "Why do you like Clifford?" Ask your teacher to draw a picture of his/her favorite character.



PRE-KINDERGARTEN: Make a puppet show of your child's favorite book. Cut out characters from construction paper and role play the story on a sheet of paper. Ask your child to tell the story as he/she moves the characters. When the story is over, glue the characters to the paper and have your child write the name of the book across the top. Have your child write what's happening in each picture, and record under the picture.

KINDERGARTEN: Ask child to pick his/her favorite book and to read it to you. Ask his/her to draw a picture that represents why this book is his/her favorite, and you can record why it is a favorite.

Activity 3: READ THE PA ONE BOOK *If You Were a Penguin (2009)*

Visit www.ponebook.org for suggested activities to accompany this book or find out the One Books for 2009 and future years.

Key Learning Area: Scientific Thinking and Technology

INFANT: Read *If You Were a Penguin*, pointing out colors and pictures, watching your child for responses. What makes him/her smile?

TODDLER: When reading *If You Were a Penguin*, ask your child to describe what is happening in different pictures in the book. Ask your child to make noises like a penguin or walk like a penguin. You can do it together!



PRE-KINDERGARTEN: When reading *If You Were a Penguin*, ask your child questions that require descriptions about the story and characters.

KINDERGARTEN: After reading *If You Were a Penguin*, go to the library to learn more about penguins - Where do they live? What do they eat? What do they do for fun? Read another penguin book and identify how they are the same or different.

Activity 4: GROWING UP

Key Learning Area: Social and Emotional Development

INFANT: Point out the difference in size between your child's features and body parts and yours or other children. Talk about the differences, for example, "Your nose is tiny now, but when you grow up it will be big like mine." Using child-safe finger paint, make impressions of your child's fingers and toes.

TODDLER: Using pictures of family members, friends, or dolls of different ages, point out which are the youngest, and talk about how they will be bigger when they get older.

PRE-KINDERGARTEN: Gather photos of your child over time and ask your child to put the photos in order of youngest to oldest to tell his/her story. "When I was a baby, I looked like this." If you don't have photos, ask your child to draw pictures of himself/herself as a baby, toddler, etc.

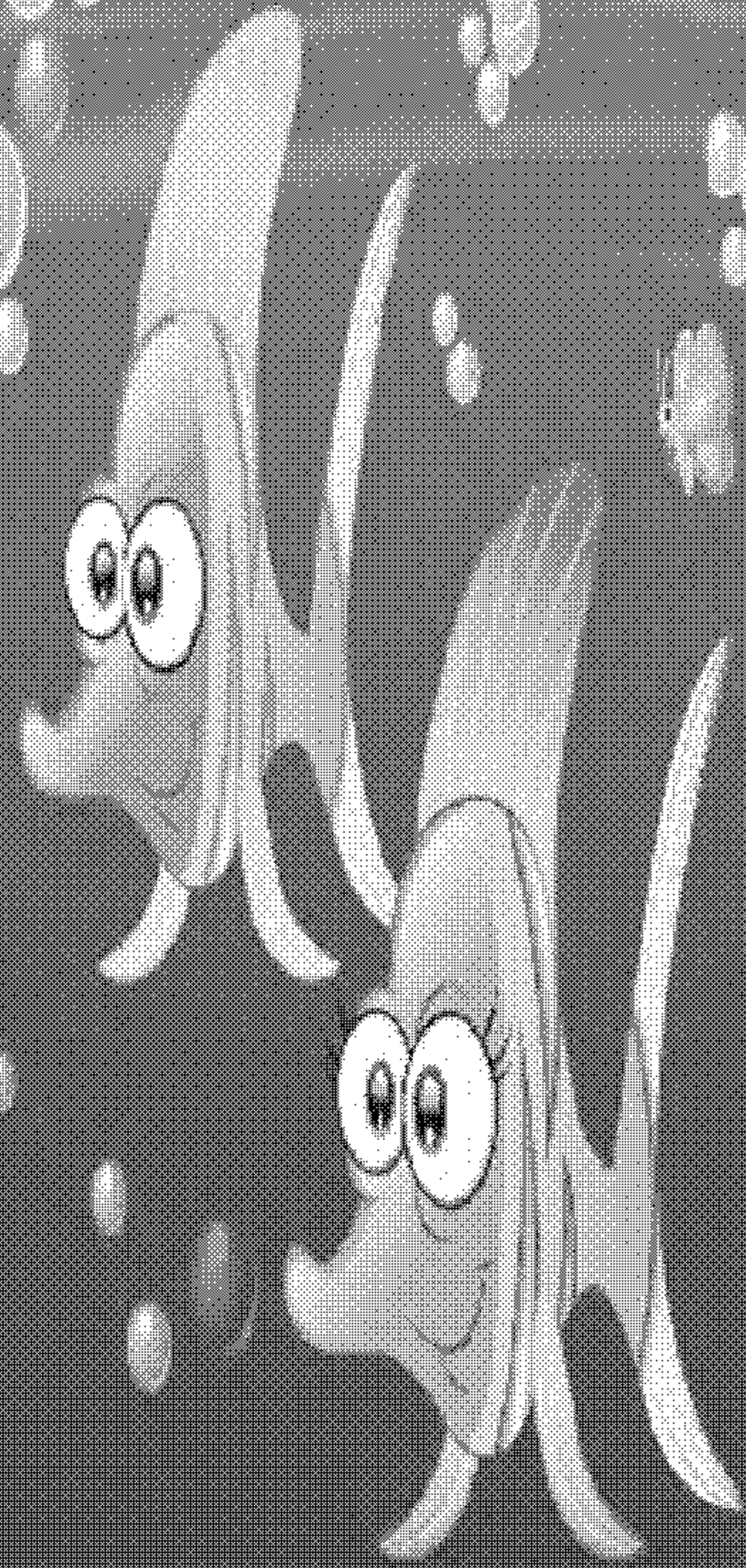
KINDERGARTEN: Sit with your child and talk about ways he/she has grown. Ask your child when he/she was a baby, a two-year old, three and four year old, what did he/she like to eat? What did he/she like to do? Did he/she crawl or walk? What does he/she like to do now? How he/she draw what he/she looked like at each stage in his/her life. Identify what can he/she do now that they couldn't do when they were one, two, three, or as a baby.

Kindergarten Here I Am!

MARCH

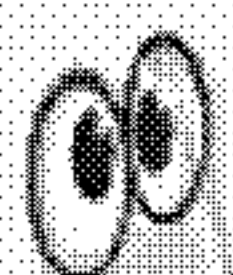
Dr. Seuss

Theodor Seuss Geisel, better known to the world as the beloved Dr. Seuss, was born March 2, 1904 in Springfield, Massachusetts. Ted thanks his mother for both his ability and desire to create the rhymes for which he became so well known. Ted worked as a cartoonist for several magazines before writing and illustrating more than 44 children's books. Learn more about Dr. Seuss at: www.seuss.org



OTHER RESOURCE SITES:

www.seussville.com



OTHER BOOKS BY DR. SEUSS:

Red Fish, Blue Fish, One Fish, Two Fish
The Grinch Who Stole Christmas
Green Eggs and Ham

- 🎮 Approaches to Learning through Play
- 🎨 Creative Thinking and Expression
- 🏃 Health, Wellness and Physical Development
- 📖 Language and Literacy Development: Reading, Writing, Speaking and Listening
- 🧮 Mathematics Thinking and Expression
- 👨 Partnerships for Learning: Families, Learning Environments and Communities
- 🔬 Science Thinking and Technology: Exploration, Inquiry and Invention
- 👤 Social Emotional Development
- 🌍 Social Studies Thinking: Connecting "Me" to My Community and the Larger World

The Cat in the Hat

On a rainy afternoon, a large cat in a striped hat comes to visit and creates all sorts of mischief.



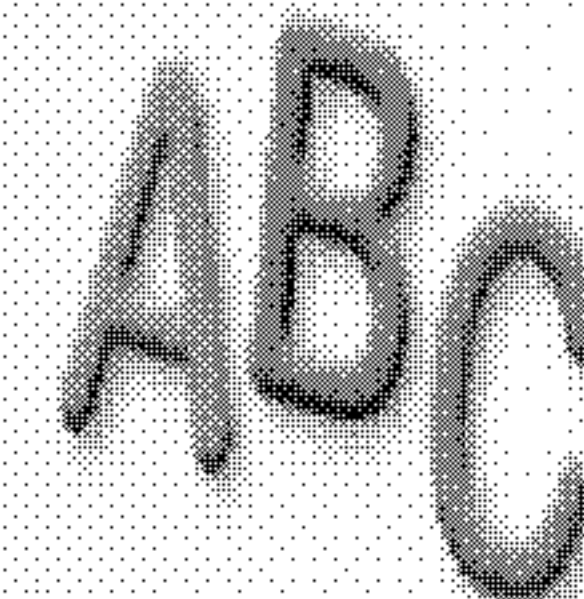
- 📝 Make a list of things to do on a rainy day, such as bake cookies, read books, or play a board game.
- 🏠 The fish in the story is very worried when the Cat comes to stay at the house because he doesn't follow the rules. Create a poster of rules to have at your house when friends come to visit. List rules like Walk, Use Inside Voices, Keep your Hands and Feet to Yourself, Be Respectful. Have a discussion about the rules for being home alone and talking to strangers.
- 👨 Children should have daily jobs. Working together as a family helps build responsibility. Make a poster with chores for each family member. Some jobs are daily jobs, some are weekly. Decide who can be responsible for each chore and keep track of when each job is completed.
- 🎪 See how many things you can balance at once. Have a balancing relay race - who can go the fastest balancing a paper cup on top of a paper plate, then add other items and keep going?

OTHER BOOKS ABOUT CATS AND CREATIVITY...

The Cat in the Hat Comes Back by Dr. Seuss Fire Cat by Esther Averill
I Can Lick 30 Tigers Today! and Other Stories by Dr. Seuss

Dr. Seuss's ABC

A fun alphabet book.



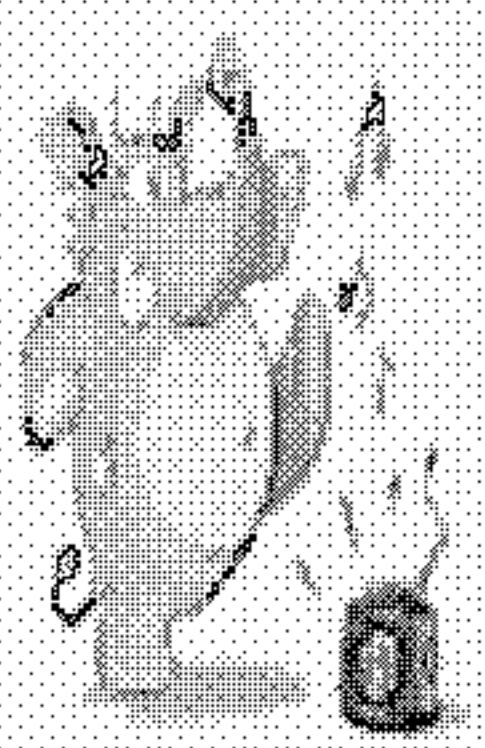
- 📖 Practice writing letters. Trace letters in shaving cream or whipped cream. Make them out of rice, play dough, pipe cleaners, noodles or straws.
- 🎨 Create an imaginary animal. Draw it and name it. Use the same letter for its whole name like ones in the book such as Zizzer Zazzor Zuzz, Quacking Quackeroo, Fiffer-Feller-Full. Try to invent one for each letter of the alphabet.
- 📄 Work with your child to create an ABC book. Write a letter on each page and cut pictures out of magazines that start with each letter. For example, put an apple and an alligator on the A page, a bear and a bee on the B page.
- 🕵️ Play "I Spy" with your child. Call out a letter and see if your child can find something in your house that starts with that letter's sound.

OTHER BOOKS ABOUT THE ALPHABET...

Chicka Chicka, Boom Boom by John Archambault
ABC NYC: A Book About Seeing New York by Joanne Dugan
Alphabeep: A Zipping, Zooming ABC by Debora Pearson

Wacky Wednesday

This is a fun book to study the pictures and find all the crazy mixed up things that happen one Wednesday morning.



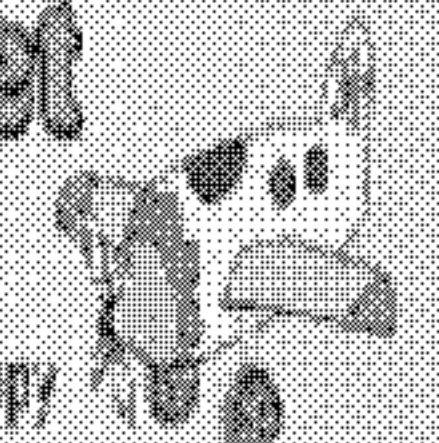
- 📅 Help your child to learn the days of the week. Then add words to each name that start with the same letter. EX. Munching Monday, Terrific Tuesday. Teach your child the months of the year. Do the same activity, for example, Jumping January, Fantastic February.
- 🏠 Ask your child to search for sets of things that are found in your home or outside. For example, find 1 rock, 2 forks, 3 balls, etc.
- 👨 Have a family Wacky Day. Everyone can dress in funny clothes, wear 2 different socks, put your shirt on backwards, wear a funny hat, etc. Eat lunch for breakfast, take a backwards walk and talk with silly voices.
- 📖 The book is filled with rhymes. If you have a copy of Wacky Wednesday, help your child to listen and repeat the rhymes. Make a list of rhyming words and look at the letters that are the same in each word. For example, all and wall, three and sea, crackly and wacky, school and fool, bass and class. Work together to think of more rhyming pairs, like bed and spread, spoon and moon.

OTHER BOOKS ABOUT WACKY WEEKDAYS...

Just Wacky! by Andy Griffiths
Cookie's Week by Cindy Ward, Tomie dePaola (Illustrator)
Today Is Monday by Eric Carle

Maybe You Should Fly a Jet

A rhyming book all about jobs.



- 📖 "What do you want to be when you grow up?" If you have a copy of the book, talk about all of the different occupations mentioned. Let your child pick an occupation they are interested in. Explore more about this occupation. Talk about what you have to do to learn that job. For example, a fireman must go to a training school and learn how to drive a truck.
- ✈️ Work together with your child to create a paper airplane. Practice flying your planes and see how far your planes can go!
- 👨 Help your child to role play a job. Set up a space for a pretend post office, grocery store, restaurant, etc., in your home. Encourage your child to use items and toys around the house. Invite your child's friends to join in the role play.
- 📖 Develop a list of word families with your child. Start with the -et family. List all the words, both real and silly, that are in that family. (jet, vet, pet, get, wet, set, etc.) Think other groups of word families. For example, -ab (cab, tab...), -at (cat, rat...), -et (hot, pot...)

OTHER BOOKS ABOUT JOBS

Curious George Takes a Job by H. A. Roy
Fox on the Job by James Marshall
The Biggest Job of All by Hannel Ziefert

Learning Standards Wheel

LANGUAGE & LITERACY DEVELOPMENT

INFANT: Communicate with gestures, sounds or baby talk. Babble using word-like sounds. Connect voice to a specific person.

YOUNG TODDLER: Understand about 200 words & use about 50 in everyday speech. Focus attention on speaker & attempt to imitate speech. Show a preference for favorite books.

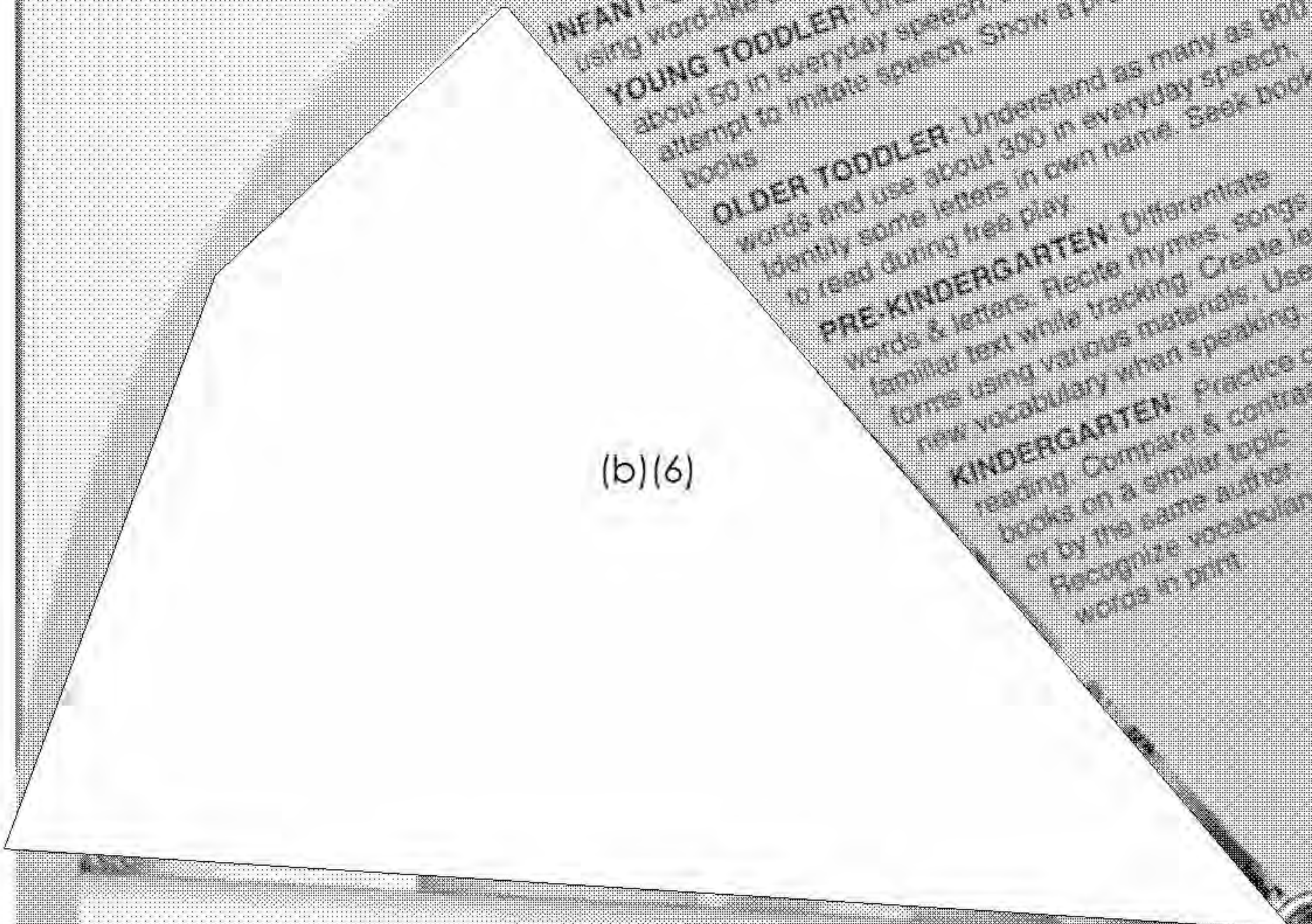
OLDER TODDLER: Understand as many as 800 words and use about 300 in everyday speech. Identify some letters in own name. Seek books to read during free play.

PRE-KINDERGARTEN: Differentiate words & letters. Recite rhymes, songs, & familiar text while tracking. Create letter forms using various materials. Use new vocabulary when speaking.

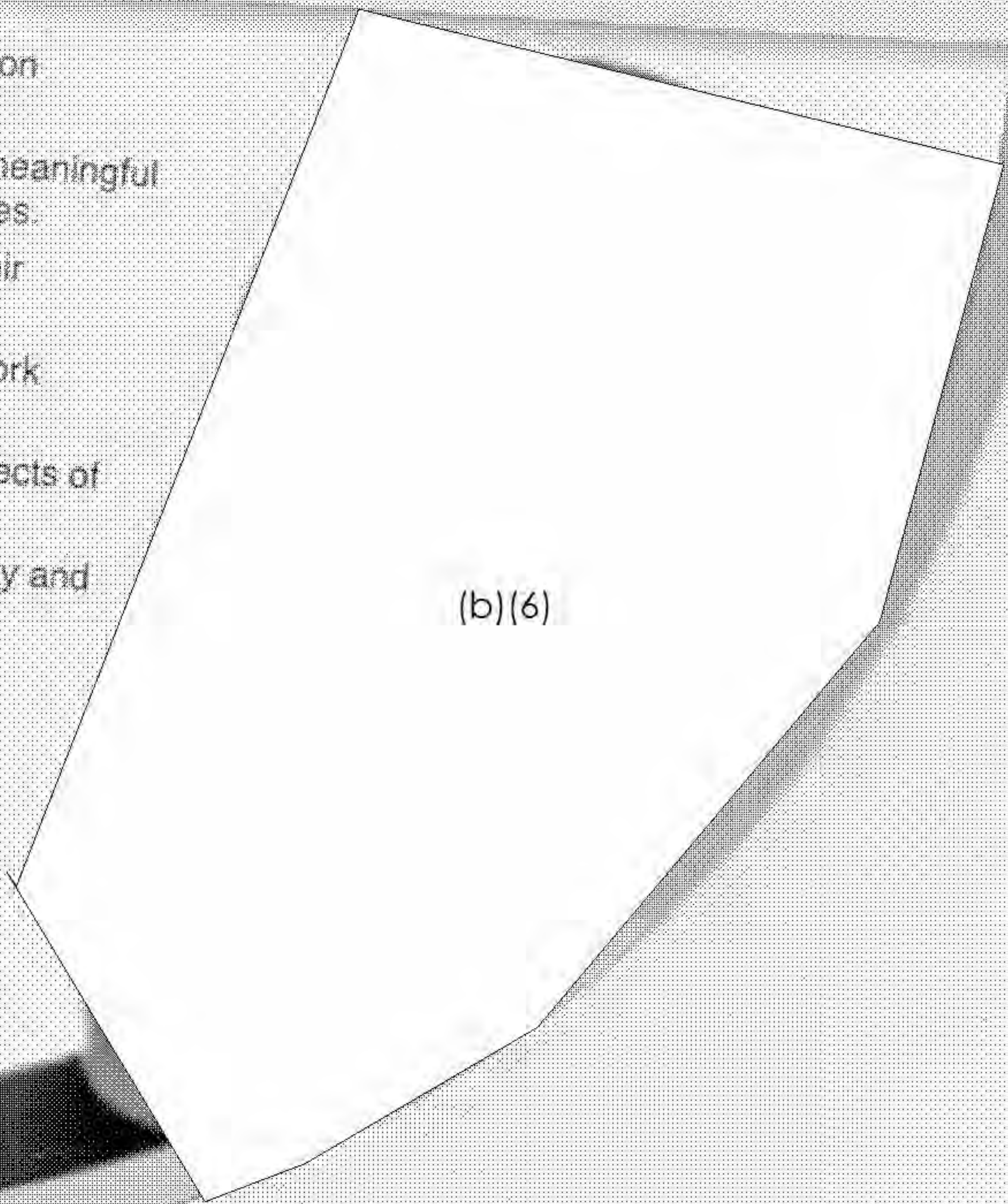
KINDERGARTEN: Practice oral reading. Compare & contrast books on a similar topic or by the same author. Recognize vocabulary words in print.

Tell us what you think about our wheel.
Go to www.papromiseforchildren.com

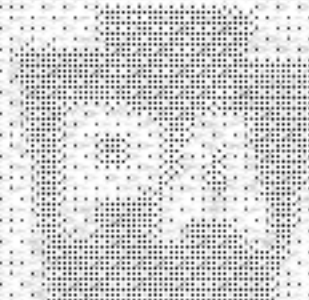
PENNSYLVANIA'S LEARNING STANDARDS FOR EARLY CHILDHOOD



- High quality early childhood education programs have a significant impact on children's future successes.
- Young children learn best when they are able to build knowledge through meaningful play, active exploration of the environment and thoughtfully planned activities.
- Children's learning, development and opportunities are supported when their teachers are trained in early childhood development and education.
- Children's learning is enhanced when families, schools and communities work together.
- Language and literacy must be supported and integrated throughout all aspects of early childhood care and education programs.
- All children can learn and deserve high expectations that are age, individually and culturally appropriate.



INFANT: Birth - 12 months
YOUNG TODDLER: 9 months - 27 months
OLDER TODDLER: 24 months - 36 months
PRE-KINDERGARTEN: 36 months - 60 months
KINDERGARTEN: Age 5 before the first day of school or September 1

 **pennsylvania**
 OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
 © OCDEL 2010



Readiness is...

- A child who is **creative**...
- A child who is curious about **print**...
- A child who **understands**...
- A child who is **social**...
- A child who **moves**...
- A child who **adjusts**...
- A child who is **independent**...
- A child who **controls** behaviors...
- A child who **thinks**...
- A child who **listens**...
- A child who **expresses**...

What can families do to prepare their child for school?

These "Recipes for Readiness" provide various family-friendly activities that will assist you in preparing to visit a child development resource and looking for your child's next learning experiences. Activities are designed for use with children ages 2 and are aligned to the PA Learning Standards for Early Childhood Connection. We hope that these recipes will inspire you to try new ways of learning.

RECIPES FOR READINESS



If You're Happy and You Know It!

What to do:

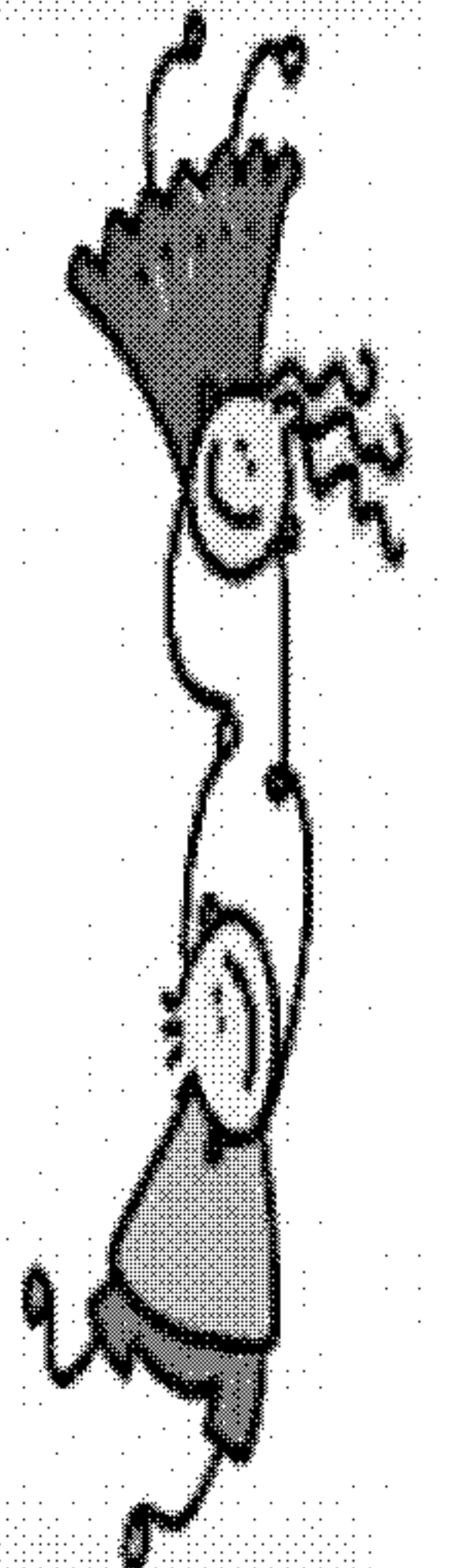
Sing multiple verses of "If you're happy and you know it" focusing on different types of emotions. Emphasize the expressed emotions with the accompanying movements or by adding your own.

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

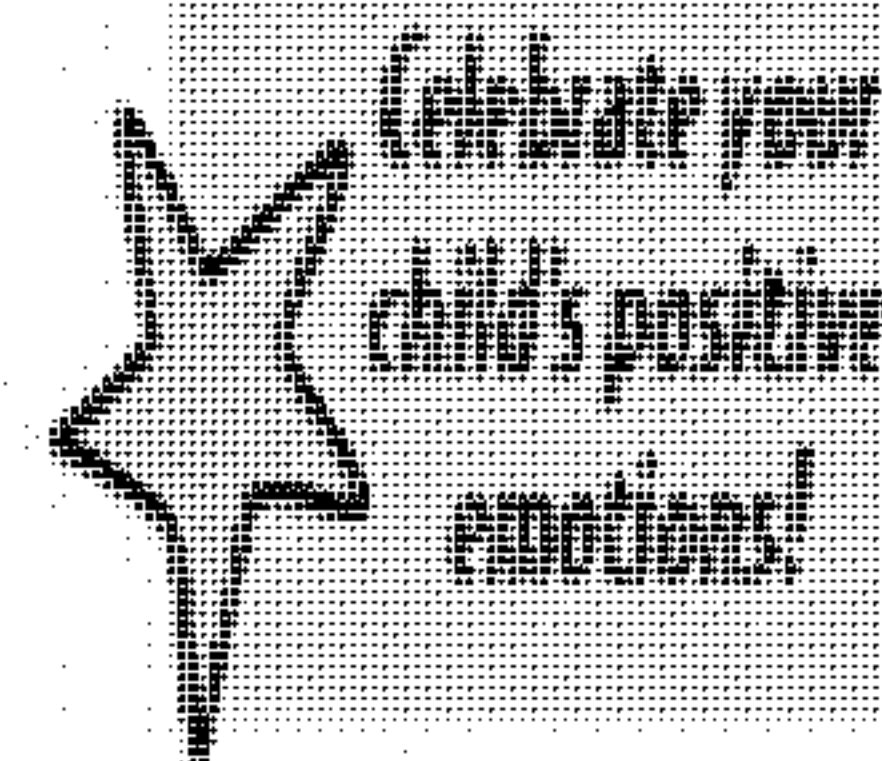
If you're happy and you know, then you really want to show it,

If you're happy and you know it, clap your hands.



Tips and Tricks:

- Exhibiting emotion is natural. Allow your child to express his/her emotions while guiding her/him toward acceptable ways of doing so.
- Use the **STAR** technique to help your child calm down. **STAR** stands for **S**top, **T**ake a deep breath and **R**elax.



Taking it further:

Additional verses:

SAD: say boo hoo.

ANGRY: stomp your feet

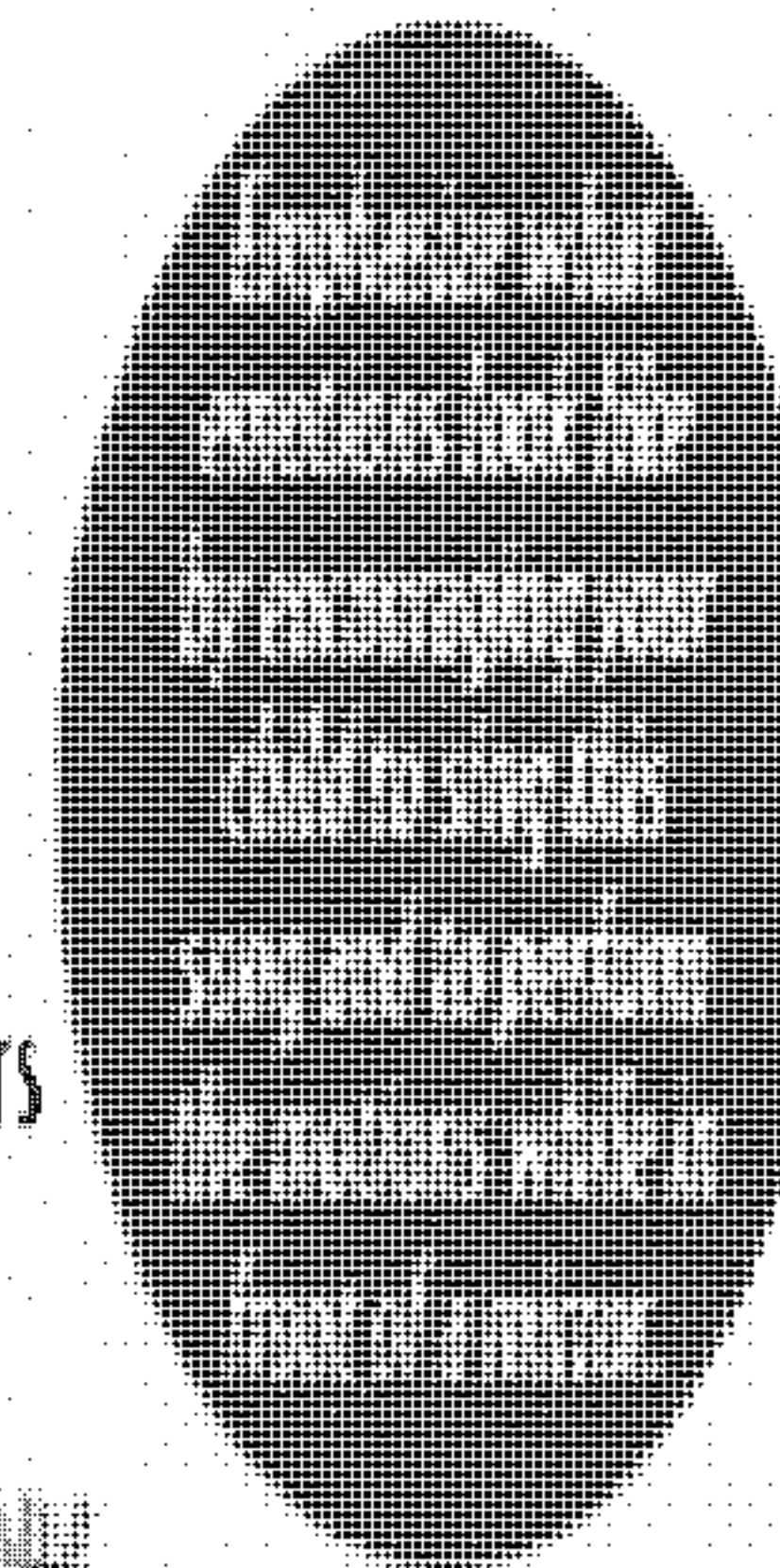
SHY: hide your face

EXCITED: yell woo hoo!

CONFUSED: shrug your shoulders

PROUD: stand up tall

SCARED: give a shiver



PA Learning Standards for Early Childhood Connection:

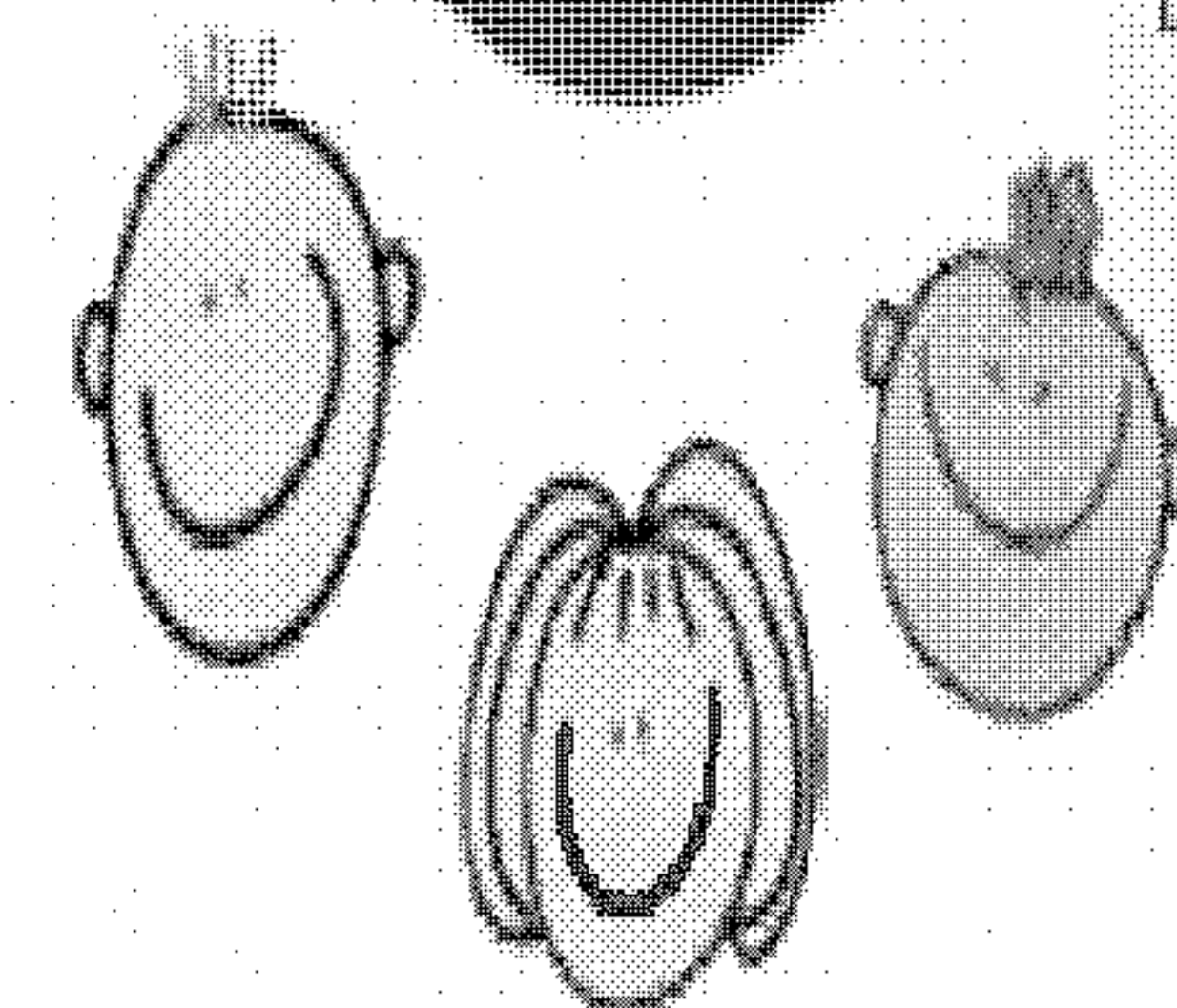
9.1b.2 Creates various voice inflections and facial expressions in play

25.1.2 Recognizes and labels basic feelings

25.1.2 Expresses feelings in socially-acceptable ways

Additional Resource:

Interactive web-based computer game about expressing emotions: <http://www.bbc.co.uk/cheebies/#/1b/tikka/billa/emotiontheatre>





PENNSYLVANIA EARLY LEARNING NETWORK (ELN)

DEPARTMENT OF PUBLIC WELFARE

COMMONWEALTH OF PENNSYLVANIA

Nominating Category: Cross-Boundary Collaboration and Partnerships

Nominator

Teresa Shuchart

Chief Information Officer

Pennsylvania Department of Public Welfare

Executive Summary

The Pennsylvania Early Learning Network, or ELN, is a groundbreaking move towards true state social and educational service program improvement. ELN is focused on improving program delivery in order to achieve the highest possible outcomes for Pennsylvania's children.

The Pennsylvania Department of Public Welfare's (DPW) Office of Child Development and Early Learning (OCDEL), working in collaboration with the Pennsylvania Department of Education, created the Early Learning Network system to pull together data on the children being served by OCDEL's programs, to link the data to child assessments or developmental outcomes, and to tie this information to K-12 data through the use of unique identifiers for child and early education professionals..

The Early Learning Network System was launched in August 2009 as part of the Department of Public Welfare's *Pennsylvania's Enterprise to Link Information for Children Across Networks* (PELICAN) system. The Early Learning Network uses existing program and demographic databases in combination with child development outcome data to guide continuous quality improvement activities.

The Early Learning Network currently pulls together valuable information related to five different service program areas, the children that are being served, their families, the entities providing the services, and the early learning professionals serving the children. In doing so, Pennsylvania is provided with a complete picture of the children being supported and the outcomes being achieved. The commonwealth is then able to analyze the information and gain an understanding of the programs that are achieving the best results. This information will be used to inform policy, operational efficiency, future funding decisions, technical assistance needs and program improvements.

By establishing unique identifiers for children and early education professionals across the two departments, Pennsylvania is able to longitudinally track child progress from birth through secondary education.

Project Description

The Business Challenge

OCDEL wanted to gain a greater understanding of the programs it was providing and the developmental progress of the children they served. After facilitating several focus group sessions with early education and care providers from across the state, OCDEL developed a list of critical data elements that needed to be captured in order to evaluate program effectiveness (for example, specific demographic information about the children and their families, provider quality and the education, experience and /credentials of the staff providing the services) and established a set of early learning standards that included a standardized assessment tool to be used statewide.

OCDEL then established goals for the ELN project, which included:

- Capturing and consolidating the critical data elements from multiple systems supporting children service programs
- Creating a system that minimized the need for duplicate data entry and supported data sharing while maintaining data confidentiality
- Designing the system with flexibility and future growth in mind in order to support the inclusion of additional child development programs in later phases
- Linking child and early education professional information between the Department of Public Welfare and the Department of Education to support longitudinal tracking
- Integrating child assessment information from an external assessment tool
- Enabling data analysis and reporting for program administrators

Through the focus groups discussions, OCDEL also indentified several technical challenges that would need to be addressed as part of the ELN system development and implementation. These included:

- Interfacing with various systems
- Integrating mixed technologies and multiple architectures
- Addressing the needs of programs that are not currently automated
- Preparing a user population with varying degrees of technology experience and Internet connectivity

The Solution

The ELN solution was rolled out to over 1,700 users statewide in August 2009. It is a web-based network that enables the collection of reported information such as quality indicators and demographics. The solution leverages various existing data sources and provides new linkages for the collection of child-based data from multiple child development programs including Keystone STARS Providers; Head Start and Early Head Start; Pre-Kindergarten programs; and Early Intervention Infant/Toddler and Preschool.

Appendix (A)(1)-10: PA Early Learning Network

The Early Learning Network combines the use of a new Internet-based system to enable data collection for programs that were not previously automated, the use of a service-oriented architecture to transparently collect data from existing automated systems and to link unique identifiers across departments, and daily interfaces with external systems to support the collection of assessment information that can be tied to children, providers, and educators. All of this information is housed in a central repository of information about the children, their families, the providers supporting services for these children and the early education staff working with the children. The central repository feeds a data warehouse solution that supports the ability to report, trend and analyze the data.

Project Significance

The commonwealth created an information system that collects data related to the children enrolled in various early childhood development programs, the social and economic factors affecting the children and their families, and the quality of the providers and individuals delivering the services. This information is combined with the children's outcome assessments to provide a complete picture of the effectiveness of the programs and their impact.

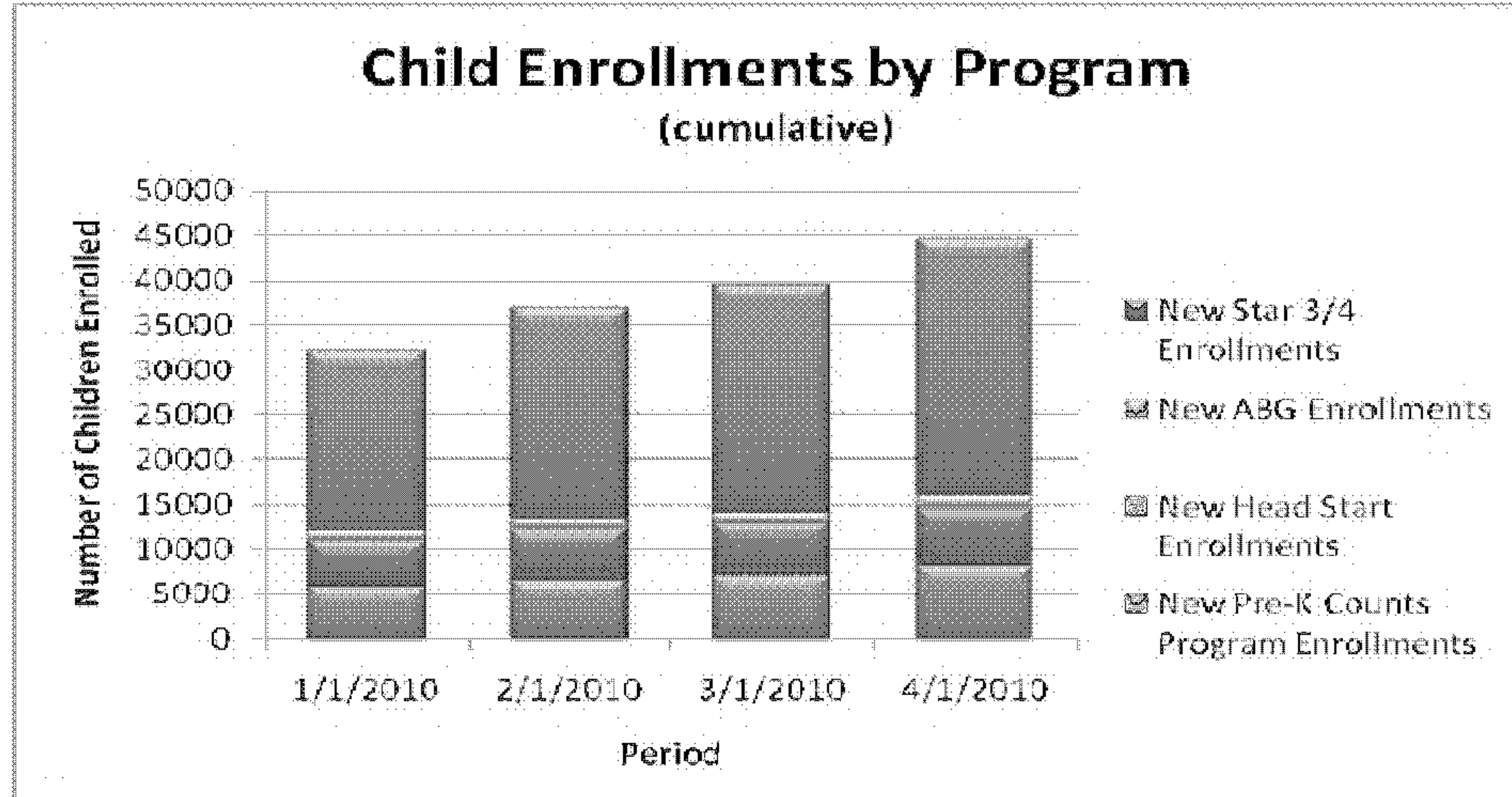
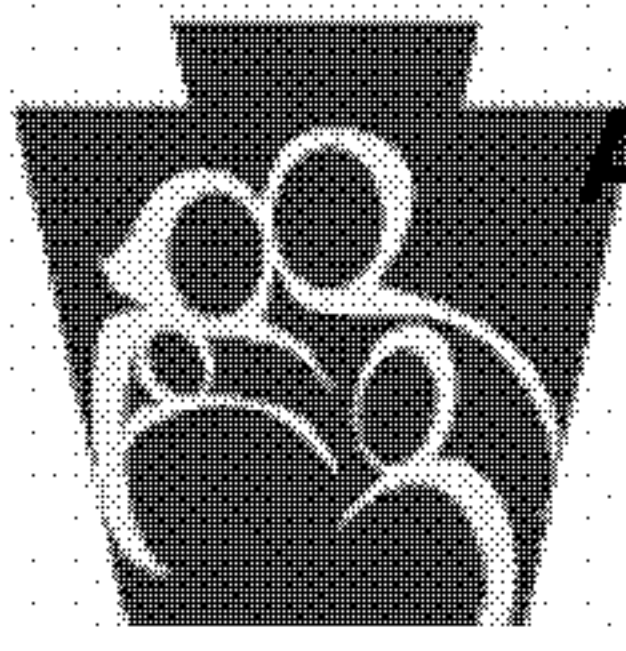
The result is that systems that were not previously connected now share data and provide for a smoother transition for families that are participating in multiple services. This shared information also provides greater insight for providers.

Project Benefits

As demonstrated in the chart below, the ELN continues to grow. There are currently almost 50,000 Pennsylvania children included in the data that is available for analysis. That number is expected to reach approximately 250,000 as additional service programs are added to the ELN.

“The data provided to us through the Early Learning Network is invaluable. With this information, we are better positioned to continue focusing on improving quality in our early learning programs while being able to provide information to families and document the impact of our public investment.”

~ Commonwealth of Pennsylvania's Secretary of Public Welfare Harriet Dichter



The information gathered provides the commonwealth with multiple benefits that include:

- Greater insight into the programs and services with the best child development outcomes, which will be used to inform policy, operational efficiency, future funding decisions, technical assistance needs and program improvements.
- Empowering programs and teachers with specific information about the outcomes that they are achieving as a result of improvements in program quality and staff qualifications.
- The ability to track the long-term benefits of participation in early child development programs through the longitudinal tracking of child outcomes in the K-12 education system.
- The ability to track the long-term impacts of teachers as they increase their qualifications and/or provide services across traditional educational boundaries
- The ability to support education research organizations by providing them aggregate trend and child outcome information.
- Program directors and administrators can generate reports that can be used to identify which practices have the most positive impact and how best to allocate their professional development and technical assistance resources.

Pennsylvania's Early Learning Network is the first of its kind in the nation and has made the commonwealth a leader in early learning advancement. A January 2010 article in the National Conference of State Legislatures, noted "Because characteristics about children's families and program quality are part of the system, ELN is able to put child developmental outcomes in context, which allows for more informed improvement strategies."

Appendix (A)(1)-11: OCDEL Early Learning Family Survey 2010-2011

The annual survey provides an opportunity for the Office of Child Development and Early Learning (OCDEL) to hear directly from the families that we serve. Programs included in the annual family survey process include: Child Care Works (Child Care Subsidy), Early Intervention (Infant/Toddler and Preschool programs), Early Head Start, Head Start State Supplemental, Keystone STARS level three (3) and four (four) centers, group and family day care homes and Pa Pre K Counts.

<i>In the past year, my child's Early Care and Development Program...</i>	% Agree
Gave me information about their mission, goals, policies and procedures.	96%
Helped me to be able to see how much progress my child is making.	94%
Communicated with me to ensure that my child experienced a smooth transition from one program to another. (For example: from child care to Kindergarten, from home to a STARS provider, from one setting to another setting)	90%
Provided support and information as my child transitioned from one program to another. (For example: provided information on what I could expect, provided our family strategies to help the transition go smoother)	89%
I have used information about my child's performance to support my child's learning and development at home.	95%
I have used information about my child's performance to make changes in how I teach my child.	93%
Were available to talk with me at times that fit into my schedule.	95%
Helped me to access other programs and/or services for my family (for example: parent support, food stamps, WIC, get a library card etc.).	78%
Were honest with me, even if they had difficult things to discuss.	95%
Made it easy for me to talk to them about my child and our family.	95%
Asked me about how well the program is meeting my child's needs.	86%
Understood my family's culture, beliefs and traditions.	96%
Helped families get to know and support each other.	74%
Helped me to understand how information collected about my child and family is used for program improvement.	85%
Helped me feel more confident in my skills as a parent.	90%
Built on my child's strengths and interests.	95%
Gave me information about organizations that offer support to parents (for example: Parent to Parent of Pa, Support Groups, Parent Training Information Centers, Family Resource Centers)	83%
Provided during times that met our family's needs.	96%
Offered parent training or information sessions.	79%
Gave me ideas of how to support my child's development at home.	91%
Helped me to understand and support my child's behavior. (For example, helping my child to handle their feelings, helping my child to get along with others, helping my child to feel secure with my chosen caregiver(s), helping my child transition)	90%
Provided me information about community organizations, agencies and events that are of interest to families with young children.	83%

Preschoolers in Keystone STAR 3 and 4 programs make impressive progress, ready for kindergarten

June 2011



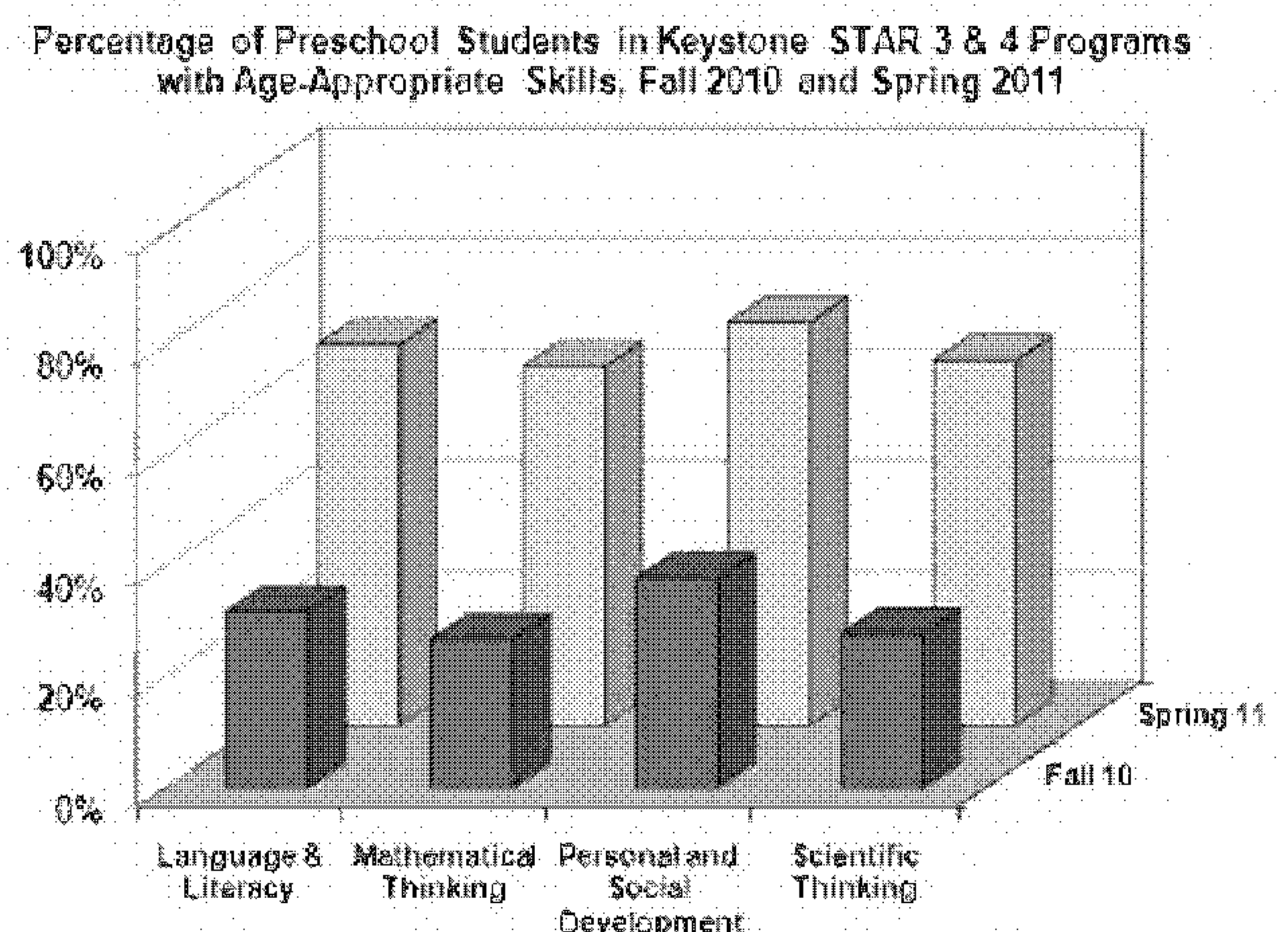
Nearly every preschooler (98%) in Keystone STAR 3 & 4 programs showed age-appropriate or emerging age-appropriate language, math, and social skills after attending a Keystone STARS program in 2010-2011.*

Keystone STARS promotes quality improvement among child care and Head Start programs through quality standards and targeted supports. Child care programs may enter Keystone STARS at the Start with STARS level and earn a STAR 1 through STAR 4 rating by meeting research-based standards for staff education and professional development, the early learning environment, and business management. Begun as a pilot program in 2002, Keystone STARS is now the largest quality early education program in Pennsylvania, serving children from birth through school-age in every county. As of March 2011, more than 4,200 child care programs (nearly 70% of centers) serving more than 165,000 children participate in Keystone STARS.

Children in Keystone STARS programs consistently make impressive gains in academic and social skills.

Less than one in three preschoolers began the school year in Keystone STAR 3 & 4 programs with age-appropriate skills. By the end of the school year, approximately two in three children showed age-appropriate language, math and social skills after attending Keystone STARS 3 & 4 programs in 2010-2011.*

- The percent of children who were proficient in **Language and Literacy** increased from 32% in Fall to 69% in Spring.
- The percent of children who were proficient in **Mathematical Thinking** increased from 27% in Fall to 65% in Spring.
- The percent of children who were proficient in **Personal and Social Development** increased from 38% in Fall to 73% in Spring.
- The percent of children who were proficient in **Scientific Thinking** increased from 28% in Fall to 66% in Spring.



This is the second year that Keystone STAR 3 and 4 programs have reported child outcomes, and outcomes for 2010-2011 are consistent with 2009-2010 outcomes.

Our daughter is very fortunate to benefit from such quality early childhood education at this Keystone STAR 4 program. We are so pleased to learn of all the wonderful adventures and learning activities she gets to participate in on a daily basis. She is able to interact with children and adults in many meaningful ways. This is particularly important to us starting at an early age - we wanted her to be exposed to diverse people, environments, and learning experiences. Even simple activities, like playing in fall leaves, help our daughter learn about the world around her.

Amber and John D., parents, Child Development Laboratory, Centre County

Parents rate high satisfaction with Keystone STARS and engage in their children's learning.

In a 2010 survey of more than 7,000 parents whose children attend a Keystone STAR 3 or 4 center, approximately 96% reported that the program and teachers' background and experience met their expectations and that information on their child's performance motivates them to support their child's learning and development at home.

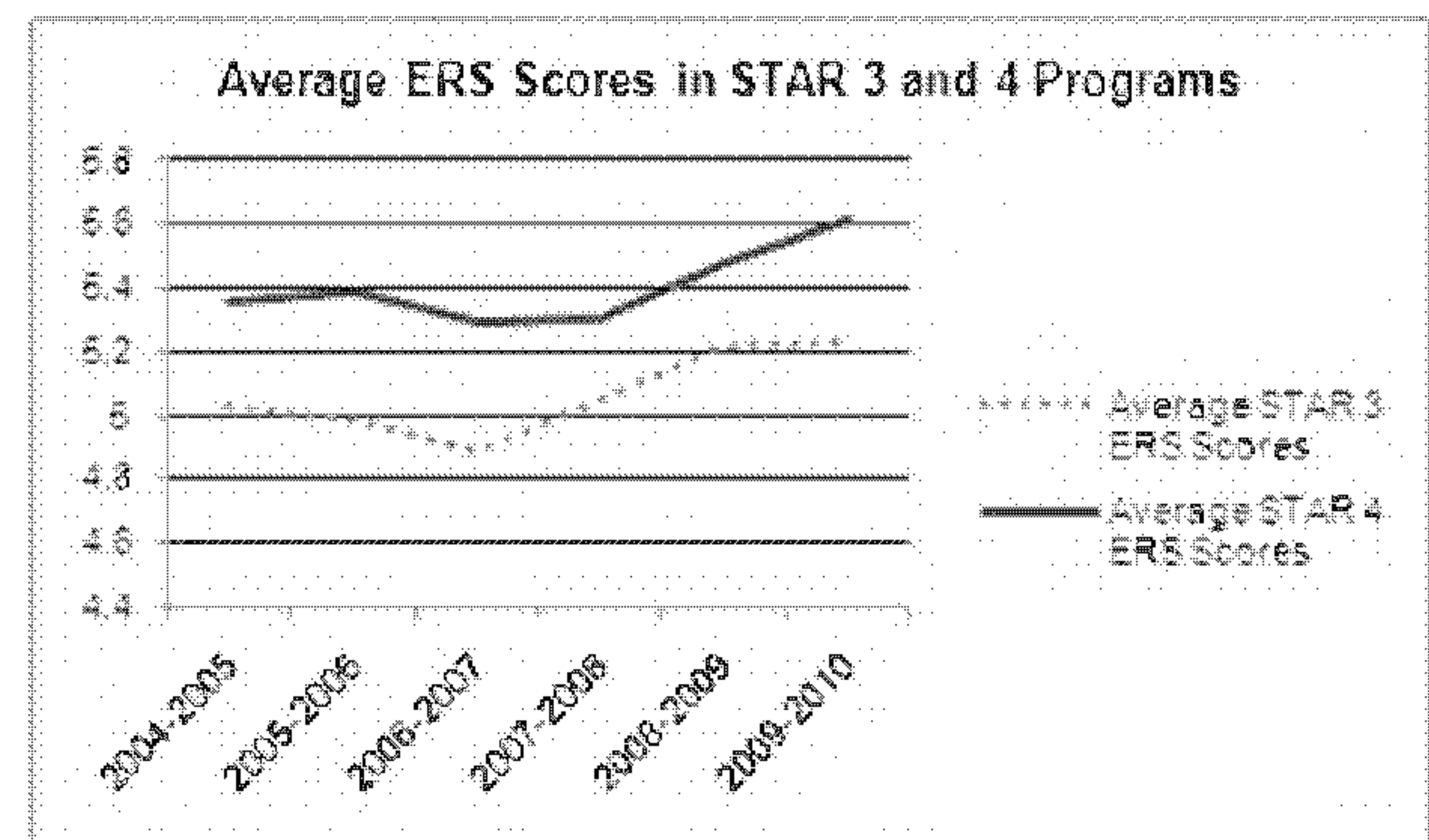
* Based on program reports for 13,039 children using an authentic assessment tool and reporting in the Early Learning Network.

Children's progress in Keystone STARS programs is a result of a commitment to quality.

Child care and Head Start programs that volunteer to participate in Keystone STARS have made a commitment beyond minimum certification standards to provide quality early childhood education to the children and families in their care.

- The number of STARS programs at STAR 3 and 4 has more than quadrupled since 2005-2006. As of March 2011, 978 programs have a Keystone STAR 3 or 4 rating, nearly 10% more than in March 2010.

The Office of Child Development (OCDEL) monitors compliance with program requirements through a system of reporting, site monitoring and classroom environment ratings. STARS Specialists conduct site visits to monitor programs and provide technical assistance and support for moving to the next STAR level. Independent assessors evaluate individual classrooms in STAR 3 and 4 programs using the nationally recognized Environment Rating Scales. Grantees also submit periodic reports of each child's progress.



- Both the number of assessments for classroom quality and the average Environment Rating Scales scores in STAR 3 and 4 programs have increased since 2004-2005.

Keystone STARS helps make quality early learning opportunities accessible to vulnerable families.

Families receive information on choosing quality early learning programs like Keystone STARS from their Child Care Information Services (CCIS) agency when they apply for Child Care Works subsidy, as well as a listing of some of the STARS programs in their community. As a result, approximately 52% of children receiving Child Care Works are enrolled in Keystone STARS programs.

Keystone STARS helps parents make the best choices for their children and family.

When looking for quality early learning programs, parents can use the Keystone STARS rating scale as a guide. With this information, parents can select the best early learning program for their child.

Our center has proudly been a member of Keystone STARS for five years. As the years of participation have increased, so has our staff enrollment for higher education in the early childhood field. We have learned how to properly observe and assess children, giving them a more individualized lesson plan where they can learn from every day experiences and challenges. Keystone STARS has even helped us collaborate with the local school district and utilize grants to generate staff and parent workshops, provide learning tools for the children, and ease the kindergarten transition for preschool children. It is a fact that Keystone STARS has GREATLY increased the academic and social performance of children in our center.

Kate Brahm, Bangor Child Care, Northampton County

Pennsylvania is providing families with a variety of quality early education choices.

Keystone STARS is part of a quality early education system serving children from birth to age five through school-age and their families to prepare Pennsylvania's children for success in school and in life. It is the combination of programs such as PA Pre-K Counts, Child Care Works, Head Start, Early Intervention, Full-Day Kindergarten, Nurse-Family Partnership, Keystone Babies and Parent-Child Home Program that provides the most effective results. For more information, visit www.dpw.state.pa.us.

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Letters of Support from Other Stakeholders

Elected Officials' Letters

1. Patrick Browne, State Senator, and Phyllis Mundy, Representative, Co-Chairs, Early Childhood Education Caucus
2. Patricia H. Vance, Chairman, Public Health and Welfare Committee, Senate of Pennsylvania
3. Kim Ward, Chairman, Aging and Youth Committee, Senate of Pennsylvania
4. Paul Clymer and James R. Roebuck, Jr., Chairmen, Education Committee, Pennsylvania House of Representatives
5. Dennis M. O'Brien, Chairman, Children and Youth Committee, Pennsylvania House of Representatives
6. Michael A. Nutter, Mayor, City of Philadelphia

Business Community Letters

7. Early Learning Investment Commission
8. Pennsylvania Chamber of Business and Industry
9. Manufacturer's Association of South Central Pennsylvania
10. Economics Pennsylvania
11. Team Pennsylvania Foundation

Foundation Letters

12. William Penn Foundation
13. The Heinz Endowments
14. The Grable Foundation

Education System Letters (K-12)

15. Pennsylvania School Boards Association
16. Pennsylvania Association of Intermediate Units
17. Pennsylvania Association for Supervision and Curriculum Development
18. Special Education Advisory Panel
19. The School District of Philadelphia
20. Pittsburgh Public Schools
21. McKeesport Area School District
22. The School District of the City of Erie
23. Spring-Ford Area School District
24. Kennett Consolidated School District
25. Owen J. Roberts School District
26. Chester County Intermediate Unit
27. Lancaster-Lebanon Intermediate Unit 13
28. Berks County Intermediate Unit

Education System Letters (Higher Education)

29. Pennsylvania State System of Higher Education
30. Pennsylvania Commission for Community Colleges
31. Lehigh Carbon Community College
32. Carlow University
33. Keystone College

Advocate, Professional, Family Support, Community-Based and Non-Profit Association and Organization Letters

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

34. Pennsylvania Partnerships for Children
35. Public Citizens for Children and Youth
36. Mission Readiness
37. Fight Crime – Invest in Kids
38. The Protect Our Children Committee
39. Pennsylvania Children’s Trust Fund
40. Keystone STARS Advisory Committee
41. Pennsylvania Parent Information and Resource Center
42. Kiwanis International Pennsylvania District
43. Pennsylvania Community Providers Association
44. National Association of Social Workers – Pennsylvania Chapter
45. Pennsylvania Chapter of the American Academy of Pediatrics
46. Pennsylvania Association for Infant Mental Health
47. WestEd Center for Child and Family Studies
48. Fred Rogers Center

Child Outcomes Reporting Company Letters

49. Teaching Strategies, Inc.
50. Pearson
51. Curriculum Associates
52. CTB McGraw-Hill
53. Riverside Publishing – Houghton Mifflin Harcourt

Sen. Richard Alloway
 Rep. John Applegate
 Rep. Louise Bishop
 Sen. John Blake
 Sen. Lisa Buscola
 Rep. Brendan Boyle
 Rep. Kevin Boyle
 Rep. Matthew Bradford
 Rep. Joseph Brennan
 Sen. Jim Brewster
 Rep. Tim Briggs
 Rep. Rosemary Brown
 Rep. Michelle Brownlee
 Rep. Jim Christians
 Rep. Mark Cohen
 Rep. Scott Conklin
 Rep. Dom Costa
 Sen. Jay Costa
 Rep. Paul Costa
 Rep. Larry Curry
 Rep. Tina Davis
 Rep. Margo Davidson
 Rep. Daniel Densy
 Rep. Pamela DeLissio
 Rep. Tony DeLuca
 Rep. Eugene DePasquale
 Sen. Andrew Dinniman
 Rep. Eli Evankovich
 Sen. Lawrence Farnese
 Rep. Frank Farry
 Rep. Flo Fabrizio
 Rep. Mike Fleck
 Rep. Dan Frankel
 Rep. Bob Freeman
 Sen. Mike Folmer
 Rep. Michael Gerber
 Rep. Janet Gibbons
 Rep. Maureen Gingrich
 Sen. Stewart Greenleaf
 Rep. Marcia Hahn
 Rep. Pat Harkins
 Rep. Kenyatta Johnson
 Rep. Babette Josephs
 Sen. Richard Kasunic
 Rep. Fred Keller
 Rep. William Korts
 Rep. Deborah Kula
 Sen. Daylin Leach
 Rep. Mark Longieth
 Rep. Vanessa Lowery Brown
 Rep. Timothy Mahoney
 Rep. David Maloney
 Rep. Jennifer Mann
 Rep. Joseph Markosek
 Rep. Jim Marshall
 Rep. Kurt Maser
 Rep. Robert Marzio
 Rep. Michael McGeehan
 Sen. Charles McElhinney
 Rep. Gerard Mullery
 Rep. Richard Mirabito
 Rep. Thomas Murt
 Rep. Brandon Neuman
 Rep. Michael O'Brien
 Rep. Bernie O'Neill
 Rep. Eddie Day Pashunski
 Rep. Tony Payton
 Sen. John Pippy
 Rep. Adam Ravenstahl
 Rep. James Roebuck
 Rep. Rick Saccone
 Rep. Steve Samuelson
 Rep. Steve Santarsiero
 Rep. Dante Santoni
 Rep. Mario Scivello
 Rep. Lynda Gulver-Schlegel
 Rep. Ken Smith
 Rep. Matthew Smith
 Rep. Curt Sorney
 Sen. Michael Stack
 Rep. Michael Sturla
 Rep. Bill Tallman
 Rep. Curtis Thomas
 Rep. Dan Trutt
 Rep. Mike Vereb
 Rep. Randy Vulakovich
 Rep. Kathy Watson
 Rep. Jake Wheatley
 Rep. Dan

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

EARLY CHILDHOOD EDUCATION CAUCUS

October 4, 2011

Honorable Ronald Tomalis, Secretary
 Department of Education
 333 Market Street, Harrisstown 2
 Harrisburg, PA 17126

Honorable Gary Alexander, Secretary
 Department of Public Welfare
 333 Health & Welfare Building
 Harrisburg, PA 17126

Deputy Secretary Barbara Minzenberg
 Office of Child Development & Early Learning
 Department of Education
 6th Floor, Harrisstown 2
 Harrisburg, PA 17126

Dear : Secretary Ronald Tomalis, Secretary Gary Alexander, Deputy Sec. Barbara Minzenberg:

We would like to express our strong support for Pennsylvania's Race to the Top - Early Learning Challenge grant application. Your proposal will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children and a focus on serving children with high-needs.

As co-chairs of the Early Childhood Education Caucus, we believe it is critical that funds be spent wisely and that state agencies are accountable for spending in all areas of the budget. Your proposal measures child outcomes and progress through the development and implementation of a kindergarten entry observation tool. This will not only help early childhood educators improve their instruction, but will provide information to parents, community leaders and elected officials about program outcomes.

Building on Pennsylvania's voluntary quality rating improvement system, Keystone STARS, is an important piece of your application as well. Including additional programs in STARS will allow more children, especially those with high needs, to participate in quality early learning programs. This will lead to more children entering kindergarten ready to learn and builds on a program model which is based on standards and accountability.

Finally, the application's focus on teacher effectiveness is crucial. Through collaboration with institutions of higher education to better prepare our teachers and completing the development of the early childhood educator continuum through the development of tiered criteria for teachers working with infants and toddlers, you will make our early educators more effective in their work. This will lead to better child outcomes.

We wish you the best for a successful application. We know your proposal will lead to an extensive positive impact in the early childhood education field, ultimately preparing our youngest Pennsylvanians for school success.

Sincerely,

Patrick M. Browne

Patrick Browne
 Senator, 16th District
 Commonwealth of PA

Phyllis Mundy

Phyllis Mundy
 Representative, 120th District
 Commonwealth of PA



Senator Patrick Browne & Rep. Phyllis Mundy - Co-Chairs

Office of Child Development and Early Learning (OCDEL), PA Departments of Education and Public Welfare

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

31ST DISTRICT
PATRICIA H. VANCE

- SENATE BOX 203031
HARRISBURG, PA 17120-3031
(717) 787-8824
FAX (717) 772-0578
TTY (800) 364-1581
- 3806 MARKET STREET
CAMP HILL, PA 17011
(717) 975-1985
FAX (717) 975-2247
EMAIL: vance@psen.gov
WEBSITE: www.senatorvance.com
TOLL FREE: 1 (877) PAT-VANCE
OR 1 (877) 728-8262



Senate of Pennsylvania

COMMITTEES

PUBLIC HEALTH & WELFARE
COMMITTEE - CHAIR
APPROPRIATIONS COMMITTEE
BANKING AND INSURANCE COMMITTEE
COMMUNICATIONS AND TECHNOLOGY COMMITTEE
FINANCE COMMITTEE
POLICY COMMITTEE
CAPITOL PRESERVATION COMMITTEE

October 5, 2011

Honorable Ronald Tomalis, Secretary
Department of Education
333 Market Street, Harrisstown 2
Harrisburg, PA 17126

Honorable Gary Alexander, Secretary
Department of Public Welfare
333 Health and Welfare Building
Harrisburg, PA 17126

Deputy Secretary Barbara Minzenberg
Office of Child Development and Early Learning
Department of Education
6th Floor, Harrisstown 2
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

Your efforts to secure an Early Learning Challenge grant in the Race to the Top competition are to be commended and I fully support your thoughtful application to improve early childhood education.

As the Chairman of the Senate Public Health and Welfare Committee, I am always concerned with the prudent investment of state funds which are targeted to serve our most vulnerable populations. It is evident this proposal would benefit at-risk infants, toddlers and preschoolers in the long term. By utilizing the parameters of the Keystone Stars program, children enrolled in Head Start, Pre-K Counts, and Early Intervention will be afforded the opportunity to attend quality early learning programs, developing skills which will better prepare these young children for entry into kindergarten.

In addition, the component of the proposal providing a resource website for parents will provide at risk families with support mechanisms and encourage participation in early learning. Overall, I believe your proposal creates tools to help families and providers identify and address the health, behavioral, and developmental needs of at-risk children.

Best wishes as you endeavor to obtain funding and advance early learning in the Commonwealth of Pennsylvania.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patricia H. Vance', written over a horizontal line.

Patricia H. Vance
Senator, 31st District

PHV/apb

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

39TH SENATORIAL DISTRICT
KIM WARD

SENATE BOX 203039
THE STATE CAPITOL
HARRISBURG, PA 17120-3039
(717) 787-6063
FAX: (717) 772-0580

766 E. PITTSBURGH STREET
SUITE 101
GREENSBURG, PA 15601
(BEHIND DAVIS SHOPPING CENTER)
(724) 600-7002
FAX: (724) 600-7008

12591 ROUTE 30
NORTH HUNTINGDON, PA 15642
(724) 863-1038
FAX: (724) 863-1039



Senate of Pennsylvania

COMMITTEES

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BANKING & INSURANCE, VICE CHAIR
CONSUMER PROTECTION & PROFESSIONAL
LICENSURE
PUBLIC HEALTH & WELFARE
VETERANS AFFAIRS & EMERGENCY
PREPAREDNESS
SENATE MAJORITY POLICY COMMITTEE
PORT OF PITTSBURGH COMMISSION

EMAIL: kward@pasen.gov
WEBSITE: www.senatorward.com

TOLL FREE: (877) 787-0039

October 5, 2011

The Honorable Ronald Tomalis
Secretary of Education
10th Floor, Harrisstown 2
Harrisburg, Pennsylvania 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I would like to express my strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. Your proposal will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children and a focus on serving children with high-needs.

As the Chairman of the Senate Aging and Youth Committee, it is critical that funds be spent wisely and that state agencies are accountable for spending in all areas of the budget. Your proposal measures child outcomes and progress through the development and implementation of a kindergarten entry observation tool. This will not only help early childhood educators improve their instruction, but will provide information to parents, community leaders and elected officials about program outcomes.

Building on Pennsylvania's voluntary quality rating improvement system, Keystone STARS, is an important piece of your application as well. Including additional programs in STARS will allow more children, especially those with high needs, to participate in quality early learning programs. This will lead to more children entering kindergarten ready to learn and builds on a program model which is based on standards and accountability.

Finally, the application's focus on teacher effectiveness is crucial. Through collaboration with institutions of higher education to better prepare our teachers and completing the development of the early childhood educator continuum through the development of tiered criteria for teachers working with infants and toddlers, you will make our early educators more effective in their work. This will lead to better child outcomes.

I wish you the best for a successful application. I know your proposal will lead to an extensive positive impact in the early childhood education field, ultimately preparing our youngest Pennsylvanians for school success.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Ward".

Kim Ward

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

PAUL I. CLYMER, MEMBER
ROOM 216, SPEAKER MATTHEW J. RYAN
LEGISLATIVE OFFICE BUILDING
PO BOX 202145
HARRISBURG, PENNSYLVANIA 17120-2145
PHONE: (717) 783-3154
FAX: (717) 705-1854

311 N. SEVENTH STREET
PERKASIE, PA 18944
PHONE: (215) 257-0279
FAX: (215) 257-6350



House of Representatives Commonwealth of Pennsylvania Harrisburg

September 29, 2011

COMMITTEES

EDUCATION, REPUBLICAN CHAIRMAN
CAPITOL PRESERVATION, CHAIRMAN
GAMING OVERSIGHT

www.PaulClymer.com
pclymer@pahousegop.com

The Honorable Ronald Tomalis
Secretary
Department of Education
Harristown 2
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Gary Alexander
Secretary
Department of Public Welfare
Box 2675
Harrisburg, PA 17110-2675

Barb Minzenberg, Deputy Secretary
Office of Child Development and
Early Learning
Department of Education
6th Floor, Harristown 2
333 Market Street
Harrisburg, PA 17126-0333

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

I would like to express my strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. Your proposal will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children and a focus on serving children with high-needs.

As Chairmen of the House Education Committee, it is critical that funds be spent wisely and that state agencies are accountable for spending in all areas of the budget. Your proposal measures child outcomes and progress through the development and implementation of a kindergarten entry observation tool. This will not only help early childhood educators improve their instruction, but will provide information to parents, community leaders and elected officials about program outcomes.

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Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Page 2

September 29, 2011

childhood educator continuum through the development of tiered criteria for teachers working with infants and toddlers, you will make our early educators more effective in their work. This will lead to better child outcomes.

I wish you the best for a successful application. I know your proposal will lead to an extensive positive impact in the early childhood education field, ultimately preparing our youngest Pennsylvanians for school success.

Sincerely,



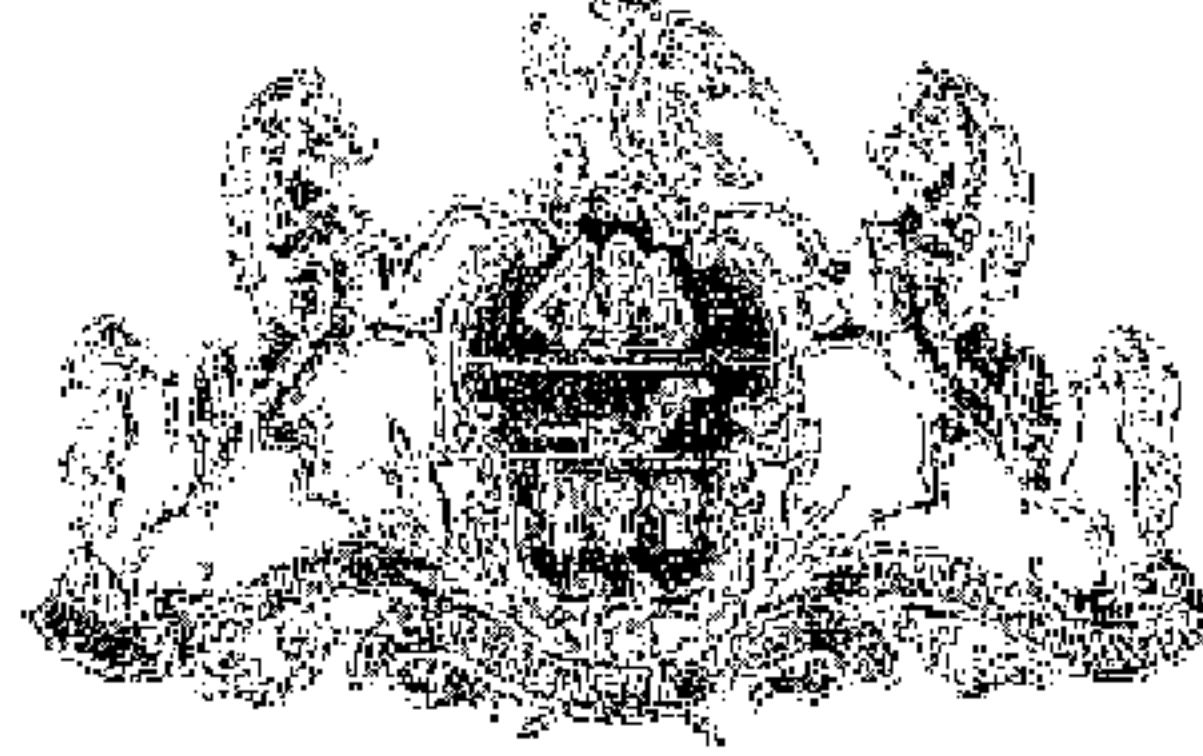
PAUL I. CLYMER, Majority Chairman
House Education Committee



JAMES ROIBUCK, Democratic Chairman
House Education Committee

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

REPRESENTATIVE DENNIS M. O'BRIEN
CHILDREN AND YOUTH COMMITTEE,
REPUBLICAN CHAIRMAN



HOUSE OF REPRESENTATIVES
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

312 MAIN CAPITOL
PO BOX 202169
HARRISBURG PA 17120-2169
PHONE: (717) 787-5689
FAX: (717) 787-1339

9811 ACADEMY ROAD,
LOWER LEVEL
PHILADELPHIA PA 19114
PHONE: (215) 632-5150
FAX: (215) 281-2094

October 5, 2011

Secretary Ronald Tomalis, Dept. of Education
Secretary Gary Alexander, Dept. of Welfare
Deputy Secretary Barbara Minzenberg, OCDEL

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I would like to express my strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. Your proposal will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children and a focus on serving children with high-needs.

As the Republican Chairman of the Children and Youth Committee, I feel that it is critical that funds be spent wisely and that state agencies are accountable for spending in all areas of the budget. Your proposal measures child outcomes and progress through the development and implementation of a kindergarten entry observation tool. This will not only help early childhood educators improve their instruction, but will provide information to parents, community leaders and elected officials about program outcomes.

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I wish you the best for a successful application. I know your proposal will lead to an extensive positive impact in the early childhood education field, ultimately preparing our youngest Pennsylvanians for school success.

Sincerely,

A handwritten signature in black ink that reads "Dennis M. O'Brien".

Dennis M. O'Brien, Chairman
Children and Youth Committee
169th Legislative District

DMO'B:kmh

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

MICHAEL A. NUTTER
Mayor

September 26, 2011

Secretary Ron Tomalis, Pennsylvania Department of Education
Secretary Gary D. Alexander, Pennsylvania Department of Public Welfare
Deputy Secretary Barbara G. Minzenberg, Ph.D., Pennsylvania Office of Child Development and Early Learning (OCDEL)

Dear Secretaries Tomalis, Alexander and Deputy Secretary Minzenberg,

As Mayor of Pennsylvania's largest city, I write to offer my support for the State's application for the Race to the Top Early Learning Challenge Grant. With over 100,000 children from birth to five, three quarters of whom are at risk of school failure, the development of Pennsylvania's early childhood education system over the past decade has been critical to our students' steady progress. Fifty percent of Philadelphia's children participate in publicly-funded programs today, including subsidized child care, Keystone STARS, Pre-K, Early Intervention, Nurse-Family Partnership, state and federally-funded Head Start and programs supported by Title I. Keystone STARS has helped us make important progress aligning quality standards across programs. University of Pennsylvania researcher John Fantuzzo has documented the role a number of these programs play inoculating children who face multiple risk factors against risk. In addition, as Pennsylvania's early learning system has evolved, children in Philadelphia have made steady gains in academic achievement.

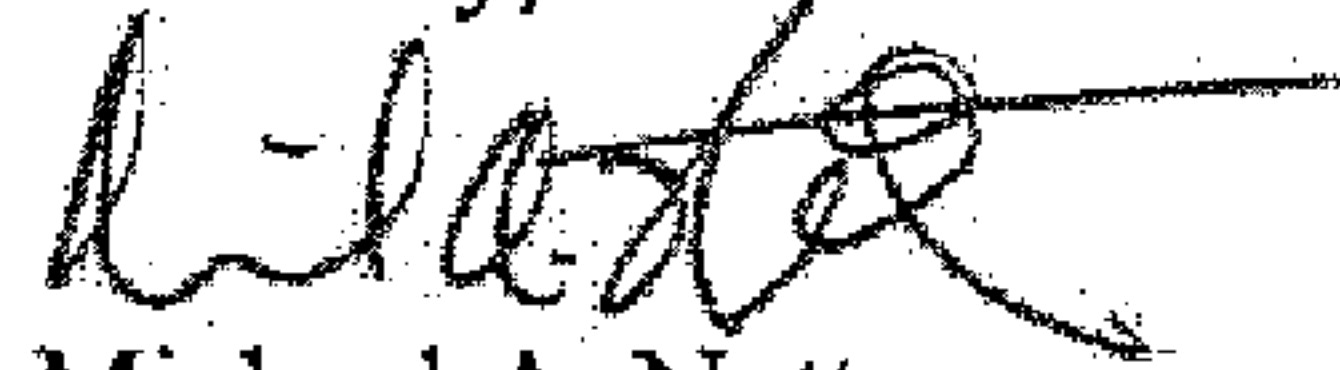
Nevertheless, we still have a long way to go. Too many Philadelphia children have no formal early learning experience, arrive in kindergarten unprepared and face extraordinary challenges trying to catch up to their peers through the elementary grades. Too many families miss out on the parenting supports, developmental screening, health screening and therapeutic services that these programs offer. Of those who are exposed to formal early learning experiences, dosage and quality vary widely. Children who lack consistent exposure to quality early childhood education are the ones we see at a later stage in the City's child welfare and juvenile justice systems.

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Secretaries Tomalis, Alexander and Deputy Secretary Minzenberg
September 26, 2011
Page Two

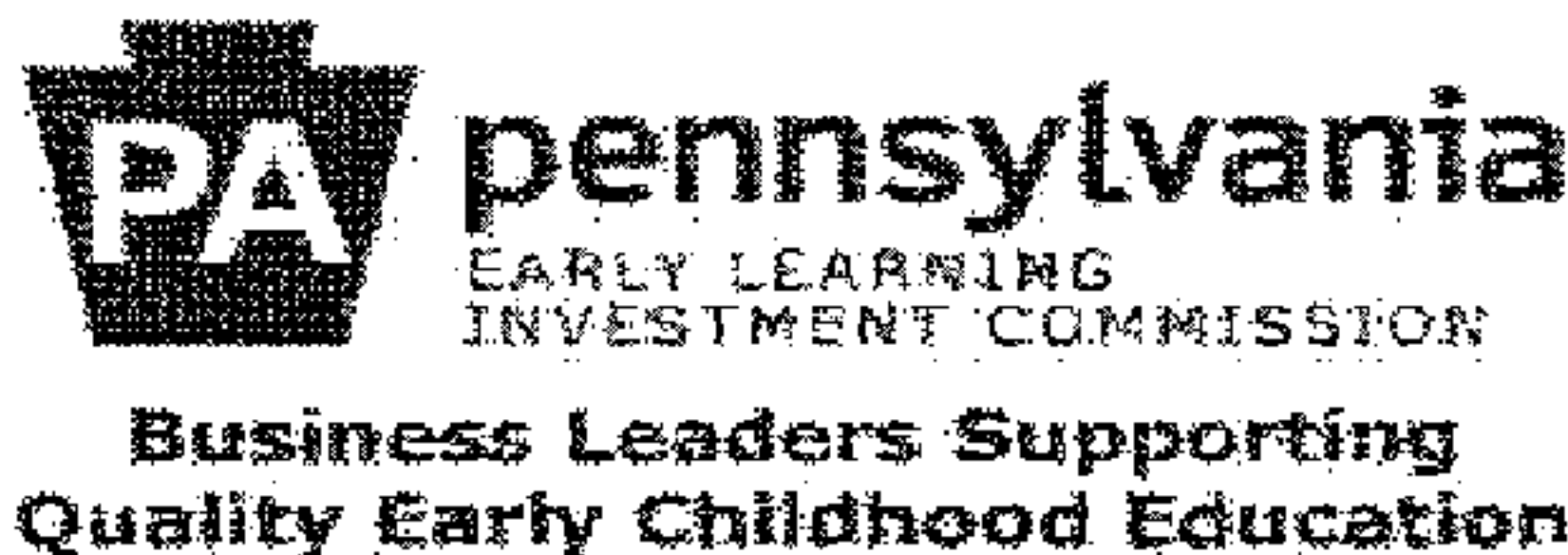
Pennsylvania's Race to the Top application builds on the strengths of its existing early learning system and offers a thoughtful response to the challenges we face in Philadelphia. We are particularly enthusiastic about proposals to apply the Keystone STARS Quality Rating and Information System across a number of child-serving programs, align early childhood education and K-12 standards, and develop an authentic kindergarten assessment tool for use by parents, teachers and administrators at the School District of Philadelphia. This and targeted investments in OCDEL's technology infrastructure will enable the City of Philadelphia, the School District and the Commonwealth to work together to expand the reach and quality services we provide for young children, and to use our resources more effectively. My administration strongly endorses the Race to the Top application.

Sincerely,



Michael A. Nutter
Mayor

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 26, 2011

Barbara Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

As the Co-Chairs of the Governor's Early Learning Investment Commission (ELIC), we would like to express the Commission's strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. As you know, the ELIC is a committed group of business leaders from across the Commonwealth, focused on securing support for public investment in early learning by focusing on practices that are educationally, economically, and scientifically sound.

We believe your proposal will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children and a focus on serving high-need children. Specifically, building on Pennsylvania's voluntary quality rating improvement system, Keystone STARS, is an important piece of your application. Including additional child care programs in STARS will allow more children, especially those with high needs, to participate in quality early learning programs. This will lead to more children entering kindergarten ready to learn and build on a program model which is based on standards and accountability.

Your proposal will also build an effective early education workforce. Measuring child outcomes and progress through the development and implementation of a kindergarten entry observation tool will help early childhood educators improve their instruction and will demonstrate progress and results. In addition, collaboration with institutions of higher education to better prepare our teachers and completing the development of the early childhood educator continuum through the development of tiered criteria for teachers working with infants and toddlers, will make our early educators more effective in their work. This will lead to better child outcomes.

The Commission knows that a quality early learning system with proven results will help Pennsylvania communities attract skilled workers and new businesses in the same way a quality K-12 system does. In addition, research has proven that children who participate in high-quality early learning programs have a 44 percent higher graduation rate from high school; will earn 36 percent more as adults; and will enter the workforce with higher skill levels.

In tough economic times, it is critical to invest every dollar in what we know works. Early education programs are proven and this application builds on PA's existing system to better prepare our youngest Pennsylvanians for school success and to create a pipeline of skilled workers with the skills needed for America to stay competitive in the global marketplace.

We wish you the best for a successful application.

Best wishes,

Peter J. Danchak
Northeast Regional President - PNC Bank Services
Co-chair, Early Learning Investment Commission

Philip A. Peterson
Senior Vice President - Aon Hewitt
Co-chair, Early Learning Investment Commission

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Pennsylvania Early Learning Investment Commission 2011 Roster

The Honorable Tom Corbett *Governor,*
Commonwealth of Pennsylvania - **HONORARY CHAIR**
James E. Rohr *Chairman & CEO,* PNC Financial Services
Group – **HONORARY CHAIR**

Nolan N. Atkinson Jr. *Partner,* Duane Morris LLP
Gene Barr *Vice President,* Government & Public
Affairs, Pennsylvania Chamber of Business & Industry
Bruce Bartels *President,* WellSpan Health
Betsy Bort *Vice President,* ERIEBANK
Jack Brennan *Chairman Emeritus,* Vanguard
Peter Brubaker *Former President & CEO,* Susquehanna
Media Co.
Lee Butz *Chairman of the Board,* Butz Enterprises Inc.
Tony Campisi *President & CEO,* Glatfelter Insurance
Group
Denise Cesare *President & CEO,* Blue Cross of
Northeastern Pennsylvania
Maria Culp *President & CEO,* Central Pennsylvania
Chamber of Commerce
Peter Danchak *President,* Northeast PA, PNC Bank –
CO-CHAIR
Tom Dempsey *President,* Utz Quality Foods Inc.
Stephanie Doliveira, Esq. *Vice President,* Human
Resources, Sheetz Inc.
Edward Donley *Former Chairman,* Air Products and
Chemicals Inc.
Marcie Eberhart *Director,* American Eagle Outfitters
Foundation
Varsovia Fernandez *President & CEO,* Greater
Philadelphia Hispanic Chamber of Commerce
Jim Fish Jr. Sr. *Vice President,* Eastern Group, Waste
Management Inc.
Joseph A. Frick *Vice Chairman,* Board of Directors,
Independence Blue Cross
Charlene Friedman *CFO,* Friedman Real Estate Group
Tim Gage *Vice President,* Human Resources, Brodart
Company
Jeffrey Gayman *Sr. Vice President & CCO,* Orrstown
Bank
Joseph George *CEO & Chairman of the Board,* Joy
Cone Company
Dr. Michael L. Hanes *President & CEO,* Whitaker
Center for Science and the Arts
Fritz M. Heinemann *President & CEO,*
EconomicsPennsylvania
Mary Ann Hood *Sr. Vice President & EEO Officer,*
Human Resources, Federal Reserve Bank of
Philadelphia
Daniel B. Hoover *President,* Roaring Spring Blank Book
Company
William H. Isler *President,* The Fred Rogers Company

Kathy Killian *Vice President,* Employee & Customer
Services, Philadelphia Phillies
Ted J. Kleisner *President & CEO,* Hershey
Entertainment & Resorts Company
Lloyd Lamm *Regional Banking Executive,* Capital
Region, First National Bank of Pennsylvania
Hugh Lavery *Vice President,* Government & External
Affairs, Thomas Jefferson University Hospitals Inc.
William Lehr Jr. *Chairman & CEO,* Capital Blue Cross
Alice Lindenauer *Principal,* Global Human Resources,
Hamilton Lane
Jerry Maginnis *Office Managing Partner,* Philadelphia,
KPMG LLP
Susan Simms Marsh, Esq. *Corporate Counsel,*
Pennsylvania American Water
Regina Mingle Sr. *Vice President,* Human Resources, &
CLO, Lancaster General Hospital
Michael Murchie Sr. *Vice President & Regional
President,* M&T Bank Corporation
Joseph Peluso *President & CEO,* J. C. Blair Memorial
Hospital
Philip A. Peterson Sr. *Vice President,* Aon Hewitt – CO-
CHAIR
P. Timothy Phelps *Former President,* TriCounty Area
Chamber of Commerce
Michelle Powers *Executive Vice President,* Human
Resources, Crayola LLC
Norman Rich *Former CEO,* Weis Markets Inc.
Eric Root Sr. *Vice President & Division Officer,*
Commercial Lines, Erie Insurance Group
Tony Ross *President,* United Way of Pennsylvania
Anthony Salvaggio *President & CEO,* Computer Aid
Inc.
Mel Schiavelli *President & CEO,* Harrisburg University
of Science & Technology
Nick Scott Jr. *Vice President,* Scott Enterprises
Michael Smeltzer *Executive Director,* Manufacturers'
Association of South Central PA
Vincentina Taylor *President,* Waveline Direct LLC
James R. Waddington-Jr. *Director of Strategy &
Operations,* IS&GS-Defense, Lockheed Martin
Marilou Watson, Esq. *Partner,* Fox Rothschild LLP
Andrew Williford *Vice President,* Human Resources,
Volvo Construction Equipment Operations Americas
Kevin Winkelman *National Sales Manager,* Western
Division, Playworld Systems Inc.
Catherine J. Woods, Esq. *General Counsel & Senior.
Director,* Corporate Compliance, excelleRx Inc.
Steven T. Wray *Executive Director,* Economy League of
Greater Philadelphia

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



417 Walnut Street
Harrisburg, PA 17101-1902
717 255-3252 / 800 225-7224
Fax 717 255-3298
www.pachamber.org

October 3, 2011

Barbara Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Departments of Education and Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

The Pennsylvania Chamber would like to express our strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application.

The success of our workforce and overall competitiveness of our state's economy hinges on the ability to provide our children with a quality education. Based upon the outline of your proposal we believe that Pennsylvania's early childhood education reform agenda will better prepare the Commonwealth's children for school success and function to maintain a coordinated, high quality early education system.

Your proposal will also build an effective early education workforce. Measuring child outcomes and progress will help early childhood educators improve their instruction and will demonstrate progress and results, leading to better child outcomes.

The Pennsylvania Chamber recognizes the fact that a quality early learning system, with proven results, will help Pennsylvania communities attract skilled workers and new businesses. In addition, research has proven that children who participate in high-quality early learning programs will enter the workforce with higher skill levels.

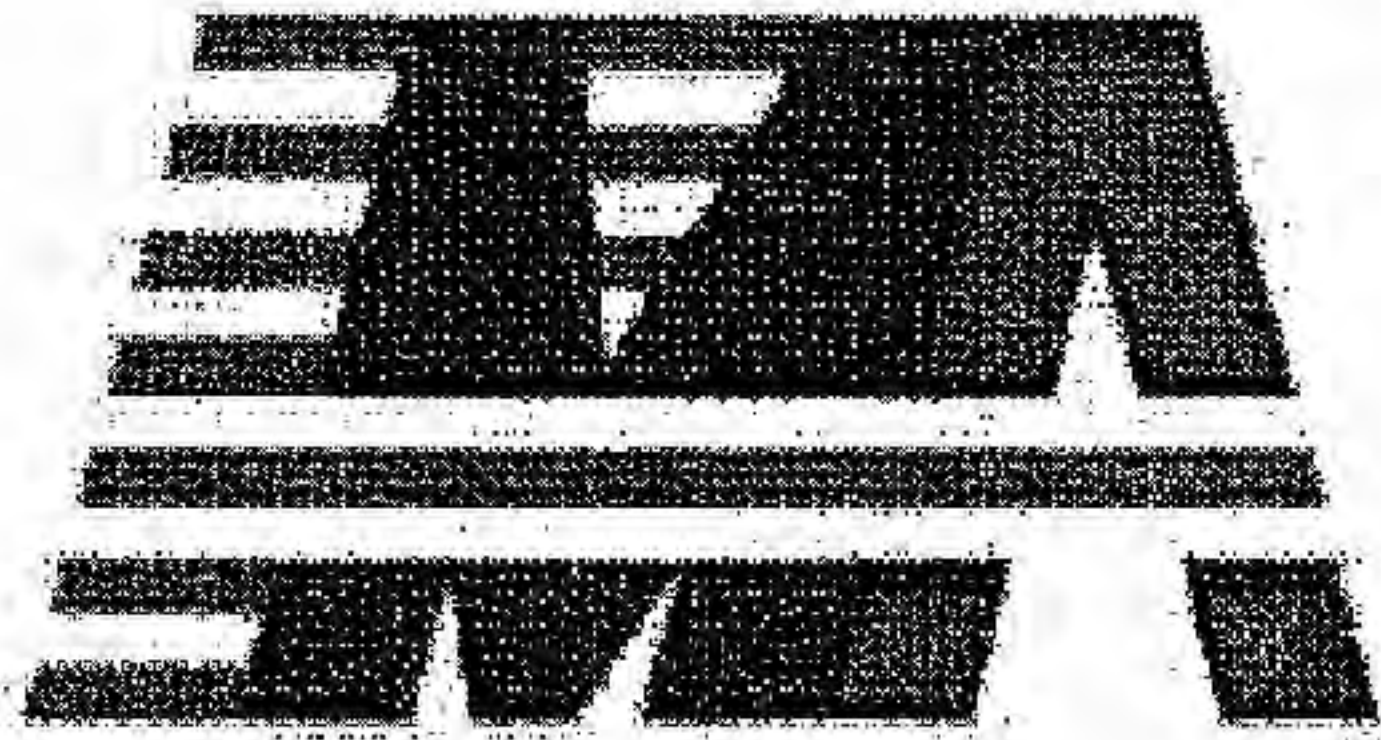
This application builds on PA's existing early childhood system to better prepare our youngest children for school success.

We wish you the best for a successful application.

Sincerely,

Gene Barr
President and CEO
Pennsylvania Chamber of Business and Industry

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Manufacturers' Association of South Central Pennsylvania
160 Roosevelt Avenue, Suite 400, York, PA 17401
Phone (717) 843-3891 • Fax (717) 854-9445 • office@mascpa.org

September 27, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg:

I am writing on behalf of the Manufacturers' Association of South Central Pennsylvania in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

The Manufacturer's Association knows that a quality early learning system, with proven results, will help Pennsylvania communities attract skilled workers and new businesses, in the same way as a quality K-12 system. Tomorrow's scientists, engineers and business leaders are starting their school careers today. For the next two decades, they will be learning how to think, act and compete in the global marketplace. Only a few will make it all the way through. We can increase their odds by investing in our youngest learners now building the workforce we need to keep America strong.

In tough economic times, it is critical to invest every dollar in what we know works. Early education programs are proven and this application builds on PA's existing system to better prepare our youngest Pennsylvanians for school success and to create a pipeline of skilled workers who are equipped with the skills needed for America to stay competitive in the global marketplace.

I wish you the best for a successful application.

Sincerely,

Michael E. Smeltzer
Executive Director
Manufacturers' Association of South Central PA

Cc: (b)(6)

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



CHAIRMAN

Warren V. (Pete) Musser

September 26, 2011

SENIOR VICE CHAIR

Samuel S. Zacharias

Barbara Minzenberg, Ph.D.

Deputy Secretary

Office of Child Development and Early Learning

Departments of Education and Public Welfare

333 Market Street, 6th Floor

Harrisburg, PA 17126

VICE CHAIRS

Carrie Coghill

Ted Durkin

Thomas C. Lynch, USN (Ret)

Daphne Ross

Andy Russell

Carol Semple Thompson

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

TREASURER

James Weaver

EconomicsPennsylvania would like to express strong support for Pennsylvania's Race to the Top Early Learning Challenge grant application. The mission and vision of EconomicsPennsylvania is to (1) advocate for better and comprehensive school based economic and personal finance education at the kindergarten through 12th grade levels and (2) to educate young people throughout Pennsylvania, primarily through well prepared teachers, so they may become empowered with economic and financial literacy decision making skills for successful participation in the global economy. As such, we view the initiatives for early childhood learning a key component to establishing a critical first step towards the integration of our program within the kindergarten grades and then progressing upwards.

SECRETARY/ASSISTANT

TREASURER

Herbert E. Taylor

Based upon the outline of your proposal we believe the Office of Child Development and Early Learning will better prepare the Commonwealth's children for school success by building on the existing infrastructure in the Office of Child Development and Early Learning and through developing and maintaining a coordinated, high quality, early education system. This will lead to more children entering kindergarten ready to learn which builds on a program model based on standards and accountability.

PRESIDENT & CEO

Fritz M. Heinemann

Your proposal will also build an effective early education workforce. Measuring child outcomes and progress through the development and implementation of a kindergarten entry observation tool will help early childhood educators improve their instruction and will demonstrate progress and results leading to better child outcomes.

DIRECTORS:

Rocky Bleier

Mark Cohen

Honorable Tom Corbett

Michael J. Crossey

Jill R. Rhodes Dow

William J. Flannery, Esq.

David S. Gonzalez

Honorable John R. Gordner

Raymond Gover

L. C. Greenwood

Jack Ham

Rita Jones, Ph.D.

Jeffrey J. Kapsar

Phyllis K. Kokkila

Lloyd Lamm

Mark Longietti

Anthony J. May

Nathan K. Parker, Jr., Emeritus

Timothy D. Pecsénye, Esq.

Honorable John R. Pippy

Don Rosini, Emeritus

Aditi Roy

Cindy Russell

Robert Schaub

Tony Schiano

Paul Schroder

Roger Staubach

James S. Stolley, Emeritus

Robert S. Taylor

Mike Wagner

Patrick J. Ward

Robert G. Witten, Ph.D.

Stephen T. Zarrilli

Our organization knows that a quality early learning system, with proven results, will help Pennsylvania communities attract skilled workers and new businesses, in the same way a quality K-12 system does. In addition, research has proven that children who participate in high-quality early learning programs have a 44 percent higher graduation rate from high school; will earn 36 percent more as adults; and enter the workforce with higher skill levels.

This application builds on PA's existing early childhood system to better prepare our youngest children for school success. If our children are going to play a leading role within the global economy of tomorrow, we must teach them powerful economic lessons today. To ensure the future of our children it is imperative that we succeed and early learning childhood endeavors are of the utmost importance in the overall scheme of providing meaningful education opportunities for all young people. The price of failure is too high to ignore.

We wish you the best for a successful application.

Sincerely,

Fritz M. Heinemann

President/CEO

EconomicsPennsylvania

123 North Market Street, Selinsgrove, PA 17870

Phone: (570) 372-9997 Fax: (570) 372-0568

economicspa@economicspa.org www.economicspa.org

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



100 Pine Street, 9th Floor
Harrisburg, PA 17101

(717) 233-1375
teampa.com
twitter.com/teampa

Co-Chair
Tom Corbett
Governor
Commonwealth of Pennsylvania

Co-Chair
Karen Winner Sed
Chief Executive Officer
Winner International

September 29, 2011

Barbara Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Departments of Education and Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

As the **Team Pennsylvania Foundation**, we would like to express our strong support for Pennsylvania's Race to the Top - Early Learning Challenge grant application. Team Pennsylvania believes that the effective infrastructure built to support quality early learning throughout the commonwealth has provided a foundation for the elementary and secondary schools. More students are entering schools better prepared with the knowledge and skills needed to succeed.

Based upon the outline of your proposal we believe the Office of Child Development and Early Learning will better prepare the Commonwealth's children for school success by building on this existing infrastructure in the Office of Child Development and Early Learning and through developing and maintaining a coordinated, high quality, early education system. This will lead to even greater numbers of children entering kindergarten ready to learn which builds on a program model based on standards and accountability.

Your proposal will also build an effective early education workforce. Measuring child outcomes and progress through the development and implementation of a kindergarten entry observation tool will help early childhood educators improve their instruction and will demonstrate progress and results leading to better child outcomes.

Our organization knows that a quality early learning system, with proven results, will help Pennsylvania communities attract skilled workers and new businesses, in the same way a quality K-12 system does. In addition, research has proven that children who participate in high-quality early learning programs have a 44 percent higher graduation rate from high school; will earn 36 percent more as adults; and enter the workforce with higher skill levels.

This application builds on PA's existing early childhood system to better prepare our youngest children for school success. Team Pennsylvania believes that the work proposed will bring the commonwealth to new levels of quality in early childhood education from which not only Pennsylvania can learn but also the nation.

We wish you the best for a successful application.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Zieger", with a long horizontal flourish extending to the right.

Matt Zieger
President and CEO
Team Pennsylvania Foundation

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

**W I L L I A M P E N N
F O U N D A T I O N**

September 26, 2011

RECEIVED

The Honorable Gary D. Alexander, Secretary
Department of Public Welfare
Health and Welfare Building
Forster at Commonwealth Streets
Harrisburg, PA 17110-2675

SEP 29 2011

OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF PUBLIC WELFARE

The Honorable Ronald Tomalis, Secretary
Department of Education 10th Floor
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary
Office of Child Development and Early Learning (OCDEL)
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis, and Deputy Secretary Minzenberg:

This letter is written in full support of Pennsylvania's Race to the Top-Early Learning Challenge grant application. The William Penn Foundation has been an enthusiastic supporter of Pennsylvania's investment in early education for over twenty years. We believe that when all children and families have access to opportunity, society benefits. The William Penn Foundation's Children, Youth, & Families program promotes a better early care and education system, more effective and equitable education policies, networks of developmental opportunities for older youth, and improvements to the systems supporting families. Our grant-making focuses largely on critical transitions in the lives of children as they progress from birth, through early childhood, and into young adulthood.

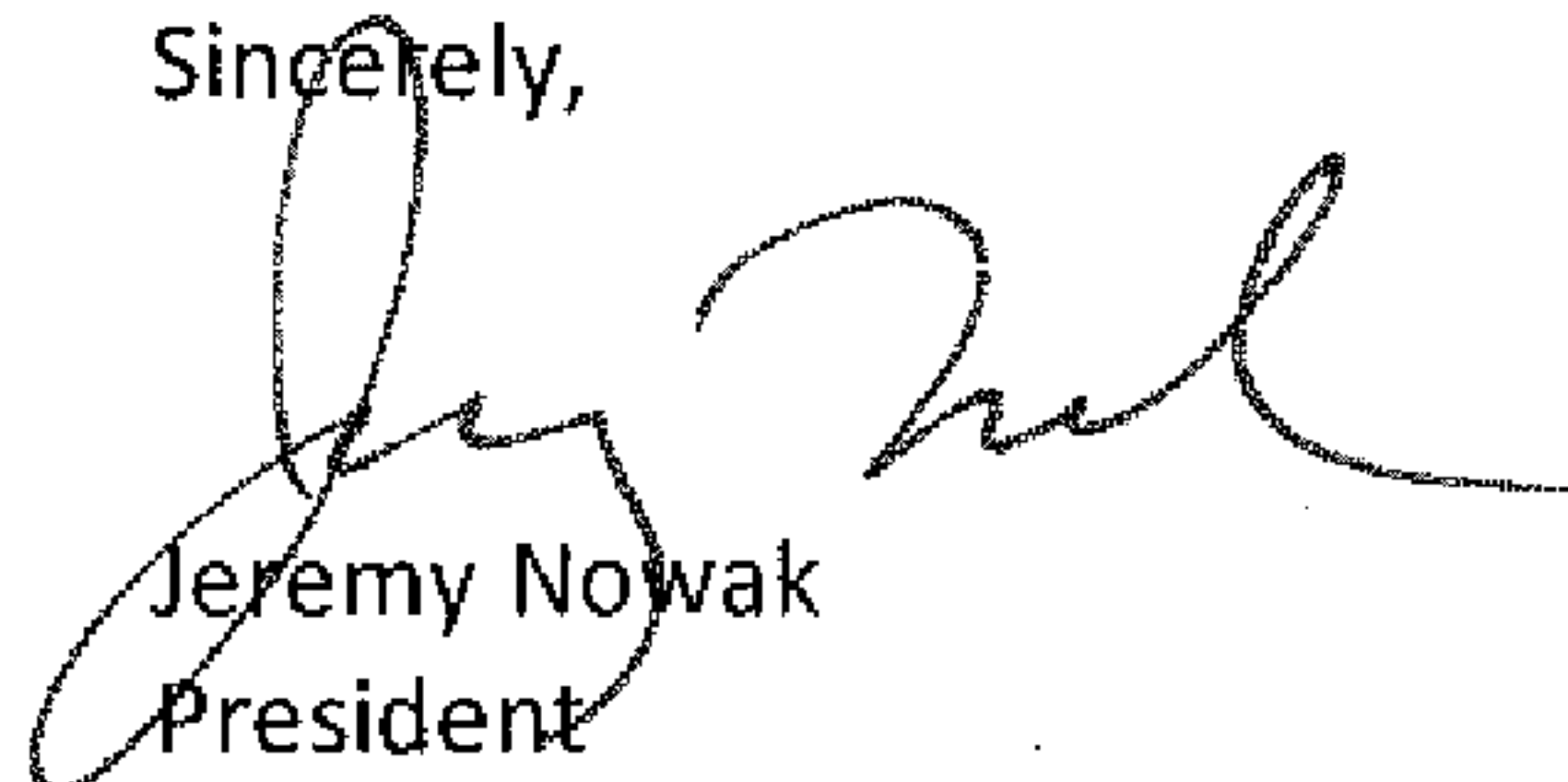
We have been a committed supporter of Pennsylvania's Office of Child Development and Early Learning through our participation in highly valued public-private partnership initiatives such as:

- Pennsylvania's participation in the BUILD initiative, a national effort to build effective statewide early childhood systems;
- PA Promise Campaign, a statewide effort to increase awareness of the efficacy of early childhood education;
- Pennsylvania's Early Learning Network, the state's acclaimed data system; and
- PA Pre-K Counts: the Public-Private Partnership for Educational Success.


Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

We believe that Pennsylvania's Race to the Top application represents a unique opportunity to leverage the investments made by our partnership with the Commonwealth, and to continue to move the needle in promoting the school readiness of our youngest citizens. We are pleased that the plan proposes to align early childhood efforts with Pennsylvania's Kindergarten and early elementary programming, ensuring school success. We know that the Pennsylvania proposal also celebrates and supports the role of family engagement in the learning and development of their children. We look forward to involvement in further public-private partnerships with Pennsylvania's OCDEL, as these initiatives unfold.

Sincerely,



Jeremy Nowak
President
The William Penn Foundation



Ronnie L. Bloom
Director, Children, Youth & Families
The William Penn Foundation

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

THE HEINZ ENDOWMENTS

HOWARD HEINZ ENDOWMENT • VIRA I. HEINZ ENDOWMENT

September 27, 2011

The Honorable Gary D. Alexander, Secretary
Department of Public Welfare
Forster at Commonwealth Streets
Harrisburg, PA 17110-2675

The Honorable Ronald Tomalis, Secretary
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary
Office of Child Development and Early Learning
333 Market Street
Harrisburg, PA 17126-0333

RECEIVED

SEP 29 2011

OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF PUBLIC WELFARE

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg:

As a committed partner in national, statewide and local public-private early childhood initiatives, I am very pleased to write this letter in support of Pennsylvania's Race to the Top-Early Learning Challenge Grant application. The Heinz Endowments' Children, Youth & Families Program has had a longstanding commitment to improving the lives of families and children, with a particular focus on the disadvantaged. For more than two decades, a large portion of our grant making has focused on the importance of high-quality learning in the early years.

In an effort to build a strong, accessible and affordable early learning system that promotes school readiness, Endowments' grant making has targeted statewide policy and advocacy work. An emphasis has also been placed on improving the quality of early childhood teachers, as research studies clearly demonstrate that the knowledge and skills of teachers are among the most important factors in determining how much a child learns. Finally, specific neighborhoods and school districts have been targeted so progress could be measured.

There are many challenges to meeting these goals. Not enough children are receiving the indisputable benefits of high-quality early care and education or health care. Many parents, particularly those in low-income situations, are not able to connect to economic-improvement opportunities or parenting information that would boost the quality of their family lives. The goals of the Race to the Top Early Learning Challenge certainly address these issues.

We have been an eager supporter of Pennsylvania's Office of Child Development and Early Learning as we have supported initiatives such as:

- PA Pre-K Counts: the Public-Private Partnership for Educational Success;
- The Early Learning Network, Pennsylvania's high quality data system;
- Pennsylvania's Early Childhood Mental Health Program;
- Parent Child Interaction Therapy pilots; and
- The Office of Child Development and Early Learning GO Green Initiative.

625 LIBERTY AVENUE, 30TH FLOOR • PITTSBURGH, PA 15222-3115
PHONE 412-281-5777 • FAX 412-281-5788

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Page 2

We believe that Pennsylvania's Race to the Top application is what is needed to take us to the next level of excellence. We are pleased that the plan initiates significant steps toward ensuring school success for children. The Heinz Endowments look forward to working together with Pennsylvania's Office of Child Development and Early Learning to create the partnerships and programs that continue to build a system that helps children become strong, capable learners, its families build on their strengths as nurturers and its youth evolve into successful, productive citizens.

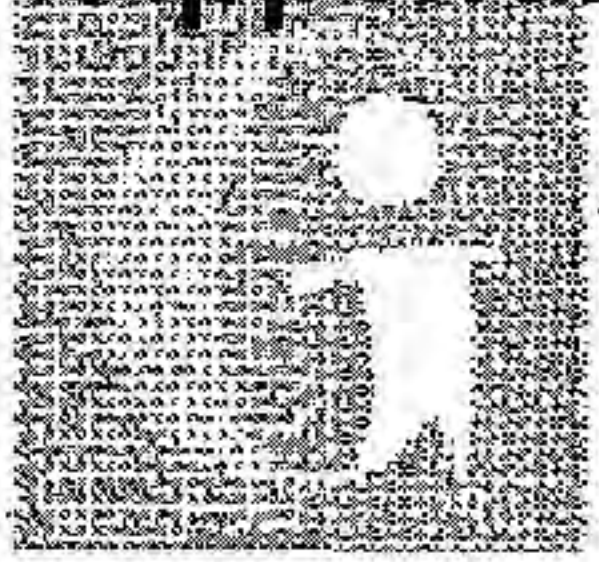
Best regards,

(b)(6)

Margaret Petruska
Senior Program Director
Children, Youth & Families Program

MMP/nfg

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



THE GRABLE FOUNDATION

dedicated to improving the lives of children

September 29, 2011

The Honorable Gary D. Alexander, Secretary
Department of Public Welfare
Forster at Commonwealth Streets
Harrisburg, PA 17110-2675

The Honorable Ronald Tomalis, Secretary
Department of Education
The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary
Office of Child Development and Early Learning (OCDEL)
333 Market Street
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis, and Deputy Secretary Minzenberg:

The Grable Foundation's mission is to help children and youth to become independent, caring, contributing members of society by supporting programs critical to a child's successful development. Pennsylvania's Race to the Top-Early Learning Challenge grant application is in clear alignment with this mission, and has our enthusiastic support.

The Grable Foundation has been a partner with and supporter of Pennsylvania's Office of Child Development and Early Learning (OCDEL) since OCDEL's inception in 2006. Our public-private early childhood endeavors have included:

- support for PA Pre-K Counts: the Public-Private Partnership for Educational Success;
- investment in the Early Learning Network, Pennsylvania's high quality data system;
- support for the Pennsylvania Promise Campaign, a statewide effort to increase awareness of the efficacy of early childhood education; and
- funding for Pennsylvania Key positions for communications and business Support professionals.

We know that Pennsylvania's Race to the Top proposal includes planning for increased family engagement in early learning and development; data analysis and reporting; and work to increase teacher and program quality and effectiveness. The Grable Foundation believes that Pennsylvania's Race to the Top-Early Learning Challenge grant application represents a well-conceived plan to continue our pathway to excellence in early childhood education.

Sincerely,

(b)(6)

Kristen A. Burns,
Program Officer

KAB/rg

Board of Trustees

Charles R. Burke, Jr.
Chairman

Jan Nicholson
President

Steven E. Burke
Treasurer

Susan H. Brownlee

Patricia Grable Burke

William Isler

Barbara Nicholson McFadyen

Marion Grable Nicholson

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 26, 2011

The Honorable Gary D. Alexander, Secretary
Department of Public Welfare
333 Health and Welfare Building
Harrisburg, PA 17110-2675

The Honorable Ronald Tomalis, Secretary
Department of Education
Harristown 2, 10th Floor
Harrisburg, PA 17126-0333

The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary
Office of Child Development and Early Learning (OCDEL)
Harristown 2, 6th Floor
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg:

I am writing on behalf of the Pennsylvania School Boards Association (PSBA) in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

PSBA understands the importance of early childhood education in preparing all children for school success and closing the achievement gap in elementary grades for children with high needs. We believe this application is focused on ensuring more children, especially those with high needs, participate in high-quality early childhood education programs so they are kindergarten ready.

PSBA is particularly interested in Pennsylvania's application related to the kindergarten entry outcomes reporting tool. The tool is an important step in understanding how early childhood education experiences can impact the readiness gap and subsequent student achievement gap. We are very interested in the identification and development of models of successful early childhood education coordination with school districts and are excited about the prospect of learning through research under which circumstances children with high needs have positive outcomes which are sustainable.

We are excited to partner with the Office of Child Development and Early Learning in developing a research agenda that examines the long term effects of quality early childhood education with the goal of identifying the salient characteristics of successful students, programs and schools. The PSBA will support empirical research in Pennsylvania that will examine the conditions under which quality early childhood programming demonstrates long-term positive outcomes for high needs children.

PSBA is certain Pennsylvania's application will lead to more children entering kindergarten ready to learn and wishes you the best for a successful outcome in your application.

Sincerely,

Thomas J. Gentzel
Executive Director

TJG/cpr

P.O. Box 2042, Mechanicsburg, PA 17055-0790
(717) 506-2450 (800) 932-0588 Fax: (717) 506-2451 www.psba.org



October 7, 2011

The Honorable Ronald Tomalis
Secretary of Education
PA Department of Education
333 Market Street
Harrisburg, PA 17126

The Honorable Gary Alexander
Secretary of Public Welfare
PA Department of Public Welfare
P.O. Box 2675
Harrisburg, PA 17105

The Honorable Barbara Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

I am writing on behalf of the Pennsylvania Association of Intermediate Units and Pennsylvania's twenty-nine intermediate units in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

Pennsylvania's intermediate units are an essential part of the Commonwealth's public education system. Created in 1971, our regional educational service agencies have a proud history of providing high-quality, cost-effective programs that benefit the students and staff of the commonwealth's public school districts and non-public schools.

In 2011, intermediate units are delivering educational services and solutions in every corner of the Commonwealth. Those services include:

- operating high quality early childhood programs – including pre-kindergarten and early intervention – to more than 33,000 children statewide;
- providing specialized educational instruction and services to more than 12,500 children with significant physical or cognitive disabilities; and

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

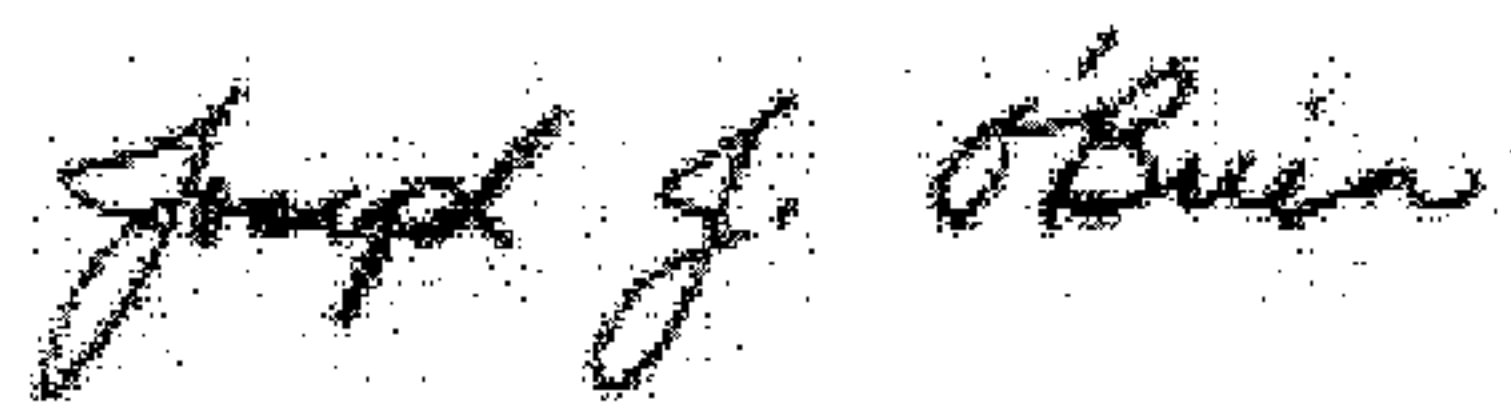
- delivering state of the art professional development to educators in the use of assessments, data and technology to support instruction and raise student achievement.

We believe the Race to the Top – Early Learning Challenge grant gives Pennsylvania the opportunity to advance the important work of fully-integrating our early childhood education efforts with the K-12 system. The strategies contained in your proposal related to the Keystone STARS program will certainly afford more high-needs children the opportunity to participate in high-quality early childhood experiences which we know leads to school success.

We are also particularly interested in the kindergarten entry outcomes reporting tool. The tool is an important step in understanding how early childhood education experiences impact children's readiness for kindergarten. Measuring child outcomes and progress will not only help early childhood educators improve their instruction, but will provide valuable information to kindergarten teachers that can be used to develop teaching strategies to assist children in areas where progress is necessary.

We wish you the best for a successful outcome in your application.

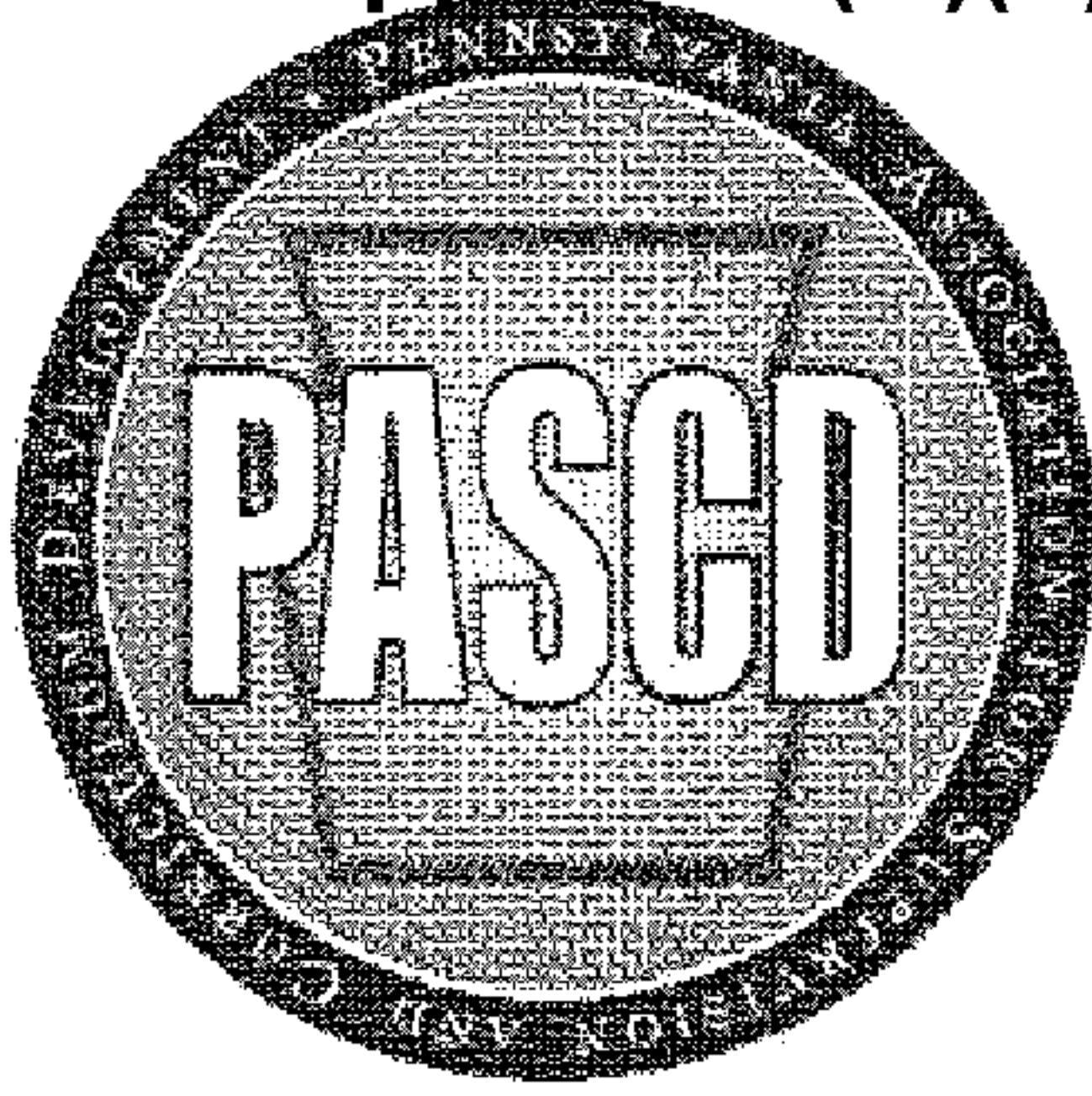
Sincerely,



President, Pennsylvania Association of Intermediate Units
Executive Director, Chester County Intermediate Unit

/jlh

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 23, 2011

The Honorable Gary D. Alexander, Secretary, Department of Public Welfare
The Honorable Ron Tomalis, Secretary, Department of Education
The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning (OCDEL)

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg,

I am writing to offer the support of the Pennsylvania Association for Supervision and Curriculum Development (PASCD) to Pennsylvania's Race to the Top – Early Learning grant application. PASCD's 2000 members consist of curriculum leaders, superintendents and assistant superintendents, principals, teachers, higher education professors and administrators, and charter and private school staff. The mission of PASCD is to support the education of the whole child. Strong early childhood programs are vital for improving the educational opportunity for all children, especially children with the greatest needs.

In recent years, Pennsylvania has taken important steps to advance the school readiness of the commonwealth's children through programs operated by OCDEL. This application provides a unique opportunity for our state to advance this work and more fully integrate our early learning efforts with our K-12 learning continuum. The outcome will surely be more children entering kindergarten ready for school and greater school success in later academic careers.

Our organization is particularly pleased to see the inclusion of building an effective early childhood workforce and making high quality programs accessible to more children with high needs as we feel that this will have an important impact on Pennsylvania's public schools and is in keeping with PASCD's mission to educate the whole child.

Thank you for the opportunity to comment on the Pennsylvania application and to lend our support. We hope that you will favorably review our state's application.

Sincerely,

Winston E. Cleland, PhD
PASCD Policy Specialist

Special Education Advisory Panel
Commonwealth of Pennsylvania
Pennsylvania Department of Education

September 30, 2011

Ron Tomalis
Secretary of Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Gary D. Alexander
Secretary of Public Welfare
Department of Public Welfare
P.O. Box 2675
Harrisburg, PA 17105-2675

Barbara G. Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
333 Market Street
Harrisburg, PA 17126-0333

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

On behalf of the Pennsylvania Special Education Advisory Panel (SEAP), we are writing this letter to support the Office of Child Development and Early Learning (OCDEL) application for the Race to the Top - Early Childhood Grant. As the federally mandated advisory panel for special education in Pennsylvania, SEAP meets regularly with the Director of the Bureau of Early Intervention Services and believes that OCDEL provides quality special education services and supports to young children who have disabilities. This strong early educational foundation enables Pennsylvania's eligible young children to continue on as eager learners in their paths through school age programs.

SEAP supports all proposed areas of focus and in particular, those that enhance and increase the education options for students who need special education supports and services.. The proposed kindergarten entry observation tool will inform and guide early learning educator training through the development of instruction and teaching techniques designed for maximum student benefit. Instruction in the Least Restrictive Environment, a proven beneficial teaching component, will be provided for more students with disabilities through their involvement in the highly successful Keystone STARS program. Improvement of the information sharing between early learning and the K-12 education systems will be an effective way for educators to access information. Establishing a family resources website, coupled with increased outreach to families is an

6340 Flank Drive, Suite 600, Harrisburg, PA 17112-2764
717-541-4960 • Toll Free 800-360-7282 • Fax 717-541-4968 • TTY 800-654-5984

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

essential element in preparing children for success in school. OCDEL has presented a comprehensive proposal for enhancing the outcomes for children receiving early intervention services and supports.

SEAP fully supports OCDEL's application for the Race to the Top – Early Learning Challenge.

Respectfully submitted,

(b)(6)

Robyn L. Oplinger
Chair, SEAP

Bernard Miller
Bernard Miller
Vice-Chair, SEAP

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

THE SCHOOL DISTRICT OF PHILADELPHIA

440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

LEROY D. NUNERY II, MBA, Ed.D.
ACTING SUPERINTENDENT &
CHIEF EXECUTIVE OFFICER

TELEPHONE (215) 400-4100
FAX (215) 400-4103

September 28, 2011

Ronald J. Tomalis, Secretary
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Gary D. Alexander, Secretary
Pennsylvania Department of Public Welfare
P.O. Box 2675, Harrisburg PA 17105-2675
Harrisburg, PA 17105-2675

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Pennsylvania Office of Child Development & Early Learning (OCDEL)
333 Market Street
Harrisburg, PA 17126-0333

Re: Pennsylvania's Race to the Top Application

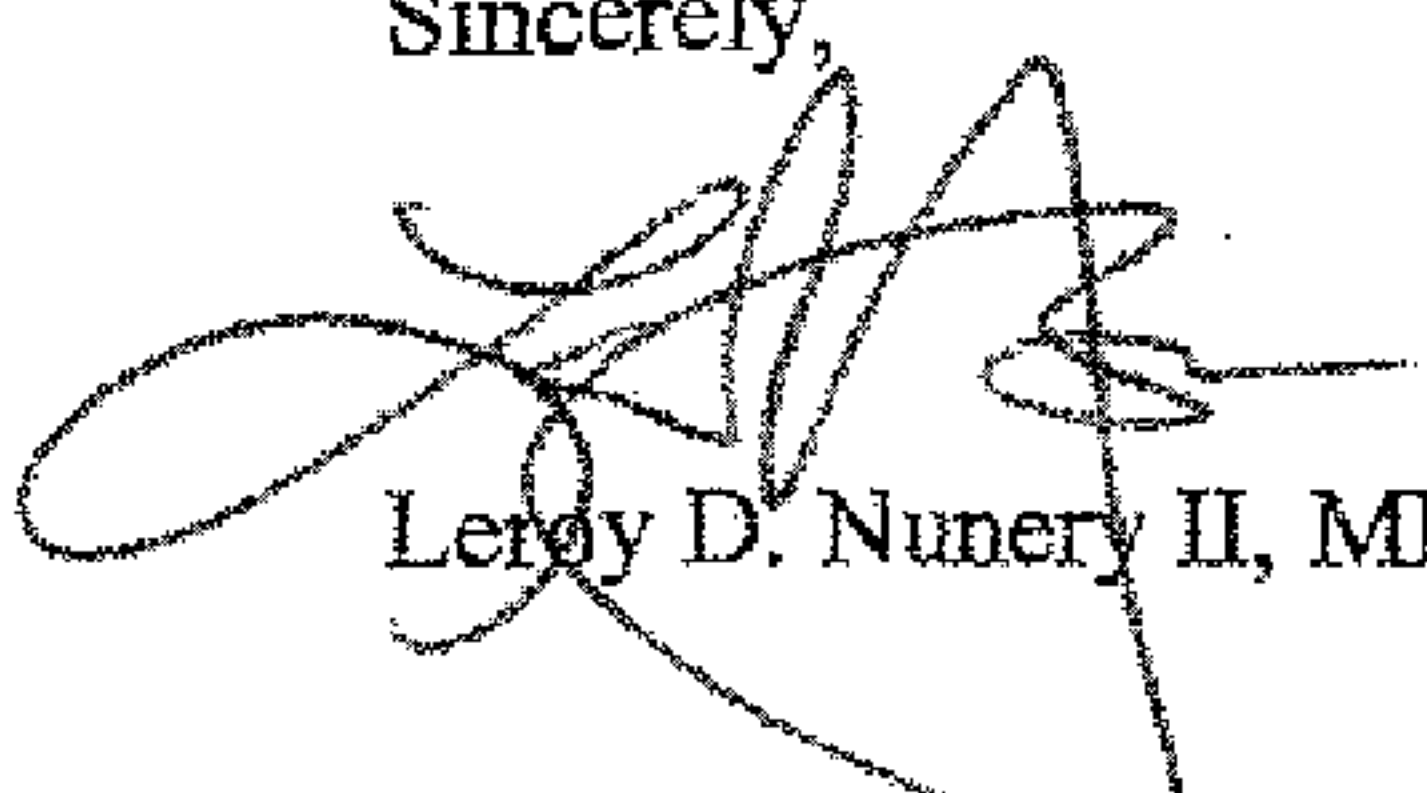
Secretaries Tomalis and Alexander and Deputy Secretary Minzenberg:

The School District of Philadelphia serves over 163,000 students in Pre-K -12, including more than 9,000 preschool children every year. As Pennsylvania's largest school district and provider of high quality early childhood education, the School District has been closely involved in the development of Pennsylvania's early learning system over the last decade and knowledgeable about its present and future needs. We believe the state's application for a Race to the Top Early Learning Challenge Grant proposes the strongest possible response to current needs and will greatly enhance our ability to serve our student population.

Since Pennsylvania introduced an early learning Quality Rating and Improvement System (Keystone STARS), the School District's standards for child care, Pre-K Counts and Head Start have not only improved but become much more closely aligned. This has been essential to us, as our Pre-K programs are supported by multiple funding sources, each with its own set of standards for serving children who are enrolled in same classroom. Despite making important gains over the last decade, this system is far from complete. For example, much work remains to be done to align early childhood programs supported by Title 1 and Keystone STARS, and to apply Pennsylvania's QRIS to other child-serving programs such as Early Intervention and early childhood mental health. The School District of Philadelphia is enthusiastic about the next phase of building Pennsylvania's QRIS as it will help us better serve our students.

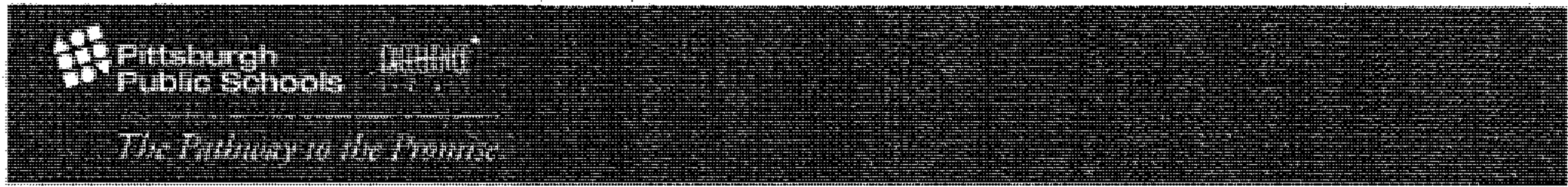
We are encouraged by the proposal to develop an authentic kindergarten assessment tool for use by parents, teachers and administrators. While we currently administer pre-literacy and pre-numeracy tests to kindergarten students, they don't capture the full scope of kindergarten skills, nor do they allow us to compare results across school districts. The proposed tool will do both. These plans, as well as improvements in OCDEL's technology infrastructure will strengthen classroom practice and enable the School District of Philadelphia to work more efficiently with the Commonwealth and our many local partners. I am happy to offer my full support to Pennsylvania's Race to the Top application.

Sincerely,



Leroy D. Nunery II, MBA, Ed.D.

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



341 South Bellefield Avenue | Pittsburgh, PA 15213-3516
Parent Hotline: 412-622-7920 | superintendentoffice@pghboe.net | www.pps.k12.pa.us

Linda S. Lane, Ed.D., Superintendent of Schools

October 3, 2011

Secretary Gary D. Alexander
Pennsylvania Department of Public Welfare
P.O. Box 2675
Harrisburg PA 17105-2675

Secretary Ron Tomalis
Deputy Secretary Barbara Minzenberg
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis, and Deputy Secretary Minzenberg:

I am writing on behalf of Pittsburgh Public Schools in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

We have a rich history of embracing early childhood education programming, knowing that high quality experiences for children prior to kindergarten entry is necessary for children to succeed in school and beyond. We believe this application is focused on ensuring more children, especially those with high needs, participate in high-quality early childhood education programs so they will be kindergarten ready.

Our school district is also particularly interested in Pennsylvania's application related to the kindergarten entry outcomes reporting tool. The tool is an important step in understanding how early childhood education experiences impact children's readiness for kindergarten. Measuring child outcomes and progress will not only help early childhood educators improve their instruction, but will provide valuable information to kindergarten teachers that can be used to develop teaching strategies to assist children in areas where progress is necessary.

I am certain Pennsylvania's application will lead to more children entering kindergarten ready to learn and will provide valuable information to early childhood and kindergarten teachers. I wish you the best for a successful outcome in your application.

Sincerely,

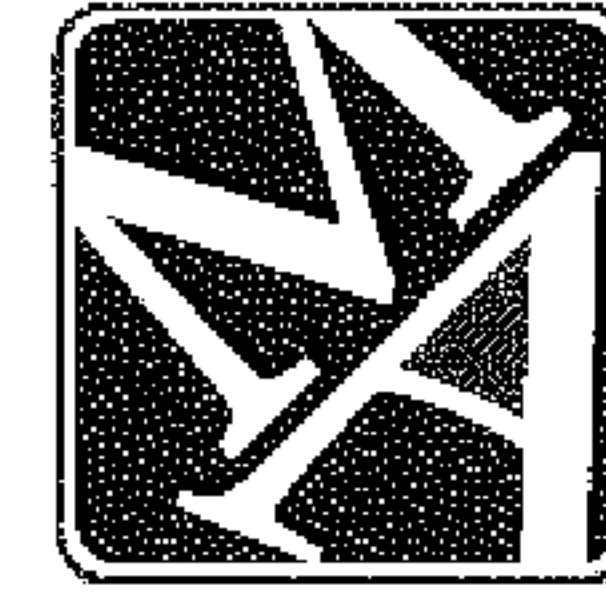
A handwritten signature in cursive script that reads 'Linda S. Lane'.

Linda S. Lane

c: Carol Barone Martin, Executive Director of Early Childhood Education

We are an equal rights and opportunity school district. | Parent Hotline: 412-622-7920 | www.pps.k12.pa.us

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



MCKEESPORT AREA
School District

September 24, 1011

Ron Tomalis, secretary, Department of Education

Gary D. Alexander, Secretary, Department of Public Welfare

Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

Dear Colleagues:

Pennsylvania's commitment to develop and maintain high quality early childhood programming has afforded over 1200 at risk preschool age children in the McKeesport Area School District to participate in programs that focus on early literacy, language and math skills over the last several years. These programs have fostered parent and family involvement in early learning opportunities that have encouraged partnerships between the home and school environments.

Pennsylvania is a leader in quality early childhood education and being the recipient of the Race to the Top Early Learning Challenge would enable The Commonwealth to not only continue but to exponentially expand the existing coordinated system. It would focus on measuring outcomes and progress for data informed decision making, provide more children accessibility to high quality programming, improve alignment and collaboration between the early learning community and the K-12 system, build an effective early learning education workforce, and develop an efficient technology infrastructure to support program activities.

Continuing these high quality early childhood programs will assure equity in school readiness for all children as they step up to the starting gate of the K-12 system and provide the solid foundation to prepare all children to achieve to their fullest potential, and ultimately be successful adults.

Sincerely,

A handwritten signature in cursive script that reads "Catherine S. Lobaugh".

Catherine S. Lobaugh, Ed.D.

Director of Early Childhood Education and Elementary Curriculum

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Cheryl Dix
Science Coordinator

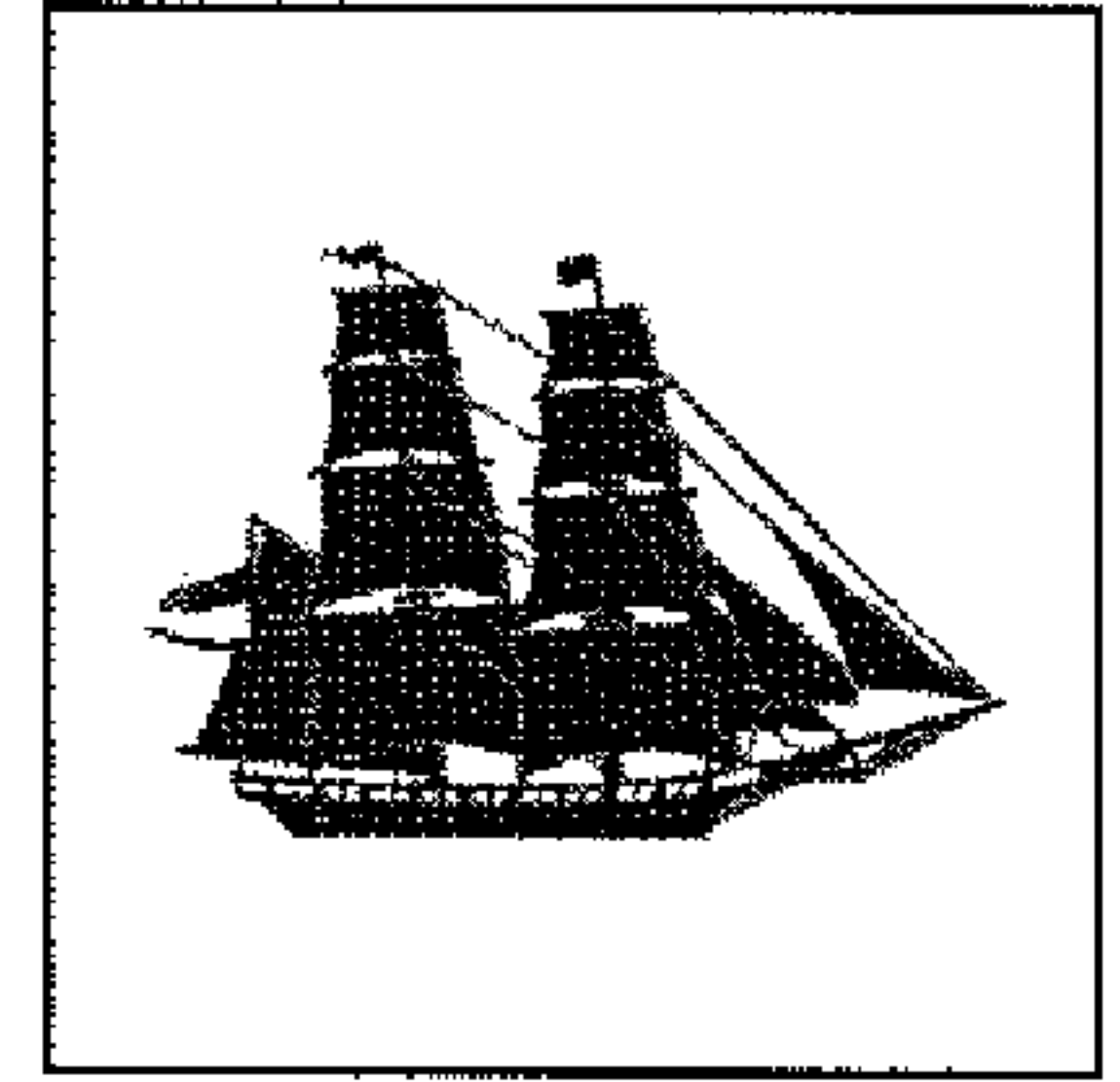
Dr. Tammy Bauman
Math Coordinator

Nora Dolak
*Literacy
Coordinator*

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PENNSYLVANIA

Office of Curriculum Coordinators

3325 CHERRY STREET • ERIE, PENNSYLVANIA 16508 • (814) 874-6965



September 20, 2011

Dear Deputy Secretary Minzenberg, Secretary Tomalis and Secretary Alexander,

I am writing to express my support for the Kindergarten Standards-based Outcomes Reporting Tool Pilot my district is participating in this year.

Participants in this pilot were trained to identify sources of evidence to use with Standards-based Outcomes Reporting ENTRY and EXIT tools through the Child Study collections. Our teachers are becoming familiar with reporting documents and learning how to administer the inventory. They will submit data over the course of this school year that will increase the reliability of these tools.

This exciting initiative will ultimately enable Pennsylvania to report kindergarten outcomes. These outcomes will improve teacher-effectiveness for Kindergarten and translate into more rigorous expectations for students when they get to first grade.

Sincerely,

Nora Dolak

Nora Dolak
K-12 Literacy Coordinator
ndolak@eriesd.org
814-874-6968

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders
Spring-Ford Area School District

857 South Lewis Road, Royersford, PA 19468-2711

Phone: 610-705-6000

Fax: 610-705-6245

Date: September 19, 2011

To: Barbara Minzenberg, Deputy Secretary of OCDEL
Ronald J. Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare

The Spring-Ford Area School District is currently participating in Pennsylvania's new Kindergarten Entry Outcomes Inventory pilot program. The district became involved in this project through the application of one of the district's Kindergarten teachers, Mrs. Kathleen Mandracchia, to take part in the OCDEL workgroup during the 2010-11 school year.

Mrs. Mandracchia participated in the process to define the indicators for the inventory to align pre-school and kindergarten outcomes. The product of this work is a Standards-based Outcomes Reporting Tool that Spring-Ford is pleased to pilot.

For the past five years, the district has made efforts to connect with local early learning programs with the intention of improving consistency in our students' transition to kindergarten. Through opportunities for teachers from the district and the community preschool programs to communicate specific goals, expectations, and instructional strategies, we have promoted collaboration and interaction between these educational settings. Although the PA Early Childhood Standards have been the foundation of these conversations, we did not have a common tool that articulated specific outcomes. Therefore, when we learned that OCDEL would be creating such a resource, the district was very interested in participating.

Five of the district's Kindergarten teachers have been piloting the Standards-based Outcomes Reporting Tool and providing feedback to OCDEL. The teachers, along with an elementary principal, participated in a training held in our District Office on Friday, August 5, 2011. The training was very beneficial to the teachers' use of an observation tool for Social & Emotional, Language and Literacy, Mathematics, Approaches to Learning based on the PA Kindergarten Standards.

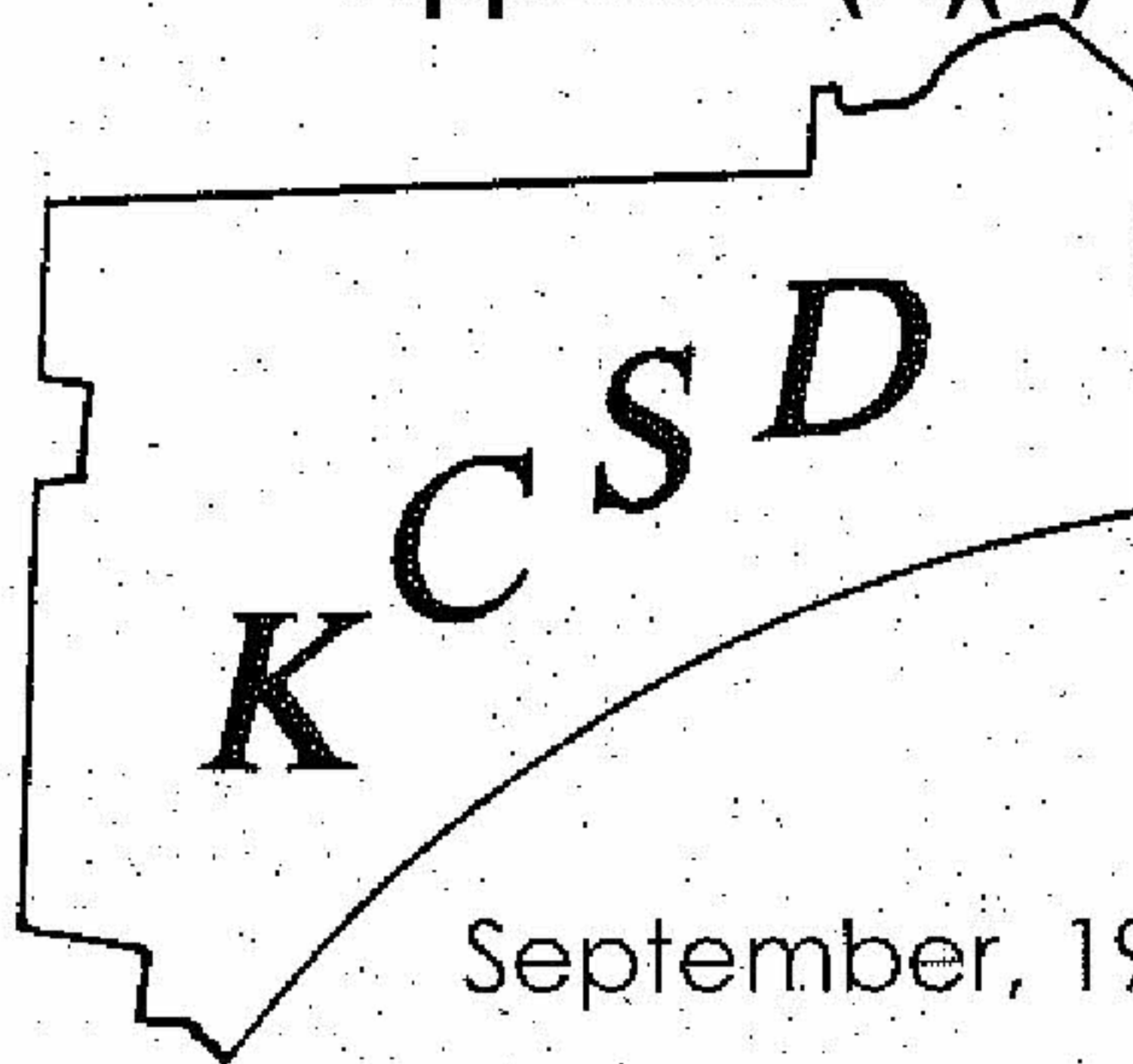
We are excited to be on the development team of this initiative that will ultimately enable Pennsylvania to report kindergarten outcomes. This Reporting Tool will be a valuable resource to school districts in our efforts to strengthen early childhood programs for our students.

Sincerely,

(b)(6)

Johnna L. Weller
Supervisor of Curriculum and Instruction

Limerick • Royersford • Spring City • Upper Providence
Internet: spring-ford.net



MARY D. LANG KINDERGARTEN CENTER

409 CENTER STREET KENNETT SQUARE, PENNSYLVANIA 19348

Telephone (610) 444-6260

September, 19, 2011

TO: Barbara Minzenberg, Deputy Secretary of OCDEL
Secretary Tomalis, Department of Education
Secretary Alexander, Department Public Welfare

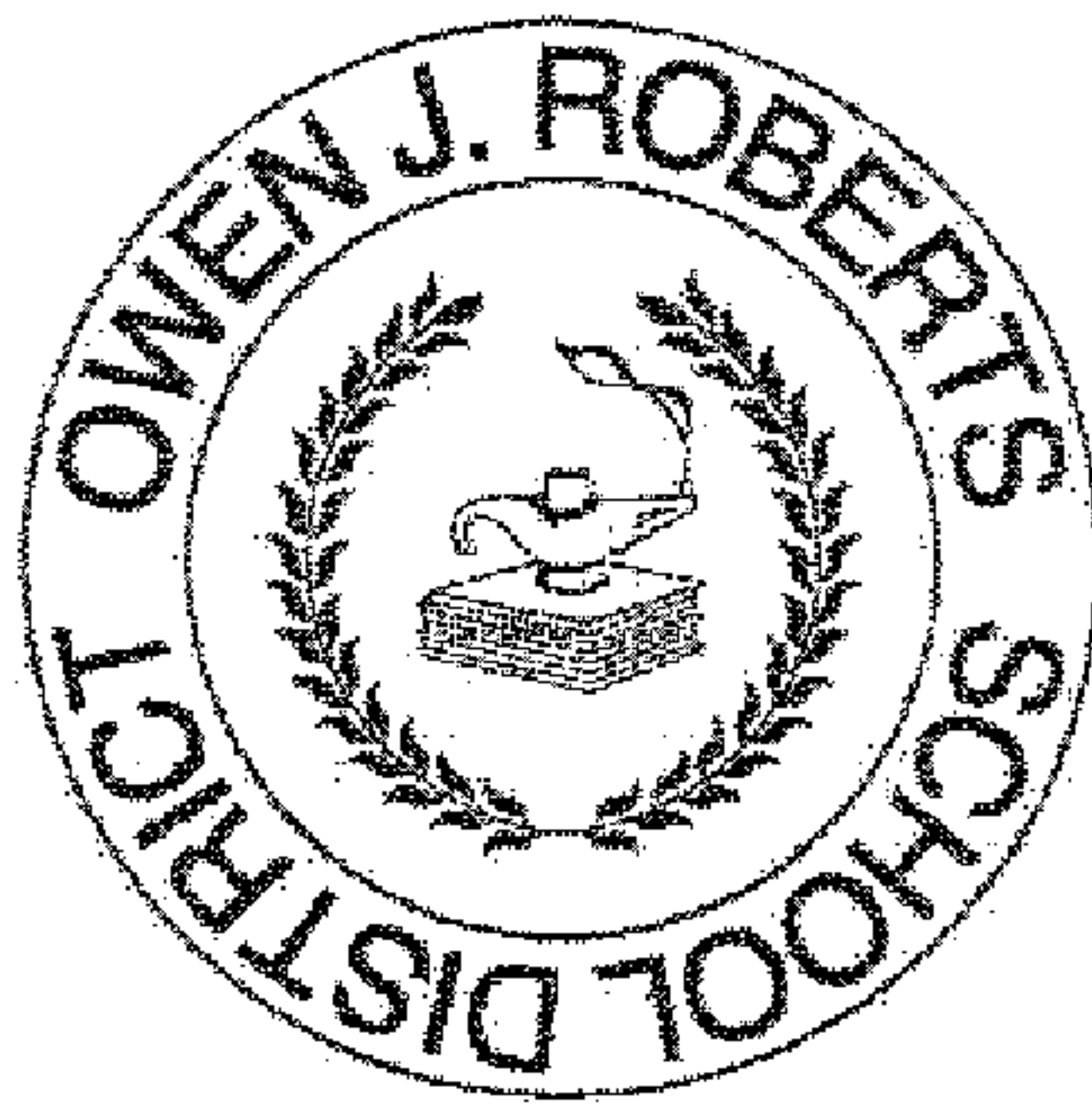
Nine of our kindergarten teachers are piloting the Standards-based Outcomes Reporting Tool (SELMA). We decided to participate in this in order to gain more information about our students so we can better meet their needs and prepare them for their future Kennett years.

In addition, we support the Department of Education's efforts to offer this to us as a means to acquire more information regarding the impact and significance early childhood education plays in a student's academic success and achievements. The demands placed upon students today far exceeds that of any of other generation. Having the right and necessary data about students in order to chart, monitor and move students even at the kindergarten level is vital in order to build a strong foundation for our students.

We feel that by participating in this pilot program, it will give our teachers more data regarding their students thus enabling them to make better decisions and differentiate instruction for their students. We appreciate and thank the state for offering this opportunity and for realizing the need for more emphasis on early childhood education.

Sincerely,

Carla Horn
Principal



Owen J. Roberts School District

West Vincent Elementary School
2750 Conestoga Road, Chester Springs • Pennsylvania 19465-8402
Telephone (610) 469-5108

September 23, 2011

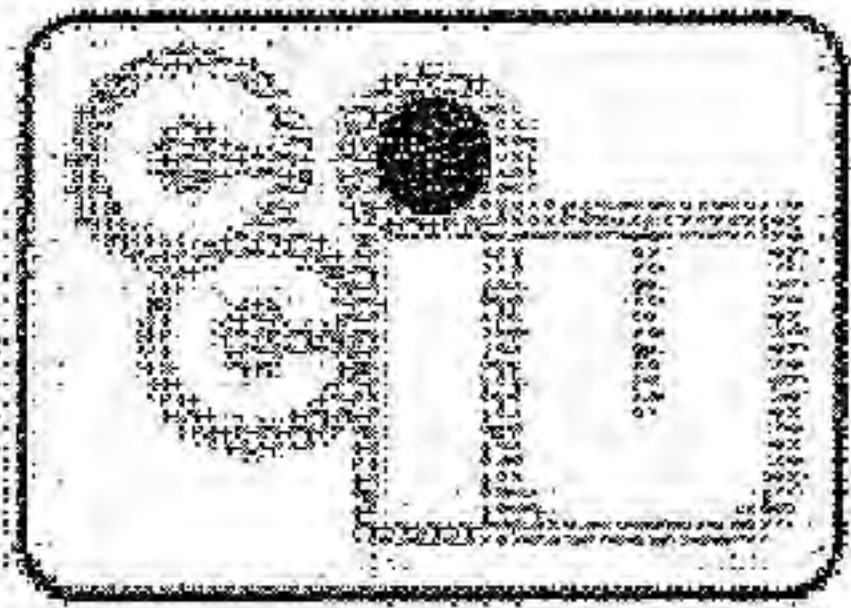
Dear Ms. Minzenberg, Mr. Tomalis, and Mr. Alexander,

The Owen J. Roberts School District would like to participate in the Standards-based Outcomes Reporting Tool pilot project at West Vincent Elementary School. In fact, our kindergarten teachers fully support the pilot of this.

This kindergarten pilot is vitally necessary to monitor and improve student outcomes and kindergarten readiness. Few standardized assessments exist for kindergarten students that are aligned to state standards and our standards-based report card. In addition, we want to be proactively involved in the development of this assessment, giving feedback throughout its development to ensure that the end product is a practical and useful tool. I am encouraged that the plan is for the assessment to mirror and dovetail with the state standards and our standards-based report card. In addition, the pilot is comprehensive in scope, incorporating the social, emotional, language, and math approach to learning.

Respectfully yours,

Janet Wolff, Principal



An educational service agency

Chester County Intermediate Unit

September 21, 2011

Barbara Minzenberg
Deputy Secretary
Office of Child Development and Early Learning
Pennsylvania Department of Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Ms. Minzenberg,

The purpose of this letter is to express my support of SELMA: The Pennsylvania Kindergarten Inventory, a tool that will be used to collect information on the status of children and their skills as they enter and exit kindergarten. Two school districts in Chester County, Owen J. Roberts SD and Kennett Consolidated SD are currently participating in the pilot of SELMA. As the Early Childhood Literacy Consultant, I have been involved in the training for the pilot.

Public schools in Pennsylvania are in need of a standard tool to assess the status of children at kindergarten entry across a broad range of domains and a tool to track student achievement over the course of the kindergarten year. An inventory of student skills and competencies that addresses a broad range of cognitive and non-cognitive domains, and is aligned to the PA Early Learning Standards (PA ELS) and the PA Common Core will be useful to Pennsylvania teachers, school administrators and state policy makers. This useful tool will serve to report to parents, guide teacher instruction, and inform policy by providing a picture of student outcomes in the classroom and across the commonwealth.

I believe that the use of this tool will help teachers track academic gains, inform instruction to meet individualized student/group needs, and improve student academic achievement across the Commonwealth in the key learning areas of the Early Learning Standards.

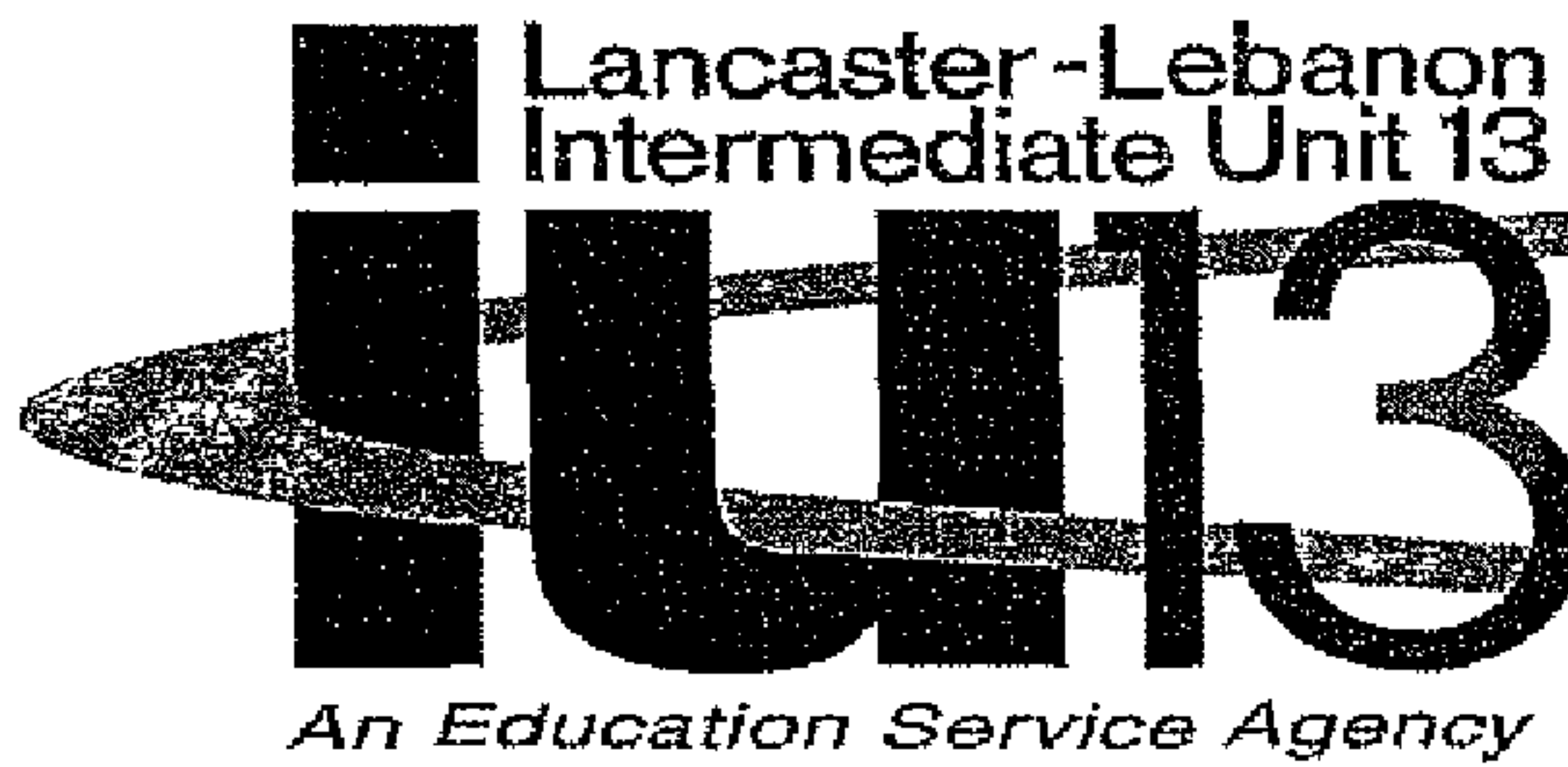
Respectfully submitted

(b)(6)

Ann Appolloni, Ed. D.
Early Childhood Literacy Consultant

Educational Service Center, 455 Boot Road, Downingtown, PA 19335
Phone: 484-237-5000 • DeafRelay@cciu.org • FAX: 484-237-5154 • www.cciu.org

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Burle Business Park
1020 New Holland Avenue
Lancaster, PA 17601
717-606-1600
www.iu13.org

September 26, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning (OCDEL)

Dear Mr. Tomalis, Mr. Alexander, and Ms. Minzenberg;

This letter of support for Pennsylvania's Race to the Top – Early Learning Challenge Grant Application is being provided on behalf of the Lancaster-Lebanon IU 13.

The past seven years, IU 13 has been providing a high-quality, early education program for preschool children through Head Start and Pre-K Counts. Through a combination of Federal and State funding, we are serving over five hundred preschool children in Lebanon County. Currently, we are partnering with The Office of Child Development and Early Learning ("OCDEL") to serve infants/toddlers and their families through an Early Head Start Grant. OCDEL provides the infrastructure to support a coordinated and high-quality, early education system based upon quality program design, standards aligned systems, comprehensive accountability, and documentation of positive outcomes for children, with a focus on serving high-needs children.

Lancaster-Lebanon IU 13 continues to be instrumental in facilitating linkages between school districts, early learning practitioners, families and other community stakeholders for the purpose of supporting early learning through the Local Education and Resource Networks ("LEARN") grant through the Office of Child Development and Early Learning. Additionally, the Early Childhood Supervisor from IU 13 currently serves on the Early Learning Council, the Early Learning Career Preparation and Development Advisory Committee and The Office of Child Development and Early Learning (OCDEL)/IU Advisory Committee.

The realization of a successful early education system hinges upon the joint commitment of all organizations, and IU 13 is committed to partnering with OCDEL to prepare children for school success.

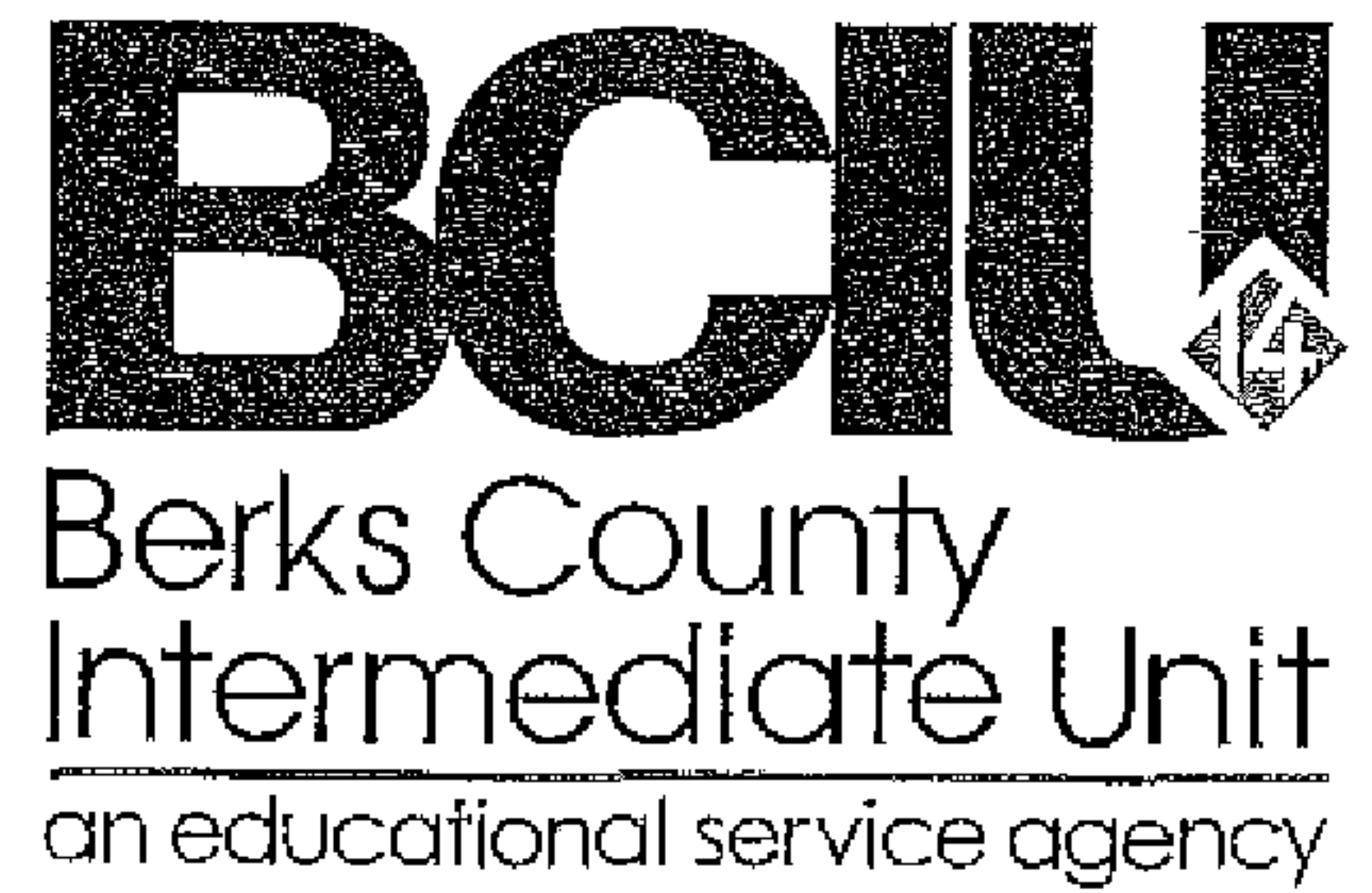
Sincerely,

A handwritten signature in black ink that reads "Cynthia S. Burkhart". The signature is written in a cursive, flowing style.

Dr. Cynthia S. Burkhart
Executive Director

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

helping schools excel | helping children learn



September 27, 2011

The Honorable Gary D. Alexander, Secretary, Department of Public Welfare
The Honorable Ron Tomalis, Secretary, Department of Education
The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning (OCDEL)

Dear Secretary Alexander, Secretary Tomalis, and Deputy Secretary Minzenberg,

I am writing to offer the support of the Berks County Intermediate Unit (BCIU) to Pennsylvania's Race to the Top – Early Learning grant application. Of BCIU's 1200+ employees, staff positions consist of school-age teachers, early childhood teachers, statewide early childhood program assessors, administrators, professional development educators. The mission of BCIU is to support the education of the whole child. Strong early childhood programs are vital for improving the educational opportunity for all children, especially children with the greatest needs.

Pennsylvania has taken important steps to advance the school readiness of the Commonwealth's children through programs operated by OCDEL. This application provides a unique opportunity for our state to advance this work and more fully integrate our early learning efforts with our K-12 learning continuum. The goal is for more children to enter kindergarten ready for school and greater school success in later academic careers.

Our organization is committed to building an effective early childhood workforce and making high quality programs accessible to more children with high needs. This will have an important impact on Pennsylvania's public schools and is in keeping with BCIU's mission to educate the whole child.

We appreciate this opportunity to comment on the Pennsylvania application. We are in support of the grant application. Thank you for your consideration.

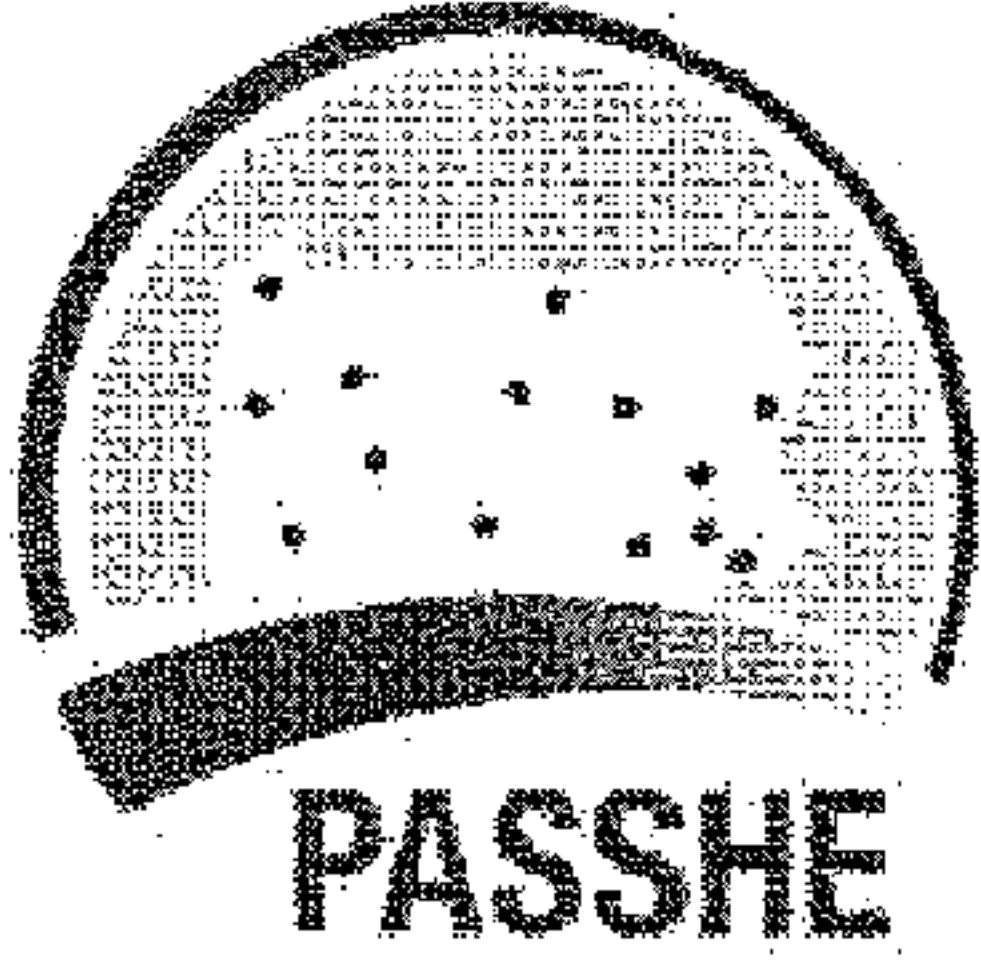
Sincerely,

A handwritten signature in black ink, appearing to read "John J. George".

John J. George, Ed.D.
Executive Director

1111 Commons Boulevard
P.O. Box 16050
Reading PA 19612-6050
610-987-BCIU (2248)
FAX 610-987-8400 | TTY 610-987-8401
www.berksiu.org

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Pennsylvania State System of Higher Education

Office of the Chancellor • Dixon University Center • 2986 North Second Street • Harrisburg, PA 17110-1201
717-720-4000 • www.pashe.edu

September 27, 2011

Honorable Gary D. Alexander
Secretary
PA Dept. of Public Welfare
P.O. Box 2675
Harrisburg PA 17105-2675

Honorable Ronald J. Tomalis
Secretary
PA Dept. of Education
333 Market Street
Harrisburg, PA 17126-0333

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development
and Early Learning
PA Department of Education
333 Market Street
Harrisburg, PA 17126-03

Dear Colleagues:

The Pennsylvania State System of Higher Education fully supports the Commonwealth of Pennsylvania's application for funding under the Race to the Top—Early Learning Challenge. Pennsylvania has made an unprecedented commitment to preK education over the past five years. The 14 universities that comprise the State System of Higher Education, with a long history in teacher education, are supportive of partnering with the Departments of Education and Public Welfare to ensure this commitment is realized in the opportunities for and achievements of students. Specific initiatives in which we currently are engaged, and will continue, include:

- Increasing the number and quality of teachers in high need and low performing school districts;
- Providing linkages between the higher education community and school districts to clarify expectations for the transition from high school to college, including the adoption of a rigorous curriculum aligned to the Common Core State Standards to promote student success;
- Increasing the quality and the diversity of the teacher workforce.

Pennsylvania's Race to the Top grant application to the U.S. Department of Education builds on strategies and practices the state has been using in our schools that have resulted in important and significant gains in student achievement of recent years. We believe that these strategies will accelerate the state's academic gains and deliver on the commitment that all children in the Commonwealth have access to an education that prepares them to be productive citizens and to succeed in a high-skills, globally-competitive, knowledge-based economy.

We are committed to supporting the state's efforts in this area. We believe that this ground-breaking opportunity will help position Pennsylvania to be a leader in education and prepare every Commonwealth student for success.

Sincerely,

John C. Cavanaugh, Ph.D.
Chancellor

Universities of the Pennsylvania State System of Higher Education
Bloomsburg • California • Cheyney • Clarion • East Stroudsburg • Edinboro • Indiana
Kutztown • Lock Haven • Mansfield • Millersville • Shippensburg • Slippery Rock • West Chester

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Community College of
Allegheny County
www.cac.edu

September 27, 2011

Community College of
Beaver County
www.ccbc.edu

The Honorable Ronald Tomalis
Secretary
Department of Education
Commonwealth of Pennsylvania
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Gary Alexander
Secretary
Department of Public Welfare
Commonwealth of Pennsylvania
1401 N. 7th Street, PO Box 2675
Harrisburg, PA 17110-2675

Bucks County
Community College
www.bucks.edu

Butler County
Community College
www.bc3.edu

Delaware County
Community College
www.dccc.edu

The Honorable Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Department of Education
Commonwealth of Pennsylvania
333-Market Street
Harrisburg, PA 17126-0333

Harrisburg Area
Community College
www.hacc.edu

Lehigh Carbon
Community College
www.lccc.edu

The Pennsylvania Commission for Community Colleges is pleased to offer its support of Pennsylvania's Race to the Top Early Learning Challenge Grant application. We believe Pennsylvania is uniquely poised to build on the high-quality and coordinated early education programs to provide greater access and responsiveness.

Luzerne County
Community College
www.luzerne.edu

Many early childhood students begin their education at the community college level with plans and/or opportunities to transfer to undergraduate programs and/or enter the early childhood field. The 14 community colleges awarded 644 degrees and certificates in early childhood for the most recent year in which data is available.

Montgomery County
Community College
www.mc3.edu

Pennsylvania will focus on serving high-needs children under its application. Specific emphasis will be in areas such as measuring outcomes and progress; promoting early learning and development outcomes for children; and making programs accessible to more children. Additionally, Pennsylvania will work to build an effective early childhood education workforce – a critical area for the partnership with community colleges and the state's four-year institutions.

Northampton
Community College
www.northampton.edu

Pennsylvania Highlands
Community College
www.pennhighlands.edu

Community College of
Philadelphia
www.ccp.edu

Reading Area
Community College
www.racc.edu

The Commission will assist the Department of Education in all possible ways to implement the early learning agenda. Please accept this letter as recognition of our full support for Pennsylvania's Race to the Top Early Learning Challenge Grant application.

Westmoreland County
Community College
www.wccc.edu

Sincerely,

Diane C. Bosak
Executive Director

Lehigh Carbon

COMMUNITY COLLEGE



Office of the President

September 22, 2011

Start ~~here~~
anywhere.

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, OCDEL

It is my pleasure to write this letter of support for the Race to the Top – Early Learning Challenge. The Teacher Education Department at Lehigh Carbon Community College is dedicated to providing quality education opportunities to the students that we serve.

The acquisition of this grant would allow us to further implement Governor Corbett's agenda for early education which is preparing children for school success. This initiative focuses on several major components that we feel are essential to obtaining our vision of providing leadership through the development of nationally-recognized programs, mentorship and advocacy for future educators in the communities they serve.

The primary goal of the Teacher Education Department at LCCC is to facilitate pre-service teachers by providing a model for teacher preparation that utilizes authentic experiences to complement relevant research and effective teaching practices.

In order to build a strong foundation for children, we feel that the move from an Early Learning program and Kindergarten needs to be a seamless transition. Through the development of an observation tool that focuses on measuring outcomes and progress, teachers will have the ability to effectively communicate the strengths, weaknesses, and needs of each child.

This grant would also provide the opportunity for children with high-needs to enroll in childcare centers that take part in Pennsylvania's Keystone STARS quality assurance program which requires increased staff qualifications, additional professional development opportunities for the teachers, a variety of family and community partnership activities, and stronger support in leadership and management.

We at Lehigh Carbon Community College fully support the Race to the Top – Early Learning Challenge and respectfully request that the coalition's grant application is given full consideration.

Sincerely,

A handwritten signature in cursive script that reads "Donald W. Snyder".

Donald W. Snyder
President

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



CARLOW
UNIVERSITY

Academic Affairs
Office of the Provost

P: 412.578.6072

F: 412.578.8710

September 26, 2011

Ron Tomalis, Secretary of Education

Gary D. Alexander, Secretary, Department of Public Welfare

Barbara G. Minzenberg, PhD, Deputy Secretary, Office of Child Development and Early Learning

Dear Mr. Tomalis, Mr. Alexander, and Dr. Minzenberg,

Carlow University is pleased to support Pennsylvania's proposal for a Race to the Top grant that will improve outcomes for children and families in Pennsylvania. Leaders in the Commonwealth have already created an infrastructure that can support a coordinated, high-quality early education system with a focus on children and families with high needs. We support Governor Corbett's early education plan that will prepare children for school success by measuring outcomes and programs in ways that support children's learning; making high-quality programs more accessible to children in need; promoting better outcomes for children through a Standards Aligned System; building an effective and highly qualified early childhood education workforce, and developing an efficient technology infrastructure to support program activities.

Carlow University has worked closely with the Office of Child Development and Early Learning (OCDEL) to support many of Pennsylvania's initiatives to improve the outcomes of early education and to assure a more qualified work force. These collaborations include the use of Gate Opener funding to adapt our course delivery system to meet the certification needs of early childhood professionals in existing programs and to improve the quality of the early education work force. Carlow helped to lead the development of articulation agreements between two and four year institutions that prepare early childhood professions to assure a smooth transition for transfer students and to reduce redundancy in our teacher preparation path for early educators.

Carlow is especially excited about Pennsylvania's proposal to create a statewide observational tool that will help kindergarten teachers identify learning needs of children and use that information to design curriculum and programs that meet children wherever they are and move them forward. This instrument will be incorporated into our teacher preparation programs and supports our own efforts to help teachers use observational assessment tools to plan curriculum and instruction in the early years.

Sincerely,

Margaret K. McLaughlin, Ph.D.

Provost and Vice President for Academic Affairs

Keystone College

One College Green, P.O. Box 50, La Plume, Pennsylvania 18440-0200



Alumni Hall

September 26, 2011

Ron Tomalis, Secretary
Department of Education
333 Market Street
Harrisburg, PA 17125

Gary D. Alexander
Secretary
Department of Public Welfare

Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development
and Early Learning

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

The Pennsylvania Office of Child Development and Early Learning (OCDEL) RTT Early Learning Challenge Grant application is comprehensive in scope and precise in designating the system components to implement an agenda, which will prepare children for school success. Each area addressed effectively aligns a systematic approach for ensuring high quality programming. Specifically focusing on collaborating with higher education to improve quality is a key ingredient for goal attainment.

Competency-focused, effective higher education preparation programs for pre-service teachers designed to achieve optimal developmental outcomes for young children are critical components for improving and sustaining high quality early childhood systems. Keystone College fully supports Pennsylvania's plan aimed at the development of a pre-service curriculum, which targets enhancing the educational experience through provision of in-depth theoretical knowledge in tandem with strategies for real-world application of theory in practice.

Keystone College has worked with OCDEL to provide input and support on a variety of initiatives, including the redesign of the Core Body of Knowledge; participation in the design of training modules for meeting the needs of Pennsylvania's English Language Learners; active engagement in OCDEL's quality-tiered reimbursement system; Diversity Institute; Gate Opener Project; and Career Development Workforce. These goal-oriented programs have as desired outcomes maintenance of quality, accountable programs that support developmental gains for children and effective professional development for practitioners.

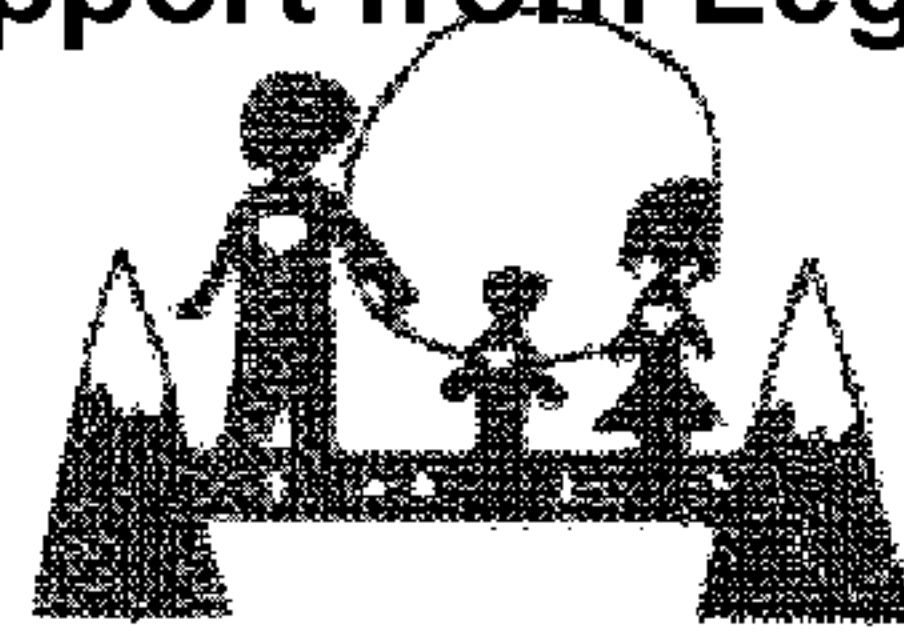
As a member of the Early Learning Committee, I offer my continued commitment, participation and support for the vision OCDEL has designed in the RTT Early Learning Challenge Grant application. It is a vision that will best serve Pennsylvania's children and families.

Sincerely,

(b)(6)

Frances G. Langan, Ed.D.
Professor and Chair
Division of Education

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Pennsylvania Partnerships for Children

Joan L. Benso, *President and CEO*

David S. Feinberg, *Chair of the Board*

116 Pine Street, Suite 430, Harrisburg, PA 17101-1244

September 26, 2011

The Honorable Gary D. Alexander, Secretary, Department of Public Welfare
The Honorable Ron Tomalis, Secretary, Department of Education
The Honorable Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning (OCDEL)

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg,

Please accept the support of Pennsylvania Partnerships for Children's (PPC) for Pennsylvania's Race to the Top – Early Learning federal grant application. PPC is the statewide, independent voice for children. We strive to improve the health, education and well-being of children and youth in the commonwealth.

For more than a decade, Pennsylvania has taken important steps to advance the school readiness of our children. PPC has been honored to work closely with state agencies to advance these important strategies. This application provides a unique opportunity to advance this work and more fully integrate our state's early learning efforts with our K-12 learning continuum. The outcome will surely be more children entering kindergarten ready for school and greater school success in later academic careers. As an organization that is focused on the learning of our state's citizens from birth to adulthood, we find the focus of the application to be both timely and strategic.

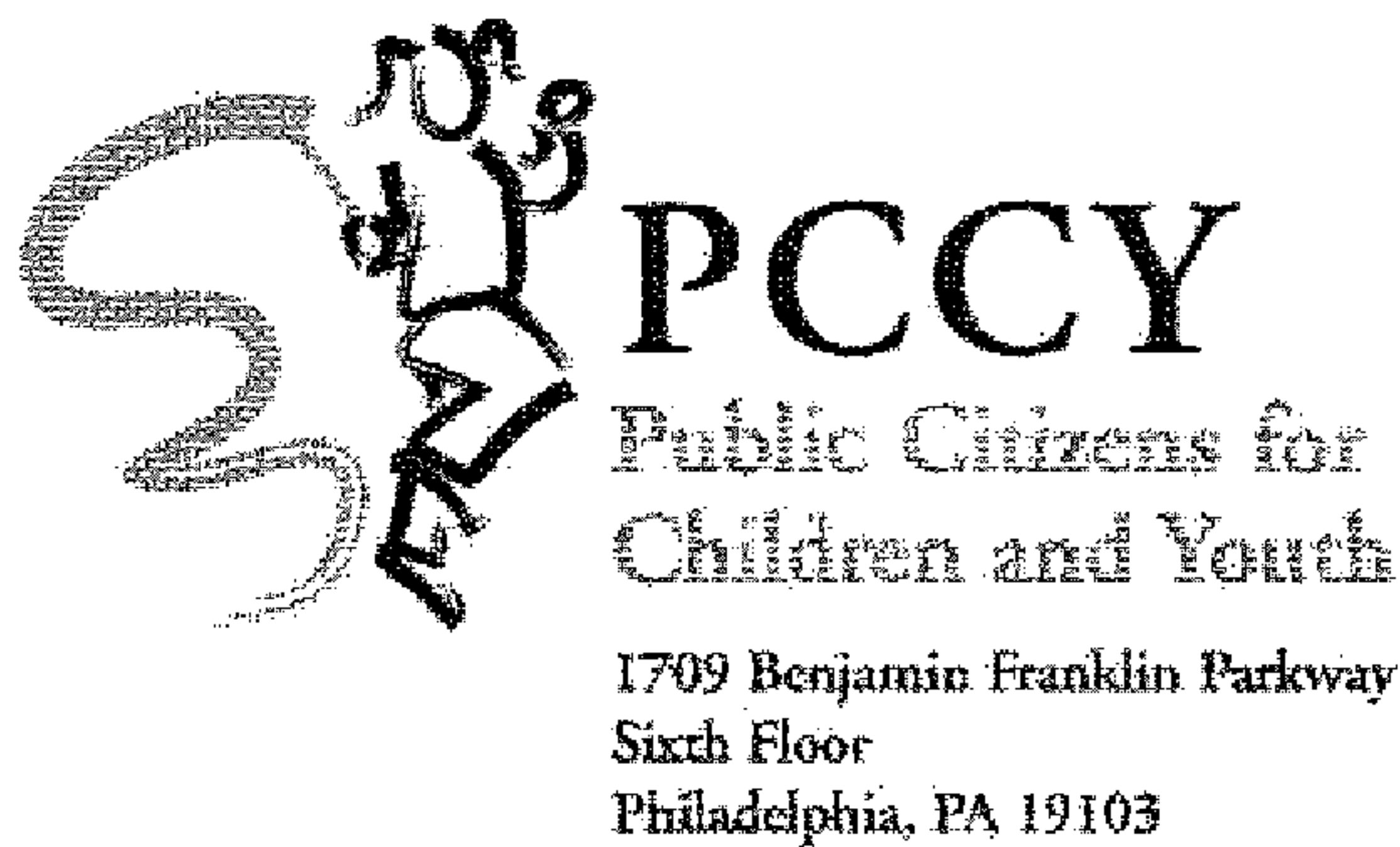
Our organization is particularly pleased to see the focus on kindergarten as a pivotal transition point in a child's learning and development in this application. A universal kindergarten assessment tool, integrated data collection, standards and assessments, coupled with greater collaboration between early learning providers and K-12 schools will have a profound impact on the education outcomes of Pennsylvania's children.

Thank you for the opportunity to comment on the Pennsylvania application for Race to the Top – Early Learning grant and to lend our support. We wish you the best of luck in your federal submission and offer our continued support in the years to come.

Sincerely,

Joan L. Benso
President and CEO

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, OCDEL
Departments of Education and Public Welfare
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

September 27, 2011

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg,

Public Citizens for Children and Youth (PCCY) works to improve the lives and life chances of nearly one million children and youth who call Southeastern Pennsylvania home. Since the mid-1990s PCCY has monitored the quality and availability of early learning opportunities in Bucks, Chester, Delaware, Montgomery and Philadelphia counties and worked closely with Administrations since that of Governor Ridge to improve children's school readiness. Having observed the evolution of Pennsylvania's early learning system during this period we believe the proposal for a Race to the Top Early Learning Challenge Grant is the right approach at the right time and wholeheartedly support it.

PCCY is gratified that the proposal builds on the strengths of Pennsylvania's existing early learning system, rather than reinventing it. At the same time the proposal reflects a realistic understanding of the system's current needs and the strengths of current the current administration.

As an independent non-profit organization PCCY stands at the nexus between early learning and K-12 education, between community-based early childhood education providers and school districts, and among school districts. We are particularly gratified that the proposal emphasizes the development of tools that will improve the continuity of teacher training, classroom practice, assessment, and data analysis and sharing across the Early Childhood Education and K-12 systems. These tools, some currently stronger than others, serve as connective fabric. They are what shape a number of discrete programs into a high quality early learning system that can help Pennsylvania's children achieve their full potential.

If there is anything I can do to assist the Commonwealth with these pursuits, please contact me.

Sincerely,

Christie Balka
Director, Child Care and Budget Policy

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



MISSION: READINESS
MILITARY LEADERS FOR KIDS

28 September 2011

The Honorable Ron Tomalis
Secretary of Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Gary D. Alexander
Secretary of Public Welfare
Pennsylvania Department of Public Welfare
333 Health and Welfare Building
Harrisburg, PA 17105

Dr. Barbara G. Minzenberg, Ph.D.
Deputy Secretary
Office of Child Development and Early Learning
Pennsylvania Departments of Education and
Public Welfare
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis; Secretary Alexander; Deputy Secretary Minzenberg:

MISSION: READINESS is a nonpartisan, national security organization of over 250 retired admirals and generals and other senior military leaders. We have come together to address recent data from the Department of Defense indicating that 75 percent of all young Americans between the ages of 17 and 24 are unable to join the military, primarily because they have either failed to finish high school, have criminal records, or are physically unfit. We are troubled by the likely impact that this will have on our future military preparedness. Our belief is that a shrinking pool of eligible recruits is a threat to our national security interests.

The retired military leaders of MISSION: READINESS recognize early learning as a tested strategy to help our next generation of Americans achieve personal and career success. National research has shown, time and time again, that participants in high-quality early care and education programs are more likely to graduate from high school and less likely to commit crime. Early learning is therefore key to providing young learners with a foundation for many options in adulthood, including a career in the military should they choose to pursue one.

As you know in the last five years Pennsylvania has gone from one of only nine states in the country not allocating any state funds for quality early care and education to a nationally recognized model consisting of high-quality early learning continuum programs. Programs like Pennsylvania Pre-K Counts, Head Start Supplemental Assistance, Keystone Stars and other components of this continuum are helping tens of thousands of at-risk 3- and 4-year-olds throughout the Commonwealth reach their full potential.

Therefore, it is our pleasure to offer this letter of support for the Commonwealth of Pennsylvania's application for Race to the Top – Early Learning Challenge. We applaud Pennsylvania's application for focusing on further building a high-quality continuum of early learning services by enhancing the system of measuring outcomes, progress, and accountability; making high-quality early learning programs accessible to more children with high needs; and further building an effective early childhood workforce.

As an organization of military leaders, we care deeply about our future military preparedness. We know that continued investments in high-quality early learning continuum programs like those found in Pennsylvania will assist in achieving that goal by getting young Americans the right start in life. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.

Respectfully submitted,

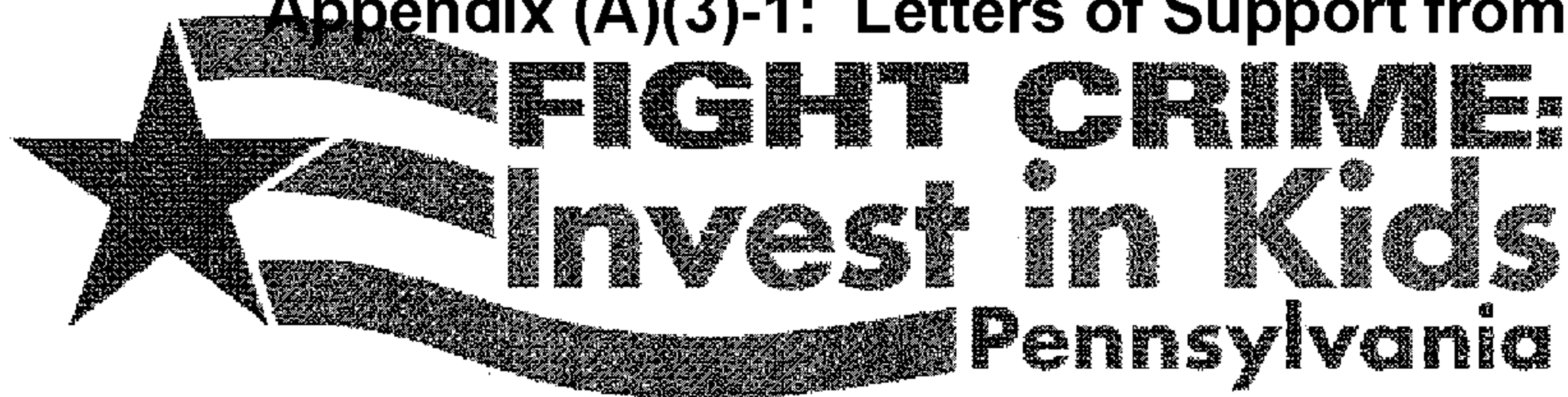
Stephen L. Doster
Pennsylvania State Director

300 North Second Street, Suite 1101
Harrisburg, PA 17101

717.233.1521

MissionReadiness.org

MISSION: READINESS is the nonprofit, bi-partisan organization of senior retired military leaders ensuring continued American security and prosperity into the 21st century by calling for smart investments in the next generation of American children.



Hundreds of Police Chiefs, Sheriffs,
Prosecutors, other Law Enforcement
Leaders, and Violence Survivors
Preventing Crime and Violence

State Director

Bruce R. Clash

September 27, 2011

The Honorable Ronald J. Tomalis
Secretary, Pennsylvania Department of Education
333 Market Street, 10th Floor
Harrisburg, PA 17126

The Honorable Gary D. Alexander
Secretary, Pennsylvania Department of Public Welfare
333 Health and Welfare Building
Harrisburg, PA 17105

The Honorable Barbara G. Minzenberg, Ph.D.
Deputy Secretary, Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretaries Tomalis and Alexander and Deputy Secretary Minzenberg:

I am writing on behalf of the members of FIGHT CRIME: INVEST IN KIDS *PENNSYLVANIA* to support the Commonwealth of Pennsylvania's Race to the Top – Early Learning Challenge Grant application.

FIGHT CRIME: INVEST IN KIDS *PENNSYLVANIA* is an organization of 225 police chiefs, district attorneys, sheriffs and other law enforcement leaders throughout the Commonwealth. Our members know from experience on the front lines of fighting crime and from decades of research that high-quality early learning programs are very powerful crime prevention tools. When at-risk kids have access to high-quality early learning beginning at birth and even prenatally through home visiting, they are far more likely to enter school ready to learn and graduate from high school, and far less likely to have early behavior problems and commit crimes as juveniles and adults. Since 2001, we have been pleased to play an important collaborative role in advocating for strategic investments to build Pennsylvania's early learning continuum alongside many organizations in the early childhood community and with the Office of Child Development and Early Learning upon its creation.

The body of research is clear that it is only high-quality programs—those that are characterized by numerous recognized standards—yield the crime prevention and taxpayer savings benefits that are shown to be attainable. We support the Corbett Administration's application, which in part focuses on increasing participation of early learning program providers in the Keystone STARS quality rating system so that more children can benefit from high-quality programs; enhancing teacher quality, since they are the foundation of the early learning system; and measuring childhood outcomes to support continued quality improvement.

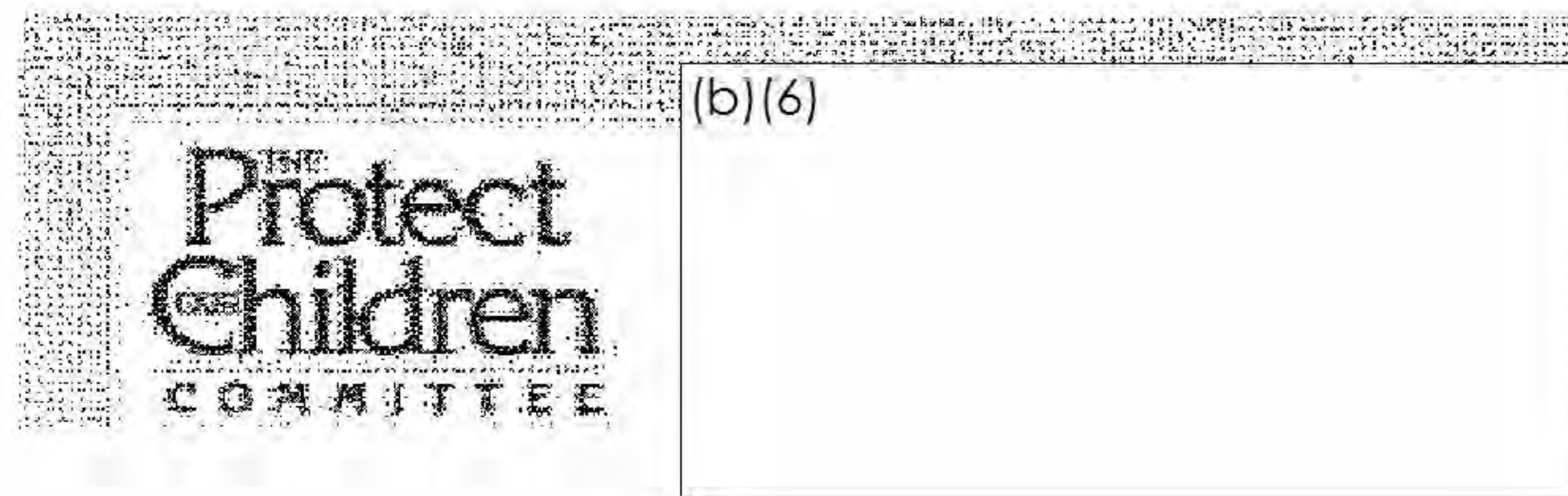
Thank you for your ongoing work on behalf of Pennsylvania's young children and families and for pursuing an Early Learning Challenge Fund grant to further the tremendous work that has been done already to build Pennsylvania's highly-regarded early learning system.

Sincerely,

Bruce R. Clash
State Director

300 North Second Street • Suite 1101 • Harrisburg, PA 17101 • Phone: (717) 233-1520 • Fax (717) 233-1976
www.fightcrime.org/pa

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 23, 2011

The Honorable Gary D. Alexander
Secretary, Pennsylvania Department of Public Welfare
Health & Welfare Building
Harrisburg, PA 17120

The Honorable Ron Tomalis
Secretary, Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The Honorable Barbara Minzenberg
Deputy Secretary, Office of Child Development and Early Learning
333 Market Street
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg:

As advocates and practitioners dedicated to improving maternal and child health outcomes and to preventing and treating child abuse, we fully support Pennsylvania's Race to the Top – Early Learning Challenge grant application.

We applaud the state's holistic approach to children and families. This holistic approach is reflected not only in the continuum of care and services envisioned, but also within the intentional pursuit of cross-systems communication, partnerships and accountability.

The Commonwealth's prevention-focused application demonstrates a comprehensive and coherent understanding of and commitment to defining and measuring school readiness and school success to include the physical and emotional well-being of the child.

Pennsylvania rightfully recognizes and emphasizes that early learning is dramatically influenced by the strength and quality of the parent-child bond as well as the overall continuum of care extended to infants and young children well before they enter the formal school setting.

This application continues the Commonwealth's rich legacy of bipartisan cooperation and leadership intended to increase the likelihood that every child will have the opportunity to be connected to quality health care, early childhood education, and nurturing permanent families.

This RTT-ELC application and Pennsylvania's most recent enacted budget provide further illustration of this bipartisan commitment to this state's infants and children. Despite dramatic fiscal pressures, the Commonwealth maintained its investment in evidence-based voluntary home visiting services (e.g., Nurse Family Partnership and Parents as Teachers)

Parents remain the first and primary teacher of children. Quality home visiting programs help to build the confidence and competence of parents through teaching them effective parenting skills and connecting parents to supportive services to promote school readiness, positive health outcomes, self-sufficiency and family stability.

The benefits of such programs are linked to a child's school readiness and success in school. The benefits, however, extend beyond the individual child and family as they work to strengthen our communities by helping to reduce the effects of crime, delinquency, and school dropout and failures.

The state's decision to maintain its state funding for evidence-based home visiting services and to remain eligible for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program reached beyond fiscal calculations to a willingness to raise the bar - inside and outside government – to ensure holistic opportunities and outcomes for this state's youngest learners.

This RTT-ELC application builds upon the state's wise investment and elevated expectations of itself by again recognizing evidence-based home visiting services as fundamental to reforming how Pennsylvania will nurture, educate and more fully prepare the workforce of tomorrow.

1 | Page - RTT-ELC Support Letter

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

We appreciate your continued leadership on behalf of this state's children, youth and families and stand ready to be of assistance as the state implements the MIECHV and RTT-ELC strategies.

Sincerely,

A Child's Place at Mercy
Mary Carrasco MD, Director
Joan Mills, Manager

Allegheny County Family Support Policy Board
Laurie Mulvey, Director

Allegheny Intermediate Unit
Betty Diamond
Tiffany Hill, Early Head Start Home Visitor
Amy Howard, Early Head Start Home Based Visitor
Bev Mannion, Director, Early Head Start
Linda Radvak, Site Director
Michelle Solarczyk, Home-based visitor
Darlene Sow, Site Director
Lori Zimmer, Program Director

Alice Paul House
Lou Ann Williams, Executive Director

American Academy of Pediatrics - PA Chapter
Suzanne Yunghans, Executive Director

Bucks County Housing Group
Carrie Schofield

Cameron County Family Center
Annetta Horning, Director

Central Susquehanna Valley Children's Advocacy Center
Dr. Pat Bruno, M.D., FAAP, Medical Director

Child Watch of Pittsburgh
Christopher P. Smith, Executive Director

Children's Advocacy Center of Lawrence County
Sue Ascione, Executive Director

Children's Alliance Center/CASA of Berks County
April Reed Schmehl, Vice President

Children's Coalition of the Lehigh Valley
John Reynolds, Chairperson

Community Prevention Partnership of Berks County
Cheryl M. Guthier, Executive Director

Community Services for Children
Jane Ervin, CEO

Crime Victim Center of Erie County
Paul A. Lukach, Executive Director

Crisis Shelter of Lawrence County
Dayna Shaw Sear, Executive Director

Duquesne Family Center
Nikisha Cunningham, Site Director

Erie Family Center for Child Development
Colleen Masi, Director

Family and Community Service of Delaware County
Alan Edelstein, Executive Director

Family Service of Montgomery County
Mark Lieberman, Executive Director

Family Services of Western PA
Julie Cawoski, Program Coordinator

Fight Crime: Invest in Kids – Pennsylvania
Bruce Clash, State Director

Greene County LEARN Team
Amy Switalski, CCIS Director

HAVIN
Jo Ellen Bowman, Executive Director

Healthy Family Partnership
Teresa McCloskey, Program Manager

Home Nursing Agency
Lisa Ritchey, Nurse Family Partnership Director

Lakeside Girls Academy
Patricia Farraday, Case Manager

Lehigh Valley Health Network
Elaine Donoghue, MD, Vice Chair, Dept of Pediatrics

Luzerne County Office of Human Services
Joe DeVizia, Director

Maternal and Family Health Services
Bette Cox Saxton, President and CEO

Maternity Care Coalition
JoAnne Fischer, Executive Director
Letty Thall, Policy Director

McKean County Family Centers
Lee Sizemore, Director

McKeesport Family Center
Laura Bosnak Thompson, Site Director

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

McKeesport First Steps Parenting Program
Monica A. Hancharik, Site Director

Mercer County Family Center
Sheri Valimont, Director

Monessen Family Center
Amy Bukowski
Diane Churby, Coordinator

National Association of Social Workers – PA Chapter
Jenna Mehnert, Executive Director

National Nursing Centers Consortium
Katherine K. Kinsey, Administrator

Network of Victim Assistance
Barbara Clark, Executive Director

Nurse-Family Partnership National Service Office
Tara Dechert, Program Developer

PA Chapter Childrens Advocacy Centers & Multidisciplinary Teams
Alison Gray, Director

Pennsylvania Coalition Against Rape
Delilah Rumburg, CEO

Pennsylvania Community Providers Association
Connell O'Brien, Policy Specialist

Pennsylvania Council of Churches
Rev. Sandra L. Strauss, Director of Public Advocacy

Pennsylvania Parent Information and Resource Center
Becky Blue, Early Childhood & Family Development
Program Manager

Pennsylvania Perinatal Partnership
Liz Werthan

People's Emergency Center
Joe Willard, Vice President for Policy

Philadelphia Children's Alliance
Chris Kirchner, Executive Director

Prevention Research Center at Pennsylvania State University
Mark Greenberg, Director

Protect Our Children Committee
Cathleen Palm, Executive Director

Scranton Family Center/EOTC
Sharon McCrone, Ph.D., Executive Director
Dr. Ruth A. Connolly, Development Director
Teresa Cagnetti, Resource Director
Carlene Gula, Program Manager

Saturnina Olmedo, Team Leader - Promoting Responsible
Fatherhood

Marge Pietrowski, Program Manager
Kristy Ryczak, Team Leader
Angela Seibert, Program Coordinator

Steel Valley Family Center
Mary G. Paull, Site Director

Southwestern Pennsylvania Human Services, Inc.
Jessica Anderson, Teacher
Kim Egidi, Supervisor
Linda Fafalios, Director SPS Child Learning Center
Mary Anna Pitner, Group Supervisor

Success By 6/United Way of Mifflin-Juniata
Cristy Yoders, Coordinator

The Bradley H. Foulk Children's Advocacy Center of Erie County
Michael T. Gaines, Executive Director

Victim Services Inc.
Wanda Vavrek, Executive Director

Women Organized Against Rape
Carole Johnson, Executive Director

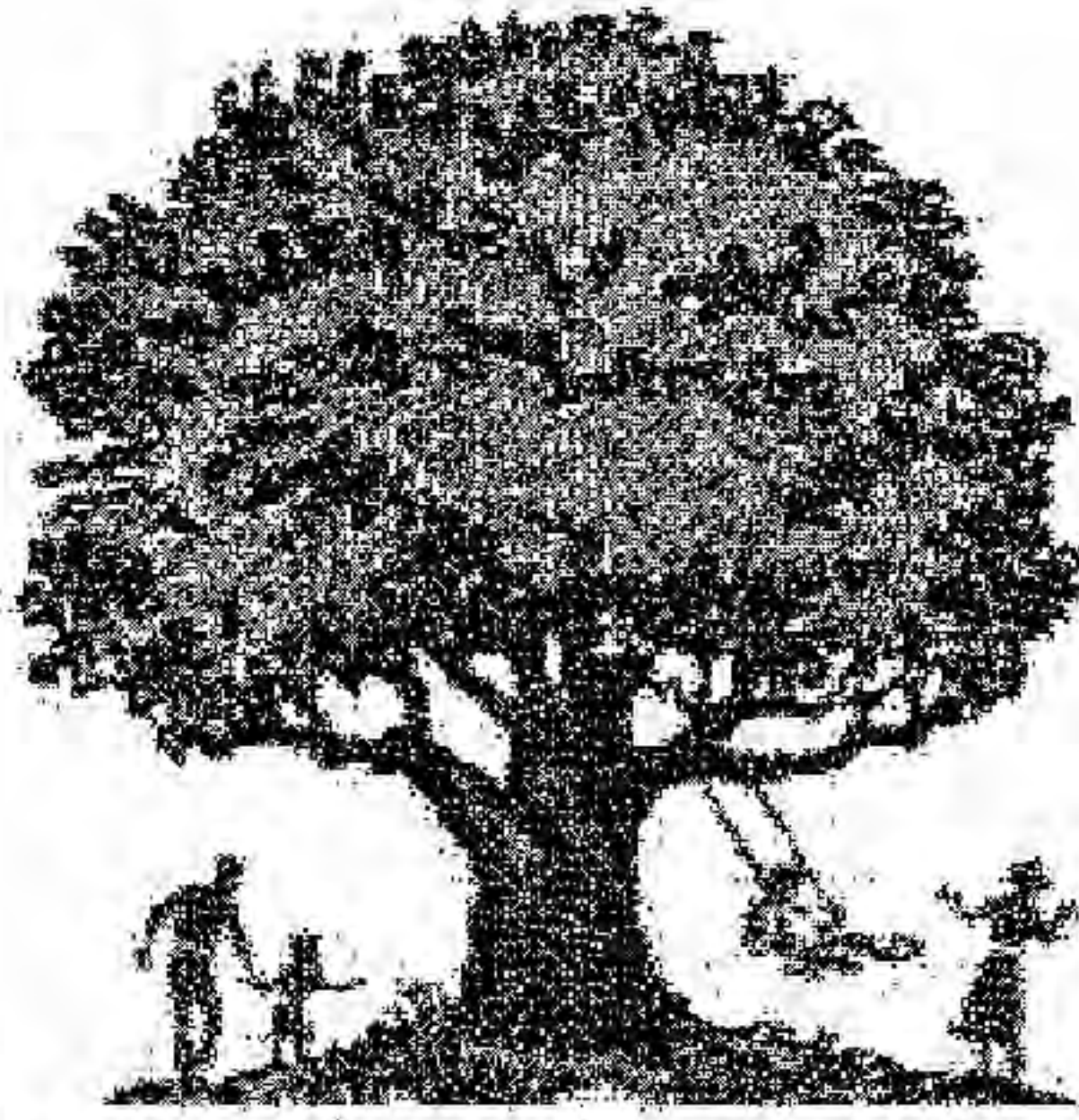
Women's Services, Inc.
Bruce Harlan, Executive Director

York County Children's Advocacy Center
Deborah Harrison, Executive Director

INDIVIDUALS

Rev. Aaron Anderson (York County)
Dara Burns (Bucks County)
Angie Cumberledge (Armstrong County)
Linda Ehrlich (Allegheny County)
Karen Ernst (Carbon County)
Karen Fitch (Allegheny County)
Deborah Forsythe (Columbia County)
Margaret Boyce Furey (Montgomery County)
Ann Goins
Georgia Hernandez (Allegheny County)
Melodi Janosko (Allegheny County)
Kristy Lipkin (Armstrong-County)
Pamela Long (Allegheny County)
John Pietrowski (Lackawanna County)
Patricia Sonne (Northampton County)
Sara Stitt (Armstrong County)

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Barbara G. Minzenberg, Ph.D.
Executive Director
Carrie L. Collins
Program Manager

PENNSYLVANIA CHILDREN'S TRUST FUND

DEPARTMENT OF PUBLIC WELFARE
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING
333 MARKET STREET, 6TH FLOOR
HARRISBURG, PA 17126-0333
Toll-Free: 1-800-833-5196
Fax: 717-346-9330

BOARD MEMBERS:
Frank P. Cervone (Chair)
Linda Rich (Vice-Chair)
Glen Bartlett, M.D., Ph.D.
Representative Louise Bishop
Susan Eckert
Carole Haas Gravagno
Harry Hamilton, Esq.
Senator Bob Mensch
Representative Dan Moul
Representative Dennis O'Brien
Barbara Spencer
Senator Kim Ward
Senator LeAnna Washington

September 27, 2011

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

On behalf of the Children's Trust Fund Board, I would like to express my strong support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. The Children's Trust Fund Board was established in Pennsylvania law to administer and award grants to community-based programs for the direct provision of services for child abuse and neglect prevention.

Your proposal will better prepare the Commonwealth's children for success at school and in life. Your proposed programs will build on the existing infrastructure of the Office of Child Development and Early Learning (OCDEL) through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, documented positive outcomes for children. Most importantly to the Trust Fund Board, you are focused on serving children with high needs – those who face the challenges of a stable life, be it financially, developmentally or otherwise.

Building and improving upon Keystone STARS, Pennsylvania's voluntary quality rating improvement system, is an important piece of your application. The Board appreciates the success OCDEL and the Office of Children, Youth and Families have accomplished to ensure foster children are enrolled in Keystone STARS programs where it is available. Including additional programs in STARS will build on this work by allowing more high-need children to participate in quality early learning programs. More children will be able to enter kindergarten ready to learn.

We are also pleased with the tools and capacity focused on family engagement. The "Guiding Parents Smoothly" tool and other engagement work are crucial to ensuring that parents will become involved in their children's lives in a positive way. It is exciting to see that OCDEL plans to collaborate with a large number of groups to share this information with Pennsylvania parents so children will be better prepared for school success. This high level of parent involvement will help reduce risks to children, which is one of the main goals of the Trust Fund Board.

I wish you the best for a successful application. The Board knows your proposal will lead to a positive impact on children with high needs and their families.

Very truly yours,

(b)(6)

Frank P. Cervone
Chair, Children's Trust Fund Board

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I am writing on behalf of the Keystone STARS Advisory Committee in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

The Keystone STARS Advisory Committee is a collective group of stakeholders representing rural, suburban, and urban communities as well as the state's diversity (ethnic origin, culture, gender, age, etc.). The Committee works collaboratively with the Office of Child Development and Early Learning (OCDEL) to provide recommendations regarding the Keystone STARS program and assist in the development of program protocols, tools and resources to strengthen the quality of early learning programs in the commonwealth.

We are very excited to be a participating state agency in the Early Learning Challenge grant application and we know this grant is an excellent opportunity to further our partnership with OCDEL. The Keystone STARS Advisory Committee will serve in an advisory capacity to OCDEL on implementation of the grant proposal through our regular meetings and ad hoc sub-committee meetings. In addition, at our regular meetings, the Committee will receive updates and reports from OCDEL on the status of their proposal and we will provide recommendations and advice for implementation.

The Keystone STARS Advisory membership is pleased that this grant will provide an opportunity to expand Keystone STARS to additional provider types to ensure that more of Pennsylvania's children can benefit from a high quality early education system. As our members are fully engaged in the early learning community, we understand the importance of high quality early learning to demonstrate positive outcomes for children, especially those serving high-need populations.

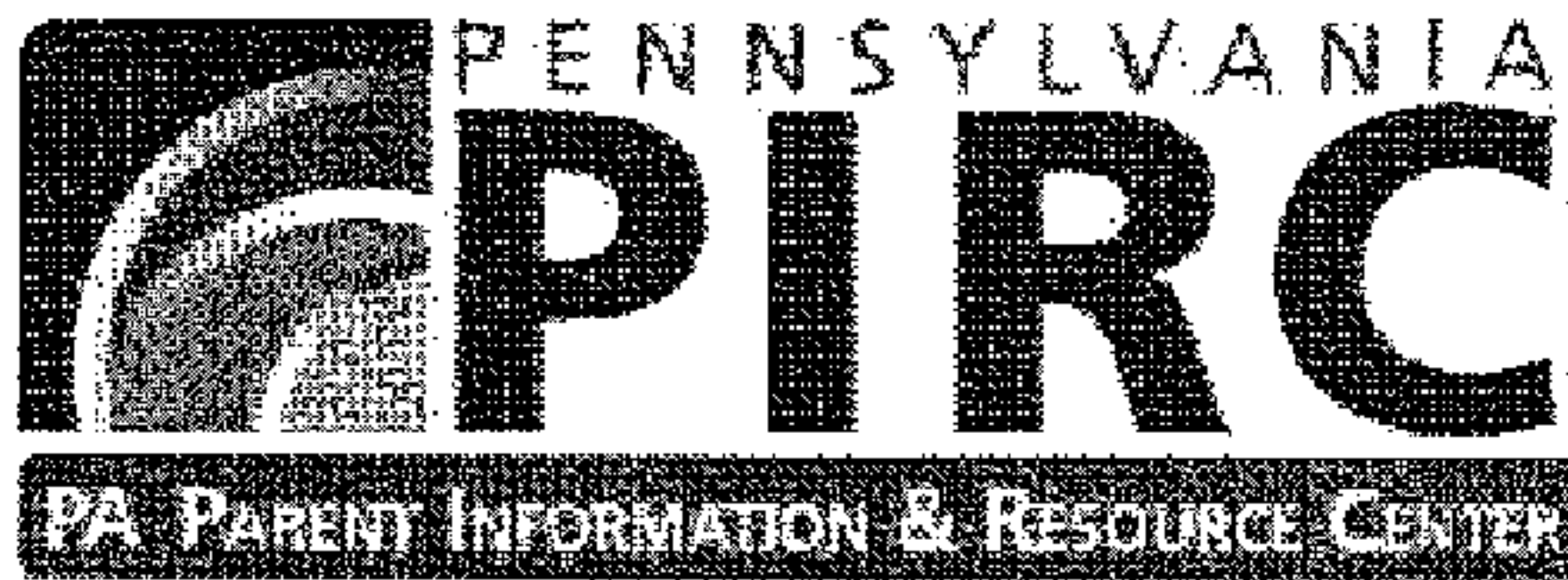
The Keystone STARS Advisory Committee looks forward to working closely with OCDEL on implementation of the grant proposal, should Pennsylvania's application be successful. On behalf of the Keystone STARS Advisory Committee, I wish you the best for a successful outcome.

Sincerely,

(b)(6)

Patrick Webster
Chair, Keystone STARS Advisory Committee

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 28, 2011

Ron Tomalis, Secretary
Department of Education

Gary D. Alexander, Secretary
Department of Public Welfare

Barbara G. Minzenberg, Ph.D., Deputy Secretary
Office of Child Development and Early Learning (OCDEL)

Dear Sirs and Madam:

As the Director of the PA Parent Information & Resource Center (PA PIRC), I offer my wholehearted support for the application submitted by the Pennsylvania Departments of Public Welfare and Education, Office of Child Development and Early Learning (OCDEL) for Race to the Top—Early Learning Challenge funding to support its comprehensive plan to strengthen Pennsylvania's program to prepare its youngest learners for educational success. PA PIRC's mission is similar to OCDEL's in terms of providing information, resources and support for families in high-needs communities in order that they can be fully and effectively involved in their children's education. Because PA PIRC houses the Parents as Teachers (PAT) state leader office that coordinates the certification process for PAT trainers across the state, its target population is similar to that of OCDEL. Consequently, for many years a close working relationship has existed between OCDEL and PA PIRC, the strength of which has created ongoing opportunities for collaboration to provide essential resources and support for families in high-need communities to assist them in their efforts to ensure that their children possess the necessary skills for a smooth transition to kindergarten. This relationship promises to assist OCDEL in its efforts to reach the large numbers of Pennsylvania's parents as specified in its Race to the Top application.

It is evident that OCDEL's proposal for Race to the Top funding will, if approved, result in creating a comprehensive, exemplary early education program that will not only contribute significantly to the long-term success of Pennsylvania's high-needs children, it will serve as a model deserving of replication on a national level as well.

Sincerely,

Mark S. Lewis, Ed.D.
Director
PA Parent Information & Resource Center

Kiwanis

Pennsylvania District

2793 Old Post Road, STE 12
Harrisburg, PA 17110-3683

September 21, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

On behalf of the Pennsylvania District of Kiwanis International, I am writing in support of Pennsylvania's Race to the Top – Early Learning Challenge Grant Application. The mission of Kiwanis is "Young Children – Priority One" because we believe that investing in our youngest learners is not only the right thing to do, but also the best way to ensure school success.

There are over 5000 Kiwanians in over 200 different clubs in the PA District of Kiwanis International. We believe that by strengthening Pennsylvania's early learning system both our schools and our communities will benefit. Specifically, we know that a quality early learning system, with proven results, will help Pennsylvania communities attract skilled workers and new businesses.

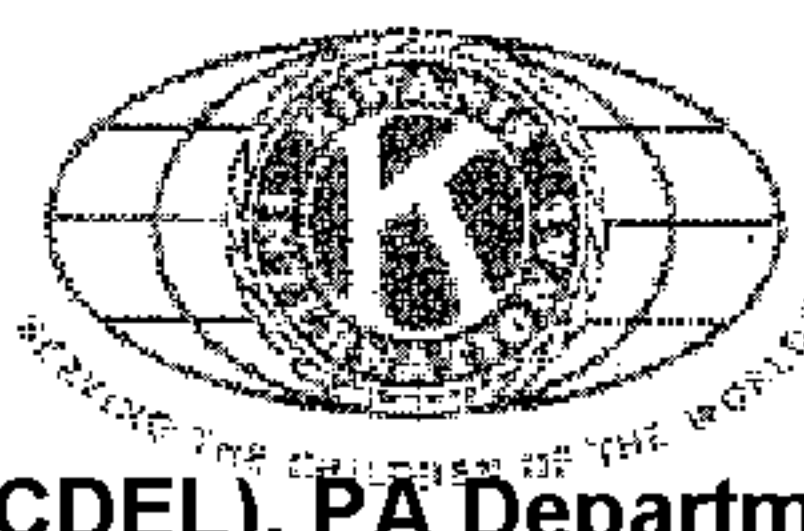
We work and volunteer in our local communities and know that the focus on serving children and families with high needs is important. High-quality early education programs have proven to be successful and this application builds on PA's existing system to better prepare our youngest learners for school success while creating a pipeline of workers with the skills needed for America to stay competitive in the global marketplace.

Thank you for the opportunity to write this letter on behalf of your application.

Sincerely,



Kevin Thomas, Executive Director
Kiwanis International Pennsylvania District



PCPA



Pennsylvania
Community
Providers
Association

Building 3, Suite 200 ▶ 2101 North Front Street ▶ Harrisburg, PA 17110-1063
Tel: 717-364-3280 ▶ Fax: 717-364-3287 ▶ www.paproviders.org

September 19, 2011

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara Minzenberg, Deputy Secretary for the Office of Child Development and Early Learning
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania

Dear Secretaries Tomalis, Alexander and Minzenberg:

The Pennsylvania Community Providers Association (PCPA) wants to express our strong support for the Pennsylvania's Departments of Education and Public Welfare and its joint Office of Child Development and Early Learning (OCDEL) in their application for the Race to the Top Early Learning Challenge Grant. We are pleased that the OCDEL Early Learning Standards contain the essential key learning area of Social Emotional Development which promotes the young child's formation of healthy self-concept, self-regulation, and appropriate relationships with adults and other children. This attention to a child's early development will serve to prevent future social emotional challenges and promote good mental and emotional health. In the Race to the Top-Early Learning Challenge Grant application, Pennsylvania will extend an established and effective tiered quality system to additional programs, and thus, the key Early Learning Standards. OCDEL in their continued partnership with community early care and education providers will also propose to further build the quality of our early education workforce. PCPA and its members recognize that our youngest children will greatly benefit in both the short and long term from the expanded services and professional development supported by this proposal.

The Pennsylvania Community Providers Association is a state association representing over 200 community-based agencies that provide mental health, intellectual disability, education, Early Intervention, and other human services. Our association and its members are increasingly working in partnership with the Office of Child Development and Early Learning. Our members have participated in the implementation of a range of innovative community education and pre-school based services that enable students age 3 through transition with challenging behaviors and developmental challenges to successfully engage in the life and opportunities of their communities and families. Most recently PCPA has worked with OCDEL to promote resiliency by expanding the use of the evidence based Positive Behavior Intervention and Support and Parent Child Interaction Therapy models to meet the social and emotional needs of all students and to enhance their academic and social success. We are committed to supporting the state's efforts in this area. We believe that this ground-breaking opportunity will help position Pennsylvania to be a leader in early childhood education and prepare every commonwealth student for success.

Sincerely,

George J. Kimes
Executive Director

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



...the power of social work

Jenna Mehnert, MSW
Executive Director

Gwen Phillips, LCSW
President

September 22, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minsenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Dear State Officials,

Significant bodies of research outline clear evidence that high-quality early education programming has a dramatic impact on a child's future academic success. As professional social workers, we believe that education is the great equalizer of disenfranchised children. Millions of young people are underserved or simply not served by the public educational system. About 30 percent of children who start first grade do not finish high school. Of those who complete 12th grade, many do not enter the labor market successfully. Too many children are slipping through the cracks. Through the promotion of early learning and development outcomes for children, there is an opportunity to provide competent and accountable education to the youngest learners.

According to educational reform expert, Jonathan Kozol, America's public education system is more segregated today than it was in the 1960's. Funding for public schools alone is the not the solution to addressing educational inequalities for poor, minority and disabled children. We must create clear measures that reach beyond test scores to truly determine if policymakers are using the right approach to successfully educate all children. There are many forces shaping public education beyond the best interest of each child, and only through clear accountability via outcome data can investments be appropriately directed. Your application's proposal for the development and implementation of a kindergarten entry outcomes reporting tool is essential to collect information which can be used to inform teacher instruction and provide information to parents, community leaders and elected officials about program outcomes.

As a profession of individuals who work in the delivery of direct practice social and mental health services, we fully appreciate the critical issue of a prepared workforce. Early childhood education is just that, education. For services to be as effective as possible and resources best utilized, professionally educated and trained early childhood educators need to be employed. Pennsylvania has demonstrated a strong commitment to building a highly qualified early childhood education workforce over the previous eight years, and the continued focus on this critical need resonates strongly with NASW-PA.

Each child deserves the tools and resources to have the brightest future. To that end, the 6,000 plus members of the National Association of Social Workers, Pennsylvania Chapter (NASW-PA), strongly support the Pennsylvania Department of Education's Race to the Top-Early Learning Challenge grant. The right to high-quality education for each child is a mountain we must all climb together for the best future for the Commonwealth and our nation.

Sincerely,

(b)(6)

Jenna Mehnert, MSW, ACSW

425 North 21st Street, Suite 401, Camp Hill, PA 17011-2223
717-232-4125 • Fax: 717-232-4140 • exec@nasw-pa.org • gwin.phillips@verizon.net • www.nasw-pa.org

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Pennsylvania Chapter

September 26, 2011

Pennsylvania Chapter

Rose Tree Corporate Center II
1400 N. Providence Road
Suite 3007
Media, PA 19063-2043
Phone: 484/446-3000
800/337-2227
Fax: 484/446-3255
Email: paaap@paaap.org
www.paaap.org

Executive Board

President

Jamie Calabrese, M.D., FAAP
Email: jcalabrese@zap.net

Vice President

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Trina Peduzzi, M.D., FAAP
Email: peduzzit@yahoo.com

Immediate Past President

David Turkewitz, M.D., FAAP
Email: dturkewitz@wellspan.org

Executive Director

Suzanne Yunghans
Email: svunghans@paaap.org

Ron Tomalis, Secretary, PA Department of Education
Gary D. Alexander, Secretary PA Department of Public Welfare
Barbara G. Minzenberg, PhD, Deputy Secretary, Office of Child Development
and Early Learning (OCDEL)
Harrisburg, PA

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

On behalf of the Pennsylvania Chapter of the American Academy of Pediatrics and its 2200 member pediatricians, I am pleased to support your Race to the Top – Early Learning Challenge grant application. This application continues and expands the legacy of recognition and investment in Pennsylvania's young children. We applaud the integration of quality health, early brain development, early care and education and parent support and engagement that is evidenced in this application.

The Pennsylvania Chapter AAP has long been a partner with the PA Depts of Public Welfare and Education, providing health and safety training to early care and education programs since 1998. Our collaboration has brought thousands of training hours to the workforce on infection control, sanitation, preventive health, healthy menu planning, child abuse recognition/reporting, active play – all topics that improve the quality of young children in out of home care. In addition, we have a long history of collaboration with the Department of Public Welfare – Office of Medical Assistance Programs to educate, share community resources and improve the quality of health care provided to children in primary care practices. These public/private partnerships reflect our joint mission to assure that infants, children and adolescents in this Commonwealth are nurtured, educated and protected in order to develop to their full potential.

The Pennsylvania Chapter AAP is committed to partnering with OCDEL in the C-2, Comprehensive Assessment Systems section of this RTT-ELC application. Our efforts will be focused on improving early developmental screening in the primary care medical setting, referral to early intervention and on-going bi-directional communications. We will utilize our Educating Practices In their Communities (EPIC) model to bring a clinician and an Early Intervention specialist into primary care practices to provide education and tools for practice quality improvement. We anticipate reaching 300 primary care practices and approximately 3000 health care professionals throughout the 3-year grant cycle. As a stakeholder, we commit to partnering with OCDEL by:

- serving as a key stakeholder in this project
- utilizing the EPIC model to bring education, community resources and links to Early Intervention to primary care practices
- collaborate on materials/tools to increase communication and effective early identification of, and services provided to, young children

We support your effort in this application and look forward to continued collaboration.

Sincerely,

A handwritten signature in cursive script, appearing to read "J. Calabrese".

Jamie Calabrese, MD, FAAP
President

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



PA-AIMH
Pennsylvania Association for
Infant Mental Health

September 21, 2011

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara Minzenberg, Deputy Secretary for the Office of Child Development and Early Learning
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania

Dear Secretaries Tomalis, Alexander and Minzenberg:

The Pennsylvania Association for Infant Mental Health (PA-AIMH) wants to convey our support for the Pennsylvania's Departments of Education and Public Welfare and its joint Office of Child Development and Early Learning (OCDEL) in their application for the Race to the Top Early Learning Challenge Grant. Given the mission of PA-AIMH our members are very supportive of how OCDEL has inter-woven Social Emotional Development into the Early Learning Standards for Pennsylvania. In addition, OCDEL, in conjunction with OMHSAS, implemented an Early Childhood Mental Health Advisory Group (ECMH) that included a multidisciplinary group of stakeholders from across the Commonwealth who developed a set of ECMH competencies and other recommendations for Pennsylvania to improve early childhood mental health. These efforts have represented the primary methods for setting an agenda to improve our ability to promote early childhood mental health, prevent the development of mental health problems in high risk groups, and develop interventions for young children and their families with mental health problems. While these efforts have been productive, there remain significant needs still unaddressed to support the social and emotional development of all children, as well as, the further development of the full range of the early care and education work force. PA-AIMH clearly recognizes the benefit of Pennsylvania participating in the Race to the Top Early Learning Challenge Grant for our youngest children and will support Pennsylvania in their efforts.

PA-AIMH is a newly formed state association that was organized to operate exclusively for scientific, charitable and educational purposes: to promote the healthy social, emotional, cognitive, and physical development through supportive and nurturing relationships. Many of our members have worked with Pennsylvania for a number of years through our physical health, behavioral health, and early childhood education system to support PA-AIMH's mission. PA-AIMH has applied to be an affiliate of the World Association of Infant Mental Health and organizes an annual Pennsylvania Infant Mental Health Conference. Again, PA-AIMH is committed to supporting the state's efforts in this area.

Sincerely,

Robert T. Gallen, Ph.D.
PA-AIMH Board President
Licensed Clinical Psychologist
Associate Professor of Psychology at Chatham University
ZERO TO THREE Academy Member

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 27, 2011

To: Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Subject: Letter of Support for Early Learning Challenge Application

The Center for Child and Family Studies (CCFS) at WestEd is collaborating with the Pennsylvania Office of Child Development and Early Learning (OCDEL) to build an effective early childhood education (ECE) workforce and offers this letter of support for Pennsylvania's Early Learning Challenge Application. Specifically, WestEd supports the OCDEL's research-based core body of knowledge for infant-toddler practitioners, consistent with the Program for Infant/Toddler Care¹ (PITC) policies, with three levels of competencies mapped to a career pathway.

Pennsylvania has recently demonstrated its commitment to building an effective infant-toddler workforce through two statewide professional development activities WestEd conducted for the OCDEL. Earlier this year, CCFS provided five days of intensive training for 50 members of the Infant-Toddler Specialist Network, covering topics included in the PITC Modules: Social-Emotional Growth and Socialization; Caregiving Routines as Curriculum; Learning and Development; and Culture, Family and Providers. This seminar emphasized the links among exemplary practice, program guidelines and early learning standards. The Infant-Toddler Specialist Network includes representatives from various state systems organized and trained to provide technical assistance, consultation and professional development to ECE professionals and families to support the healthy development of infants and toddlers.

During the statewide symposium, "A Brighter Tomorrow—Cultivating Infants' and Toddlers' Social Emotional Development," I delivered a keynote address to 400 ECE professionals on the positive impact of responsive nurturance on brain development, self regulation, executive function, and learning. I also conducted two workshops focused on language development, attachment, and the PITC's essential policies. The presentations offered practitioners (early interventionists, home visitors, teachers and administrators) an opportunity to deepen their understanding of key content from the *Pennsylvania Learning Standards for Early Childhood*.

WestEd applauds Pennsylvania's comprehensive approach to promoting the well-being and development of infants and toddlers and the progress your state has made in bringing together its early childhood community to keep building the momentum. We look forward to an ongoing partnership with OCDEL to support Pennsylvania's early childhood educators in developing their knowledge and skills within a system of high-quality services that aims to improve outcomes for all young children and promote school readiness.

Sincerely,

A handwritten signature in black ink that reads "Peter L. Mangione". The signature is written in a cursive style.

Peter L. Mangione, Ph.D.
Co-Director, Center for Child and Family Studies

¹ The PITC, collaboratively developed 25 years ago by WestEd and the California Department of Education (CDE), is the most widely used training system for infant and toddler teachers in the United States. In 2002 the National Center for Children in Poverty selected PITC as a model initiative to support infants, toddlers, and their families. Over 7,500 trainers, college faculty, and program directors from all 50 states have attended one or more PITC training modules since 1990. PITC staff has worked with representatives of 19 states to develop statewide or regional infant/toddler training systems.

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



FRED ROGERS CENTER
for early learning and children's media
at Saint Vincent College

September 26, 2011

Mr. Ron Tomalis

Secretary, Pennsylvania Department of Education

Mr. Gary D. Alexander

Secretary, Pennsylvania Department of Public Welfare

Barbara G. Minzenberg, Ph.D.

Deputy Secretary, Pennsylvania Office of Child Development and Early Learning

Dear Mr. Tomalis, Mr. Alexander, and Dr. Minzenberg:

The Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College enthusiastically supports Pennsylvania's Race to the Top -- Early Learning Challenge Grant application. Based on the correspondence between our own work and elements of the Commonwealth's application, we have a special interest in Pennsylvania's plans to promote early learning and development outcomes through high-quality standards and through engagement with and support for families.

The Rogers Center is focused on supporting digital media literacy for early childhood educators and families. As exemplified by Fred Rogers' own work, our emphasis on digital media literacy asserts that technology and media, when used creatively and responsibly, are powerful tools for learning and social-emotional development. To set the foundation for this work, the Rogers Center has partnered with the National Association for the Education of Young Children on a national position statement on technology, interactive media, and early learning. We also are set to launch, early in 2012, a new website containing media-based resources in early literacy and media literacy for teachers, home-based providers, and families. We hope to work closely with the Pennsylvania Office of Child Development and Early Learning to align, in a systematic way, what we know about developmentally appropriate uses of digital media with standards for early learning program quality and child outcomes. Just as Pennsylvania already serves as a national model of quality and commitment in early learning, our hope is that, by working together, the model will encompass strategies for uses of technology and media to support quality standards.

Thank you for all you do for Pennsylvania's young children and their teachers, families, and other caregivers. The Fred Rogers Center endorses your Early Learning Challenge plan, and we look forward to the opportunity to help advance your visions.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Rita Catalano', written in a cursive style.

Rita Catalano
Executive Director
Fred Rogers Center

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



September 23, 2011

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I am writing on behalf of Teaching Strategies in strong support of Pennsylvania's Race to the Top -- Early Learning Challenge grant application.

Teaching Strategies is an educational publishing company that serves the early childhood community exclusively, bringing curriculum, assessment, professional development, and family connection resources to programs serving children from birth through kindergarten. Our mission is to provide the most effective early education resources to support the critically important work of early childhood educators.

I am excited about Pennsylvania's new approach to child outcomes reporting, which will allow early learning providers to choose a reliable, evidence-based outcome reporting tool. We are committed to supporting the effort to create a standards-based framework in which the Commonwealth receives consistent information on each child's learning and development.

This work has the potential for supporting national efforts to create a uniformed framework for child outcome reporting which brings together a suite of tools. We are excited to partner with the Office of Child Development and Early Learning, along with other companies, to realize the goal of providing teachers, parents and program administrators with timely and useful information that supports the learning and development of all children, especially those with high-needs.

I am certain Pennsylvania's application will lead to more children entering kindergarten ready to learn, and wish you the best for a successful outcome in your application.

Sincerely,

A handwritten signature in black ink, appearing to read "Grant Davies", is written over a light blue horizontal line.

Grant Davies
CEO

Teaching Strategies, Inc.
(301) 785-9730
grantd@teachingstrategies.com

7101 Wisconsin Ave., Suite 700
Bethesda, MD 20814

301 634 0818 Phone
301 657 0250 Fax

TeachingStrategies.com

PEARSON

ALWAYS LEARNING

5601 Green Valley Drive
Bloomington, MN 55437
952.681.3000
www.pearson.com

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary,
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

I'm writing on behalf of Pearson to enthusiastically support Pennsylvania's *Race to the Top—Early Learning Challenge* grant application.

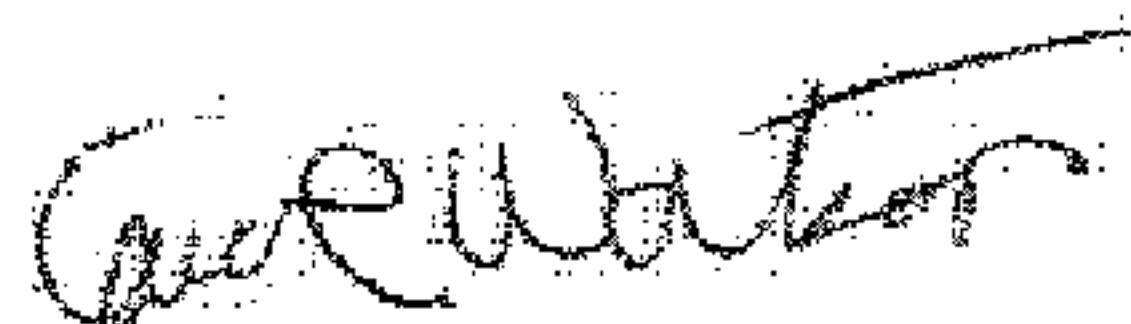
Pearson presently works with Pennsylvania's early childhood educators in several ways, including through the Work Sampling System and the Ounce Scale to assess the learning and development of young children. We help students learn in classrooms around the globe. From pre-school to high school, early learning to professional certification—Pearson's text books, multimedia learning tools, and testing programs assist the educators of more than 100 million people worldwide—more than any other private enterprise.

We agree that Pennsylvania's new approach to child outcomes reporting will allow early learning providers to choose outcome reporting tools that are reliable and evidence-based. We see great value in a standards-based framework of consistent information on how each child learns and develops. We commit to support the Commonwealth in building an ongoing context for perceptive and actionable insight to the educational well-being of each child. It's imperative that, to truly serve children, both assessment and instruction are carefully purposeful, systematic, and integrated into a holistic approach—where no effort is wasted and where "results" means children learn better, learn more.

This work potentially can reinforce national endeavors for a uniform framework of child outcome reporting that leverages a suite of tools. These versatile tools will apply the collected information for the child's best interest. We're excited to work with the Office of Child Development and Early Learning, and with other companies, to provide teachers, parents, and program administrators the timely information essential to the learning and development of all children, especially those with high-needs.

I'm certain that Pennsylvania's application and potential grant will help more children enter kindergarten ready to learn, and I wish you the best for a successful outcome from your application.

Sincerely,



Carol Watson
President
Clinical Assessment/North America

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders



Rob Waldron | President & CEO

September 26, 2011

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I am writing on behalf of Curriculum Associates, LLC in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application. Curriculum Associates is dedicated to supporting early learning programs as they prepare children for Kindergarten. For the last 30 years, early childhood educators nationwide have trusted the BRIGANCE® family of products to meet their developmental screening and ongoing assessment needs and help prepare each child for school success.

I am excited about Pennsylvania's new approach to child outcomes reporting, which will allow early learning providers to choose a reliable, evidence-based outcome reporting tool. We are committed to supporting the effort to create a standards-based framework in which the Commonwealth receives consistent information on each child's learning and development.

This work has the potential for supporting national efforts to create a uniformed framework for child outcome reporting which brings together a suite of tools. We are excited to partner with the Office of Child Development and Early Learning, along with other companies, to realize the goal of providing teachers, parents and program administrators with timely and useful information that supports the learning and development of all children, especially those with high-needs.

I am certain Pennsylvania's application will lead to more children entering Kindergarten ready to learn, and wish you the best for a successful outcome in your application.

Sincerely,

(b)(6)

Rob Waldron

153 Rangeway Road, North Billerica MA 01862
p: 978.313.1208 f: 978.677.5274
rwaldron@cainc.com



Steve Westfall
233 Green Tree Rd
Phoenixville, PA 19460
(610) 676-0747 Tel
(610) 676-0818 Fax
www.ctb.com

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

I am writing on behalf of CTB/McGraw-Hill in strong support of Pennsylvania's Race to the Top – Early Learning Challenge grant application.

Established in 1926 to “help the teacher help the child” today, CTB/McGraw-Hill ranks among education's leading assessment partners. With a reputation for delivering the highest quality psychometric research, accuracy and client services, CTB/McGraw-Hill serves the global education community with a comprehensive range of assessment programs and services.

I am excited about Pennsylvania's new approach to child outcomes reporting, which will allow early learning providers to choose a reliable, evidence-based outcome reporting tool. We are committed to supporting the effort to create a standards-based framework in which the Commonwealth receives consistent information on each child's learning and development.

This work has the potential for supporting national efforts to create a uniformed framework for child outcome reporting which brings together a suite of tools. We are excited to partner with the Office of Child Development and Early Learning, along with other companies, to realize the goal of providing teachers, parents and program administrators with timely and useful information that supports the learning and development of all children, especially those with high-needs.

I am certain Pennsylvania's application will lead to more children entering kindergarten ready to learn, and wish you the best for a successful outcome in your application.

Sincerely,

(b)(6)

Steve Westfall
Evaluation Consultant
CTB/McGraw-Hill

Appendix (A)(3)-1: Letters of Support from Legislators and Other Stakeholders

RIVERSIDE PUBLISHING

 HOUGHTON MIFFLIN HARCOURT

JAMES G. NICHOLSON
President

September 26, 2011

Ron Tomalis, Secretary of Education
Gary Alexander, Secretary of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary,
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

Dear Secretary Tomalis, Secretary Alexander, and Deputy Secretary Minzenberg:

I am writing on behalf of Riverside Publishing to express our strong support of Pennsylvania's Race to the Top—Early Learning Challenge grant application.

Riverside is dedicated to providing society with the finest professional testing products and services available through the delivery of meaningful information for the sole purpose of enhancing the lives of children and adults. We have distinguished ourselves as a leader in the assessment publishing industry by offering a broad range of high-quality, time-tested products and services supported by a team of highly qualified and creative professionals who are committed to excellence in all areas. A charter member of the Association of Test Publishers, Riverside serves both the K–12 educational market and the clinical testing market with a broad range of assessment tools. Riverside is a division of Houghton Mifflin Harcourt Publishing Company, one of the nation's leading sources of information through publications and services.

As a company, we are excited about Pennsylvania's new approach to child outcomes reporting, which will allow early learning providers to choose a reliable, evidence-based outcome reporting tool. We are committed to supporting the effort to create a standards-based framework in which the Commonwealth receives consistent information on each child's learning and development. This work has the potential for supporting national efforts to create a uniformed framework for child outcome reporting which brings together a suite of tools. We are excited to partner with the Office of Child Development and Early Learning, along with other companies, to realize the goal of providing teachers, parents, and program administrators with timely and useful information that supports the learning and development of all children, especially those with high needs.

I am certain Pennsylvania's application will lead to more children entering Kindergarten ready to learn, and wish you the best for a successful outcome in your application.

Sincerely,

(b)(6)

 James G. Nicholson

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies

MOUs and Exhibits

This section of the Appendix includes the following documents:

- MOU between the Department of Education and Department of Public Welfare, which designates the Office of Child Development and Early Learning (OCDEL) as the “Lead Agency”.
- Department of Education Exhibit
- Department of Public Welfare Exhibit
- MOU between the Departments of Education and Public Welfare, on OCDEL’s behalf, and the Department of Health.
- Department of Health Exhibit
- MOU between the Departments of Education and Public Welfare, on OCDEL’s behalf, and the Early Learning Council, PA’s State Advisory Council on Early Childhood Education and Care
- Early Learning Council Exhibit

OCDEL is an office within both Pennsylvania’s Department of Education (PDE) and Department of Public Welfare (DPW). Thus, it cannot enter into MOUs with its parent state agencies. However, to the extent that both PDE and DPW administer programs outside of OCDEL, that are involved with this application, they are entering into a joint MOU as participating agencies under the leadership of OCDEL. In addition, PDE and DPW, on OCDEL’s behalf, are also jointly entering into MOUs with other participating agencies. The programs and offices of the lead agency and participating agencies that will cooperate and collaborate with OCDEL in performing grant activities are listed below.

OCDEL as the Lead Agency, OCDEL is responsible for administering and supervising the following required programs. Therefore, a MOU is not needed with another entity in relation to these programs.

- CCDF
- Section 619 of Part B of IDEA
- Part C of IDEA
- State-funded preschool through the PA Pre-K Counts and Head Start Supplemental Programs
- Home visiting through the Nurse Family Partnership Program and the Maternal, Infant and Early Childhood Home Visiting Program
- Head Start State Collaboration Grant
- Child care licensing

Department of Education is the “state education agency” and is responsible for administering and supervising the following required programs:

- State-funded preschool
- Title 1 of the ESEA

Department of Health is responsible for administering and supervising the following required programs:

- Home visiting
- Title V Maternal and Child Care Block Grant

Department of Public Welfare will participate in the implementation of the grant proposal through several of its offices, including:

Office of Children, Youth and Families (child welfare)
Office of Administration’s Bureau of Information Systems (information technology support)
Office of Mental Health and Substance Abuse Services
Office of Income Maintenance (TANF, Food Stamps)
Office of Developmental Programs (services for individuals with intellectual disabilities, including mental retardation and autism)

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Department of Education (Participating State Agency) and the Department of Public Welfare (Participating State Agency).

Whereas, 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.

Whereas, the Office of Child Development and Early Learning (OCDEL), which is an office in the Departments of Education and Public Welfare, will serve as the "Lead Agency" for the Race to the Top-Early Learning Challenge grant project.

Whereas, Sections 501 and 502 of the Administrative Code of 1929 (71P.S. §§181 and 182) require Commonwealth departments and agencies to coordinate their work and activities with other Commonwealth departments and agencies.

I. GENERAL PROVISIONS

- 1) This MOU is not intended to create, and does not create, any contractual rights or obligations with respect to other entities.
- 2) The Departments of Education and Public Welfare agree to submit any unresolved disputes to the Office of General Counsel for final resolution.

II. PAYMENT

The Department of Education, on OCDEL's behalf, as the Participating State Agency which will receive the grant funds; should a grant be awarded, shall timely transfer the portion of funds designated for the Department of Public Welfare in the State Plan during the course of the project period, in accordance with the Department of Public Welfare's scope of work, as identified in Exhibit I, and with the Budget included in section VIII of the State Plan, through a Notification of Subgrant.

III. ASSURANCES

The Department of Education and Department of Public Welfare hereby certify and represent that they:

- 1) Agree to be Participating State Agencies and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agree 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.
- 3) Have all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Are familiar with the State's Race to the Top-Early Learning Challenge grant application and are 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

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies

Appendix XX - MOUs and Exhibits from Participating State Agencies

Departments of Education and Public Welfare'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 Agencies' are 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).

IV. PROJECT ADMINISTRATION

A. DEPARTMENTS OF EDUCATION AND PUBLIC WELFARE 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 Departments of Education and Public Welfare will:

- 1) Implement the Participating State Agencies' Scopes 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 Budgets included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Departments of Education and Public Welfare are 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 or 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. OCDEL RESPONSIBILITIES

In assisting the Departments of Education and Public Welfare in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, OCDEL will:

- 1) Work collaboratively with, and support the Departments of Education and Public Welfare in carrying out their Scopes of Work, as identified in Exhibit I of this agreement;
- 2) Provide feedback on the Departments of Education and Public Welfare's status updates, any interim reports, and project plans and products;
- 3) Keep the Departments of Education and Public Welfare informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Departments of Education and Public Welfare, where applicable, through the governance structure outlined in the State Plan;
- 4) Facilitate coordination across all participating state agencies, including the Departments of Education and Public Welfare, as necessary to implement the State Plan; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) OCDEL and the Departments of Education and Public Welfare will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from OCDEL and the Departments of Education and Public Welfare will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) OCDEL and Department of Education and Public Welfare personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) OCDEL and Department of Education and Public Welfare 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 Departments of Education and Public Welfare, or when the Departments of Education and Public Welfare's Scopes of Work require modifications.

D. STATE RECOURSE IN THE EVENT OF THE DEPARTMENTS OF EDUCATION AND/OR PUBLIC WELFARE FAILURE TO PERFORM

If OCDEL determines that the Departments of Education and/or Public Welfare are not meeting their goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, OCDEL will take appropriate enforcement action, which will include resolving disagreements between the OCDEL and the Departments of Education and Public Welfare by submitting unresolved disputes to the Office of General Counsel, or initiating such enforcement measures as are available to OCDEL, under applicable Federal law.

V. MODIFICATIONS

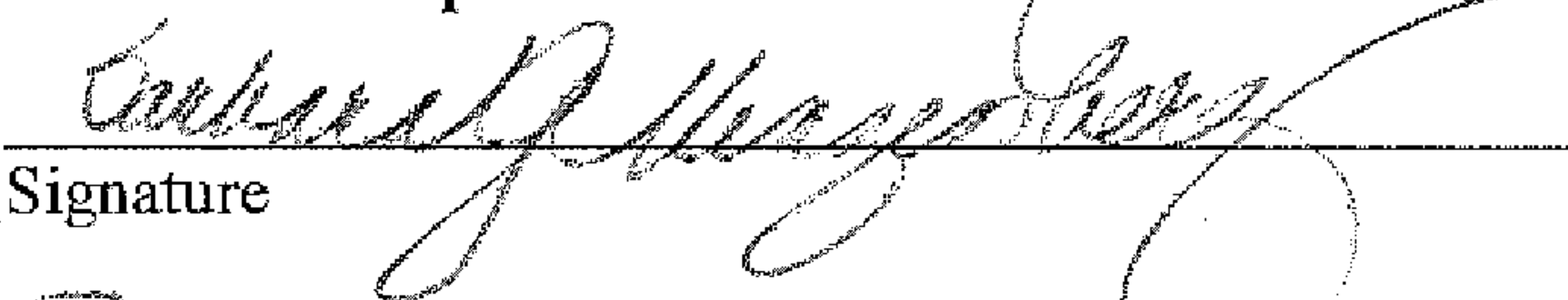
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

VI. DURATION

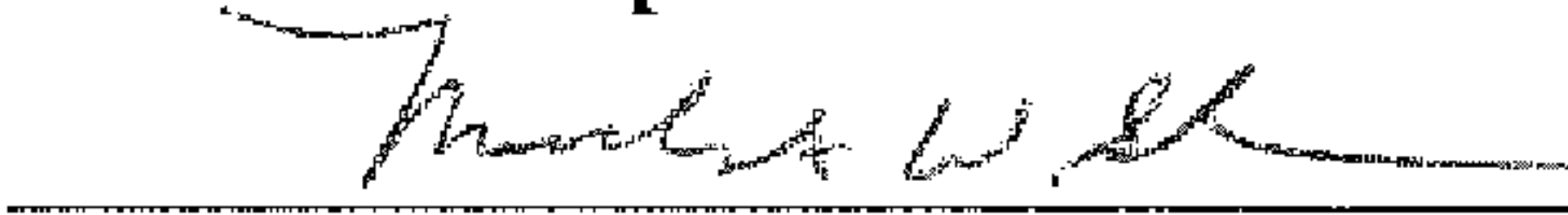
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

VII. SIGNATURES

Authorized Representative of OCDEL:

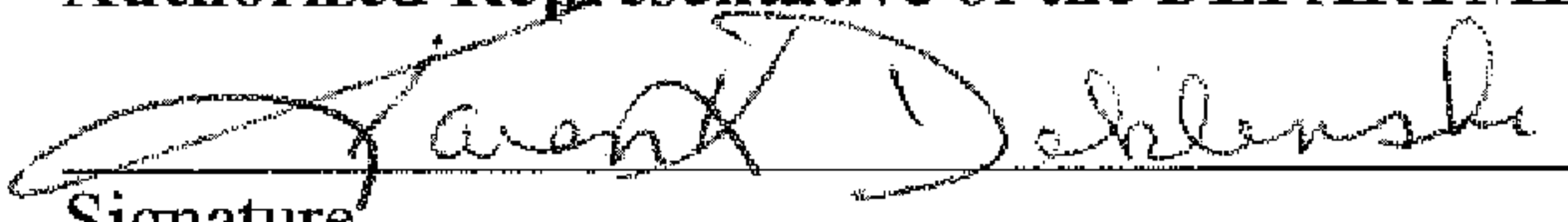
	9/29/11
Signature	Date
BARBARA B. MINTZENBERG	DEPUTY SECRETARY
Print Name	Title

Authorized Representative of the DEPARTMENT OF EDUCATION:

	9/29/11
Signature	Date
Michael Walsh	Deputy Secretary
Print Name	Title

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies
Appendix XX - MOUs and Exhibits from Participating State Agencies

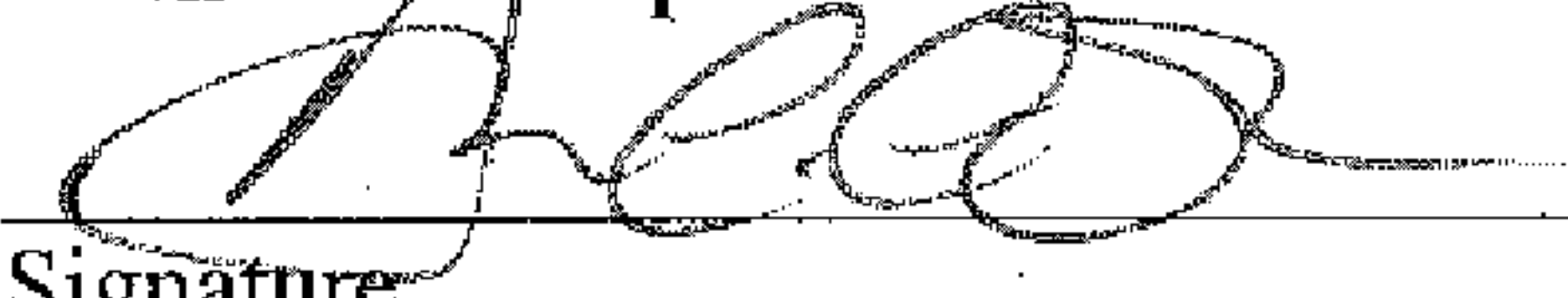
Authorized Representative of the DEPARTMENT OF PUBLIC WELFARE:

 9/29/11
Signature Date

KAREN K. DeKlowski Deputy Secretary of Administration
Print Name Title

Approved as to form & legality:

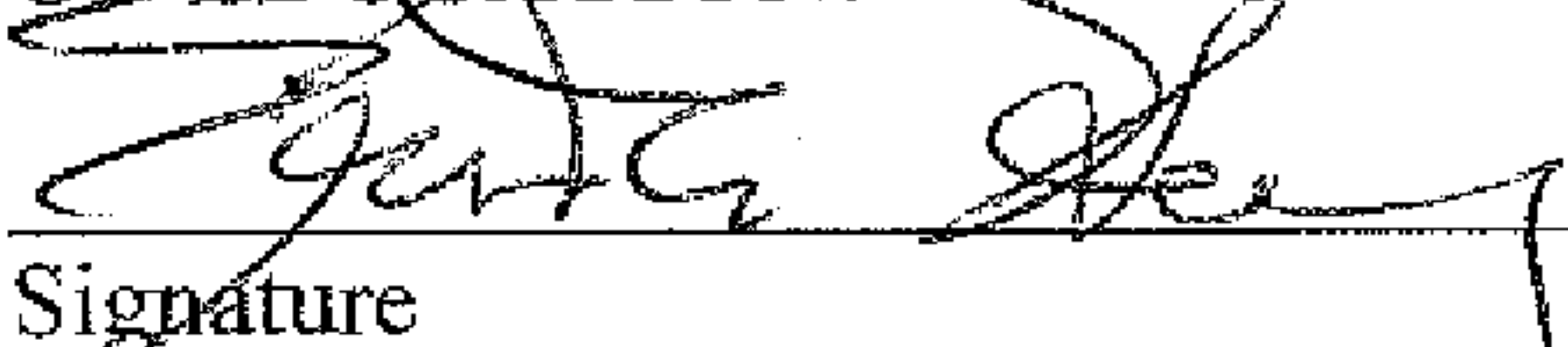
Authorized Representative of the GOVERNOR'S OFFICE OF GENERAL COUNSEL:

 9-30-11
Signature Date

Andrew C. Clark Deputy General Counsel
Print Name Title

Approved as to form & legality:

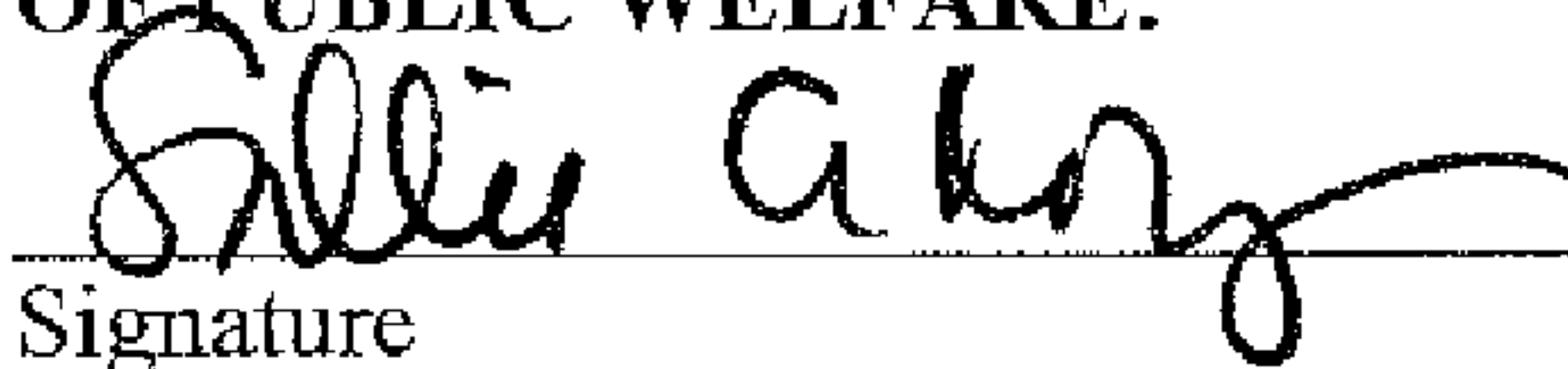
Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF EDUCATION:

 9/29/11
Signature Date

Ernest N. Helling Assistant Chief Counsel
Print Name Title

Approved as to form & legality:

Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF PUBLIC WELFARE:

 9/30/11
Signature Date

Sallie A. Rodgers Sr. Asst. Counsel
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Pennsylvania Department of Education

The Department of 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	Statement of Work
(B)(2)	Office of Elementary and Secondary Education including the Bureau of Community and Student Services (Private academic licensed nursery schools), school-district preschools, programs funded by Title 1 of the ESEA	Support and promote the addition of these programs to participate voluntarily in Keystone STARS to ensure more children, especially those with high-needs, are participating in high-quality early learning programs.
(B)(4)	Office of Elementary and Secondary Education including the Bureau of Community and Student Services (Private academic licensed nursery schools), school-district preschools, programs funded by Title 1 of the ESEA	Support and promote the addition of these programs to participate voluntarily in Keystone STARS to ensure more children, especially those with high-needs, are participating in high-quality early learning programs.
(C)(1)	<ul style="list-style-type: none"> • Office of Elementary and Secondary Education Leadership, the Bureau of Community and Student Services (Nonpublic and Private Academic Schools, Student Services and Migrant Education and English Language Learners’ Program) and school-district preschools • Office of Elementary and Secondary Education Information Technology Vendor • Office of Administration (Food and Nutrition) • Office of Post-Secondary and Higher Education 	Partner to embed the Learning Standards for Early Childhood into the K-12 Standards Aligned System and support the refinement of the PK-2 curriculum framework.
(C)(2)	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Office of Elementary and Secondary Education’s Bureau of Community and Student Services and Migrant 	<ol style="list-style-type: none"> 1. Support the integration of culturally and linguistically appropriate content within a comprehensive assessment system. 2. Partner for the use of the Comprehensive

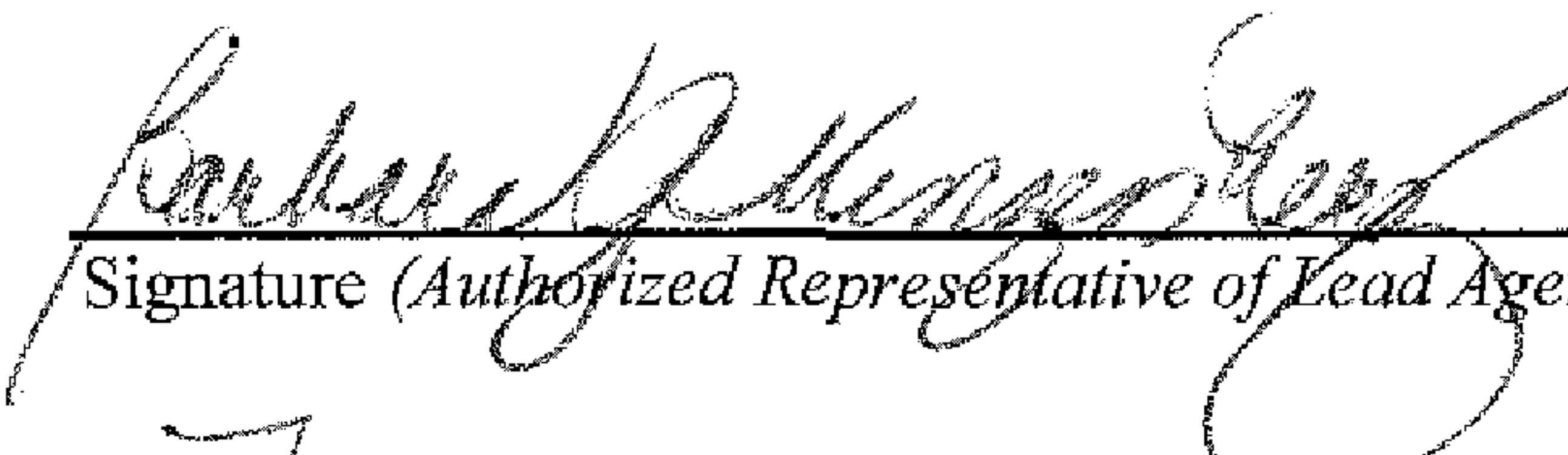
Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies

Appendix XX - MOUs and Exhibits from Participating State Agencies

Selection Criterion	Participating Party	Statement of Work
	Education and English Language Learners' Program <ul style="list-style-type: none"> • Office of Post-Secondary and Higher Education 2. <ul style="list-style-type: none"> • Office of Elementary and Secondary Education • Office of Elementary and Secondary Education Information Technology Vendor and / or Information Technology Staff 	Assessment System to support standards-based instructional practice in Pre-K – K classrooms.
(C)(4)	1, 2 and 3 <ul style="list-style-type: none"> • Office of Elementary and Secondary Education's Office of Safe Schools and Bureau of Community and Student Services (Student Services and Migrant Education, ELECT, English Language Learners' Program, Homeless Program) • Office of Postsecondary and Higher Education, including Family Literacy Program 1 only State Longitudinal Data System Unit 1 and 2 only Office of Administration (Food and Nutrition) 2 and 3 only Office of Commonwealth Libraries	Promote and provide resources to connect community systems that support strong partnerships. <ol style="list-style-type: none"> 1. Support and provide guidance on using a comprehensive set of data elements to generate community level data reports that will inform parents, policy-makers and the public on high quality programs. 2. Share the Guiding Parents Smoothly tool and family website statewide through Homeless, English Language Learners' and Food and Nutrition programs in order to engage families of high-need children and connect them to appropriate early learning services. 3. Participate in second Strengthening Families Institute.
(D)(1)	1-5 Office of Postsecondary and Higher Education Higher Education 6. Information technology staff 6. Information technology vendor	Improve teacher effectiveness and child outcomes by: <ol style="list-style-type: none"> 1. Collaborating with colleges and universities on a pre-service curriculum and career advising for early childhood educators. 2. Continue work to develop and secure articulation agreements with 2 and 4 year colleges and universities. 3. Support OCDEL in defining, creating and implementing a progression of professional development for infant toddler educators

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies
 Appendix XX - MOUs and Exhibits from Participating State Agencies

Selection Criterion	Participating Party	Statement of Work
		including competencies and credit-bearing coursework. 4. Continue to serve on various OCDEL advisory committees. 5. Participate in the development and dissemination of a career advising tool, aimed at eliminating barriers and challenges encountered by early childhood educators in institutions of higher education. 6. Partnering with OCDEL to align the early childhood education database with the K-12 workforce database.
(E)(1)	<ul style="list-style-type: none"> • Office Elementary and Secondary Education • Office Elementary and Secondary Education Information Technology Vendor. • State Longitudinal Data System Unit 	1. Modify the Standards Aligned System to support collection of kindergarten entry child outcomes and supporting training materials. 2. Support and provide guidance on implementation and validation of the kindergarten entry observation tool.
(E)(2)	1 and 2 only <ul style="list-style-type: none"> • Office of Elementary and Secondary Education • Office of Elementary and Secondary Education Information Technology Vendor and / or Information Technology Staff 2 and 3 only State Longitudinal Data System Unit 4 only Office of General Counsel	1. Support and provide guidance on using various data elements (including child outcome data and kindergarten entry checklist) to prepare tools for providers and teachers that inform and improve instruction, programs and services. 2. Support use of kindergarten outcome data and other data collection efforts for generating provider and state level reports. 3. Facilitate exchange of kindergarten entry and third grade state standardized test results for the data driven reporting outlined in the application. 4. Ensure compliance with applicable privacy laws.


 Signature (Authorized Representative of Lead Agency) 9/29/11
 Date

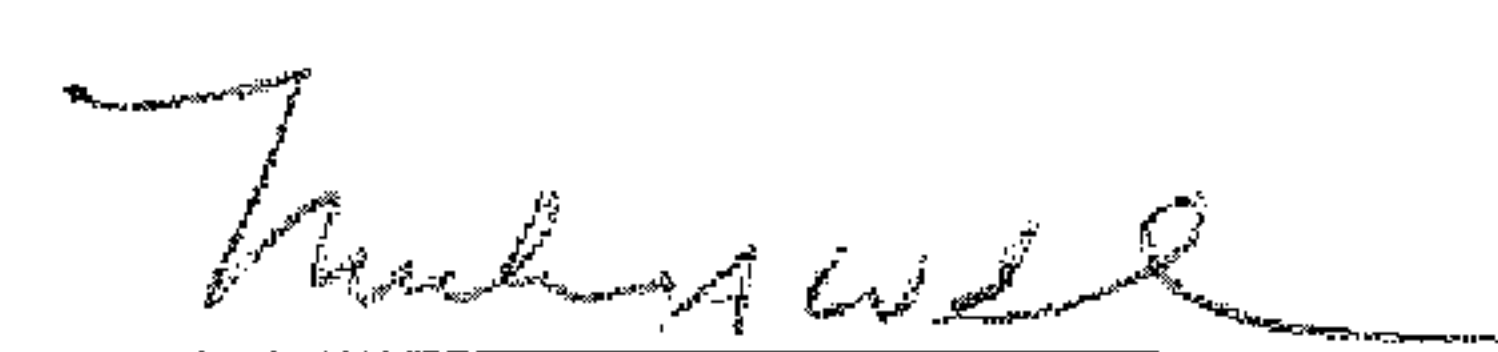

 Signature (Authorized Representative of Participating State Agency) 9/27/11
 Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Pennsylvania Department of Public Welfare

The Department of Public Welfare 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	Statement of Work
(B)(1)	Office of Children, Youth and Families	1. Continue partnership with OCDEL to provide oversight over county children and youth agencies to ensure they place foster children in Keystone STARS programs, if available. 2. Continue advising and approving curriculum for OCDEL related to child abuse mandatory reporter training for practitioners.
(B)(2)	Office of Administration’s Bureau of Information Systems and / or Information Technology Vendor	Participate in developing and implementing the PELICAN Keys to Quality system upgrade.
(C)(1)	1. Office of Mental Health and Substance Abuse Services 2. Office of Children, Youth and Families	1. Advise OCDEL on learning standards related to social and emotional promotion practices 2. Use early learning standards at family centers.
(C)(2)	<ul style="list-style-type: none"> • Office of Administration’s Bureau of Information Systems • Office of Children, Youth and Families 	Support the integration of culturally and linguistically appropriate content within a comprehensive assessment system.
(C)(4)	1 and 2 <ul style="list-style-type: none"> • Office of Children, Youth and Families • Office of Mental Health and Substance Abuse Services • Office of Income Maintenance • Office of Developmental Programs 2 only <ul style="list-style-type: none"> • Office of Administration’s Bureau of Information Systems 	1. Promote and provide resources to connect community systems that support strong partnerships. 2. Support and promote the design of family and community web-based resources and tools, including community-level reports for parents’ informed decision making.
(D)(1)	Office of Administration’s Bureau of Information Systems	Participate in developing and implementing the teacher registry PELICAN linkage.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Departments of Education and Public Welfare, on the Office of Child Development and Early Learning's (OCDEL) behalf, and the Department of Health.

Whereas, Sections 501 and 502 of the Administrative Code of 1929 (71P.S. §§181 and 182) require Commonwealth departments and agencies to coordinate their work and activities with other Commonwealth departments and agencies.

Whereas, the Office of Child Development and Early Learning (OCDEL), which is an office in the Departments of Education and Public Welfare, will serve as the "Lead Agency" for the Race to the Top-Early Learning Challenge grant project.

Whereas, 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. GENERAL PROVISIONS

- 1) This MOU is not intended to create, and does not create, any contractual rights or obligations with respect to other entities.
- 2) The Departments of Education and Public Welfare and the Department of Health agree to submit any unresolved disputes to the Office of General Counsel for final resolution.

II. ASSURANCES

The Department of Health 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.
- 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 Department of Health'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 Department of Health 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).

III. PROJECT ADMINISTRATION

A. DEPARTMENT OF HEALTH RESPONSIBILITIES

In assisting OCDEL in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Department of Health will:

- 1) Implement the Department of Health's 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 Department of Health'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 Department of Health 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 or 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. OCDEL RESPONSIBILITIES

In assisting the Department of Health in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the OCDEL will:

- 1) Work collaboratively with, and support the Department of Health in carrying out the Department of Health's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Provide feedback on the Department of Health's status updates, any interim reports, and project plans and products;
- 3) Keep the Department of Health informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Department of Health, where applicable, through the governance structure outlined in the State Plan;
- 4) Facilitate coordination across all Participating State Agencies, including the Department of Health, as necessary to implement the State Plan; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) OCDEL and the Department of Health will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from OCDEL and the Department of Health will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) OCDEL and Department of Health personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) OCDEL and Department of Health 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 OCDEL determines that the Department of Health is not meeting its goals, timelines, or annual targets, or is in some other way not fulfilling applicable requirements, OCDEL will take appropriate enforcement action, through the Departments of Education and Public Welfare, which will include resolving disagreements between OCDEL and the Department of Health by submitting unresolved disputes to the Office of General Counsel, or initiating such enforcement measures as are available to OCDEL, under applicable Federal law.

IV. MODIFICATIONS

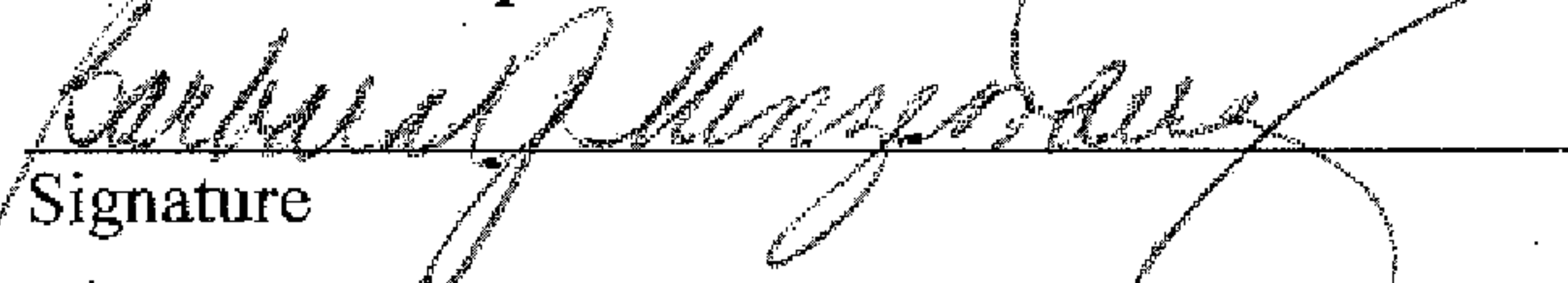
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

V. DURATION

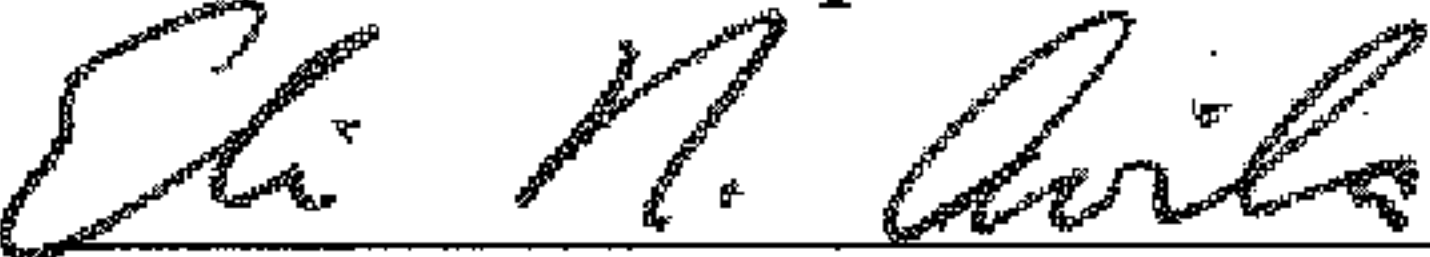
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

VI. SIGNATURES


Authorized Representative of OCDEL:

 9/29/11
Signature Date
BARBARA G. MINZENBERG DEPUTY SECRETARY
Print Name Title

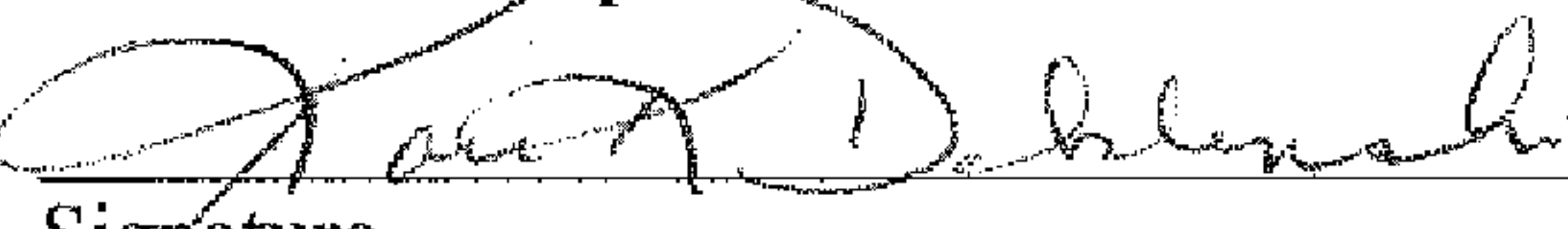
Authorized Representative of the DEPARTMENT OF HEALTH:

 09/30/11
Signature Date
Eli N. Avila Secretary of Health
Print Name Title

Authorized Representative of the DEPARTMENT OF EDUCATION:

 9/29/11
Signature Date
Michael Walsh Deputy Secretary
Print Name Title

Authorized Representative of the DEPARTMENT OF PUBLIC WELFARE:

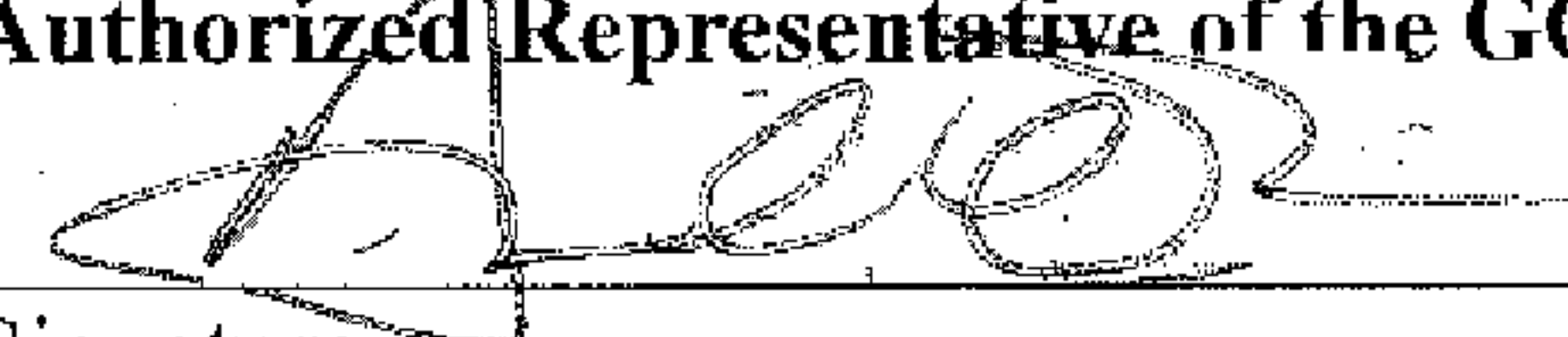
 9/29/11
Signature Date
KAREN K. JANKOWSKI Deputy Secretary of Administration
Print Name Title

Approved as to legality and form:

Print Name

Title

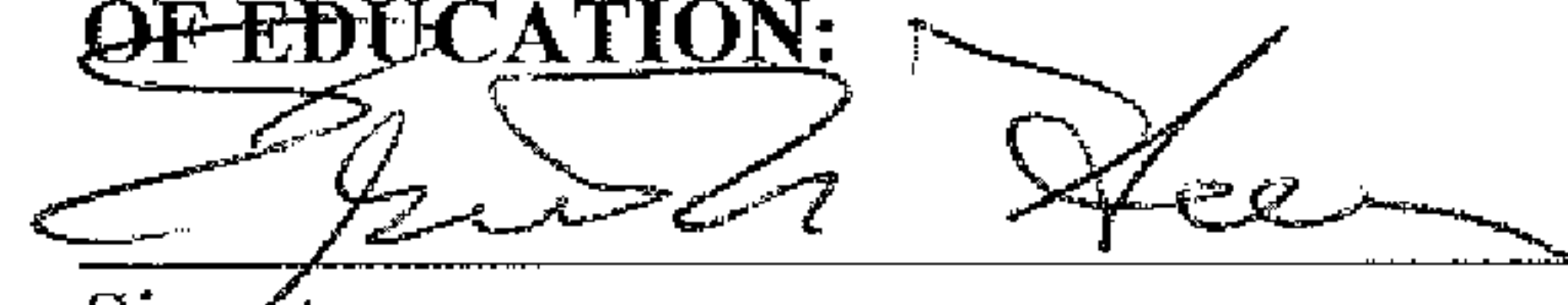
Authorized Representative of the GOVERNOR'S OFFICE OF GENERAL COUNSEL:

 _____ 9/30/11
Signature Date

Andrew C. Clark Deputy General Counsel
Print Name Title

Approved as to form & legality:

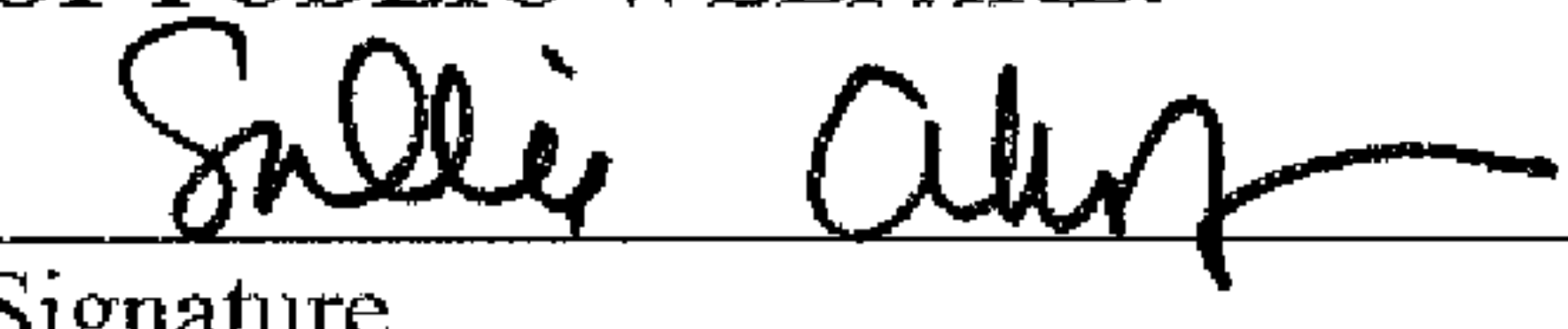
Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF EDUCATION:

 _____ 9/29/11
Signature Date

Ernest N. Hellin Assistant Chief Counsel
Print Name Title

Approved as to form & legality:

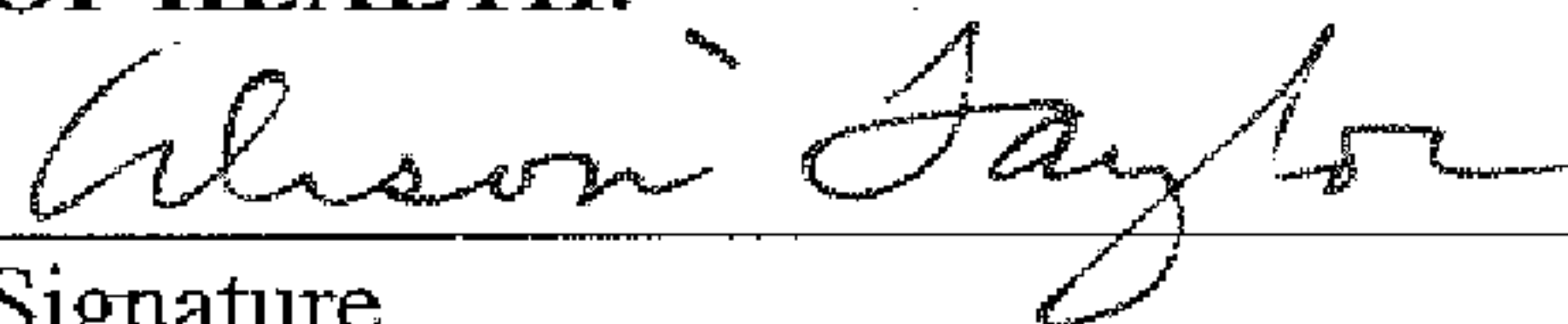
Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF PUBLIC WELFARE:

 _____ 9/30/11
Signature Date

Sallie A. Rodgers Sr. Asst. Counsel
Print Name Title

Approved as to form & legality:

Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF HEALTH:

 _____ 9/30/11
Signature Date

ALISON TAYLOR Chief Counsel
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

Pennsylvania Department of Health

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	Statement of Work
(A)(3)	Office of Health Promotion and Disease Prevention, including home visiting program and Title V Maternal and Child Health Service Block Grant	Build on current work with OCDEL– 1. Keystone Kids Go – Obesity Prevention Initiative 2. PA Go Green – Foundation funded environmentally-friendly initiative 3. On ground support of child care programs with health issues. 4. Home visiting partnership
(B)(1)	Office of Health Promotion and Disease Prevention	Advise OCDEL on Keystone STARS standards related to health promotion practices.
(C)(1)	Office of Health Promotion and Disease Prevention	Advise OCDEL on learning standards related to health promotion practices.
(C)(4)	<ul style="list-style-type: none"> • Office of Public Health and Preparedness, including Public Health Centers • Office of Health Promotion and Disease Prevention, including the home visiting program, Title V Maternal and Child Health Service Block Grant and WIC Program 	1. Promote and provide resources to connect community systems that support strong partnerships. 2. Support and promote the design of family and community web-based resources and tools.
(D)(1)	Office of Health Promotion and Disease Prevention	Advise OCDEL on educator standards to ensure teachers understand the core work related to appropriate health practices.


 Signature (Authorized Representative of Lead Agency) 9/29/11
Date


 Signature (Authorized Representative of Participating State Agency) 09/30/11
Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Departments of Education and Public Welfare, on the Office of Child Development and Early Learning's (OCDEL) behalf, and the Early Learning Council (ELC).

Whereas, Sections 501 and 502 of the Administrative Code of 1929 (71P.S. §§181 and 182) require Commonwealth departments and agencies to coordinate their work and activities with other Commonwealth departments and agencies.

Whereas, the Office of Child Development and Early Learning (OCDEL), which is an office in the Departments of Education and Public Welfare, will serve as the "Lead Agency" for the Race to the Top-Early Learning Challenge grant project.

Whereas, the Early Learning Council is Pennsylvania's State Advisory Council on Early Childhood Education and Care and was established by Governor's Executive Order 2008-07.

Whereas, 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. GENERAL PROVISIONS

- 1) This MOU is not intended to create, and does not create, any contractual rights or obligations with respect to other entities.
- 2) OCDEL and the ELC agree to submit any unresolved disputes to the Office of General Counsel for final resolution.

II. ASSURANCES

The ELC 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.
- 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 ELC'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 ELC 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).

III. PROJECT ADMINISTRATION

A. ELC RESPONSIBILITIES

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

- 1) Implement the ELC's 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 Budgets included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the ELC 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 or 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. OCDEL RESPONSIBILITIES

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

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

C. JOINT RESPONSIBILITIES

- 1) OCDEL and the ELC will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from OCDEL and the ELC will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) OCDEL and ELC contacts will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) OCDEL and ELC contacts 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 ELC, or when the ELC's Scope of Work requires modifications.

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

If OCDEL determines that the ELC is not meeting its goals, timelines, or annual targets, or is in some other way not fulfilling applicable requirements, OCDEL will take appropriate enforcement action, through the Departments of Education and Public Welfare, which will include resolving disagreements between OCDEL and the ELC by submitting unresolved disputes to the Office of General Counsel, or initiating such enforcement measures as are available to OCDEL, under applicable Federal law.

IV. MODIFICATIONS

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

V. 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.

VI. SIGNATURES

Authorized Representative of OCDEL:

Barbara G. Minzenberg 9/29/11
 Signature Date

BARBARA G. MINZENBERG DEPUTY SECRETARY
 Print Name Title

Authorized Representative of the ELC:

William H. Isler 9-30-2011
 Signature Date

William H. ISLER CHAIR
 Print Name Title

Authorized Representative of the DEPARTMENT OF EDUCATION:

Michael Walsh 9/29/11
 Signature Date

Michael Walsh Deputy Secretary
 Print Name Title

Authorized Representative of the DEPARTMENT OF PUBLIC WELFARE:

Karen A. Dekinski 9/30/11
 Signature Date

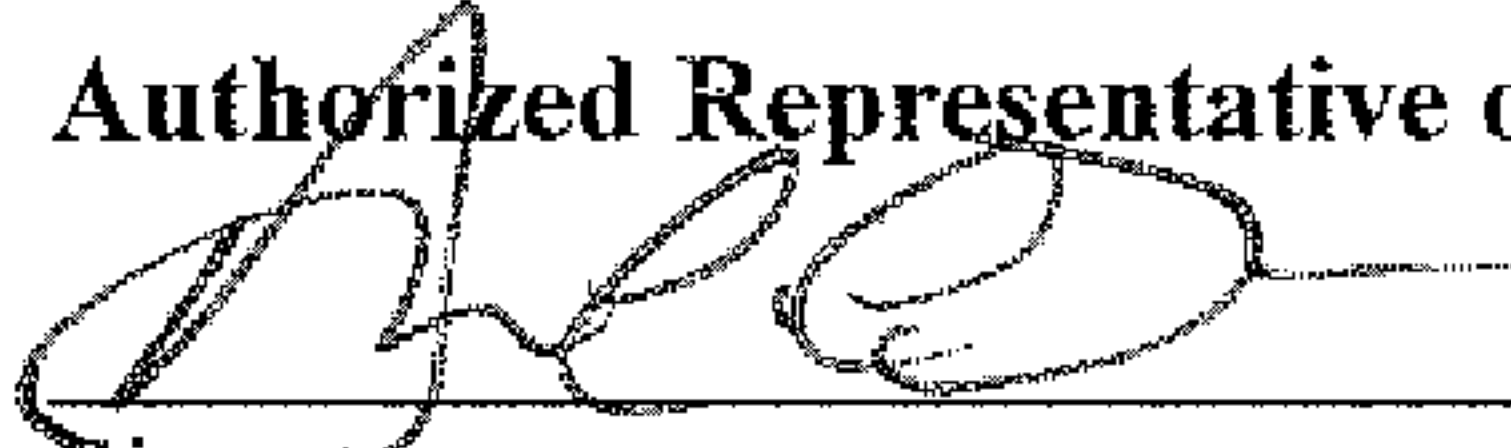
KAREN A. Dekinski Deputy Secretary for Administration
 Print Name Title

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies

Appendix XX - MOUs and Exhibits from Participating State Agencies

Approved as to form & legality:

Authorized Representative of the GOVERNOR'S OFFICE OF GENERAL COUNSEL:


Signature 9-30-11
Date

Andrew C. Clark Deputy General Counsel
Print Name Title

Approved as to form & legality:

Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF EDUCATION:


Signature 9/29/11
Date

Ernest N. Helling Assistant Chief Counsel
Print Name Title

Approved as to form & legality:

Authorized Representative of the OFFICE OF GENERAL COUNSEL, DEPARTMENT OF PUBLIC WELFARE:


Signature 9/30/11
Date

Sallie A. Rodgers Senior Asst. Counsel
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


Pennsylvania Early Learning Council (ELC)


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	Statement of Work
(A)(3)	ELC	<ol style="list-style-type: none"> 1. Continue to serve as an advisory entity to OCDEL, PDE and DPW on early learning programs, as required by Executive Order (EO) 2008-07 which established the ELC in PA. 2. Serve as the advisory entity on the State Plan in this application. 3. Hold ad hoc subcommittee meetings as necessary to provide OCDEL recommendations on specific proposals in the grant application.
(B)(1)	ELC	<ol style="list-style-type: none"> 1. Continue public support of Keystone STARS. Many ELC members were involved in the development of Keystone STARS and continue to serve on the Keystone STARS Advisory Committee. 2. Support PA’s approach to including more high-needs children into Keystone STARS, through expanding the programs which may participate. This aligns with the EO which requires the ELC to ensure that children with special needs are properly supported by early childhood education programs.
(B)(2)	ELC	Continue support of Keystone STARS through a PELICAN Keys to Quality system upgrade.
(C)(1)	ELC	OCDEL helps to unify the early childhood education field in the use of high quality, common learning standards and the ELC will continue to support this work. This aligns with the EO, which requires the ELC to make recommendations for improvements in early learning standards.
(C)(2)	ELC	Support the use of the Comprehensive Assessment System to support standards-based instructional practice in Pre-K – K classrooms.
(C)(4)	ELC	Support OCDEL development of parent/community reports for informed decision making. This aligns with the EO, which requires the ELC to develop improved communications strategies with families.

Appendix (A)(3)-2 MOU and Exhibits from Participating State Agencies
 Appendix XX - MOUs and Exhibits from Participating State Agencies

Selection Criterion	Participating Party	Statement of Work
(D)(1)	ELC	OCDEL helps to unify the early childhood education field in the use of high quality, common standards for practitioners and the ELC will continue to support this work. This aligns with the EO, which requires the ELC to develop recommendations for professional development and career advancement plans for early childhood educators.
(E)(1)	ELC	Support kindergarten entry assessment. This aligns with the EO, which requires the ELC to assure the development of a sound continuum from and between early childhood education programs and K-12 education.
(E)(2)	ELC	<ol style="list-style-type: none"> 1. Support OCDEL outcomes reporting project 2. Support the continued development and refinement of PELICAN Early Learning Network. 3. Support the development and implementation of PELICAN system upgrades related to data collection efforts for the parent and provider data-driven decision-making projects. This aligns with the EO, which includes providing input to the development of the Early Learning network.


 Signature (Authorized Representative of Lead Agency) 9/29/11
Date


 Signature (Authorized Representative of Participating State Agency) 9/30/2011
Date

Appendix (A)(3)-3: Letters of Support from Early Learning Intermediary Organizations

Letters of Support from Early Learning Intermediary Organizations

1. Early Learning Council
2. Pennsylvania Child Care Association
3. Pennsylvania Association for the Education of Young Children
4. PA Head Start Association
5. Head Start Collaboration Office
6. Child Care Providers United
7. Pennsylvania Home-Based Child Care Providers Association
8. State Interagency Coordinating Council
9. Early Intervention Providers Association
10. Child Care Information Services Grantees (4 letters)

Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations



September 26, 2011

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg,

As Co-Chair of the Pennsylvania Early Learning Council (ELC) the Council strongly supports Pennsylvania's Race to the Top – Early Learning Challenge grant application.

As Pennsylvania's State Advisory Council on Early Childhood Education and Care, the ELC has a long-standing relationship with the Office of Child Development and Early Learning (OCDEL). Through our regular meetings with OCDEL, we provide advice and recommendations on early childhood education policy and program development. We appreciate OCDEL's collaborative nature to date and are very excited to be a participating state agency in the Early Learning Challenge grant application.

Should Pennsylvania be awarded this grant, the ELC will serve in an advisory capacity to OCDEL on implementation of the grant proposal. The ELC has several ad hoc sub-committees which will meet as needed to provide advice on specific topics of the application. In addition, at our regular meetings and conference calls, the ELC will receive updates and reports from OCDEL on the status of their proposal and we will provide recommendations and advice for implementation.

The ELC membership knows this grant opportunity will build on the existing infrastructure in OCDEL through developing and maintaining a coordinated, high quality, early education system based upon quality programs, accountability, teacher effectiveness, documented positive outcomes for children and a focus on serving children with high-needs.

The ELC looks forward to working closely with OCDEL on implementation of the grant proposal, should Pennsylvania's application be successful. Without hesitation we support your application. On behalf of the ELC, I wish you the best for a successful outcome.

Sincerely,

(b)(6)

William Islef
Co-Chair

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



2300 Vartan Way ♦ Suite 270 ♦ Harrisburg, PA 17110

Phone: (717) 657-9000 ♦ Fax: (717) 657-0959 ♦ Toll Free: (888) 296-1917

www.pacca.org

September 27, 2011

Ron Tomalis
Secretary of Education
333 Market Street
Harrisburg, PA 17126-0333

Gary D. Alexander
Secretary of Public Welfare
P.O. Box 2675,
Harrisburg PA 17105-2675

Barbara Minzenberg, PhD
Deputy Secretary of OCDEL
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

Subject: Race to the Top – Early Learning Challenge

Dear Secretaries and Deputy Secretary,

The Pennsylvania Child Care Association (PACCA), a statewide 501c3 non-profit organization, exists to be a strong and effective voice for quality early care and education (ECE) programs, and to give leadership and support to those organizations that assist the ECE community, families, and children in the Commonwealth of Pennsylvania. The association sits on the Early Learning Council, as well as other committees and task forces, and has long been an active partner in establishing programs, policies and procedures that support children and their families.

PACCA's leaders and members share a commitment to providing quality child development and early learning opportunities to children in regulated out of home child care programs across the Commonwealth. Our members are devoted to assuring that the children in their care are happy and successful, and develop to their full potential as students, future employees, and citizens. The vast majority of our members operate child care centers that voluntarily participate in the Keystone STARS Quality Rating and Improvement System.

Pennsylvania's Race To The Top, Early Learning Challenge Grant application affords the opportunity to take those same high standards and quality indicator validation used by Pennsylvania's child care programs to other programs that serve young children in early learning environments, programs such as Head Start, Pre K Counts, private nursery schools, Title 1 school district pre K, and early intervention.

PACCA appreciates the opportunity to provide this letter of support to be included in the application packet for Race to the Top, Early Learning Challenge Grant.

Sincerely,

A handwritten signature in cursive script that reads "Terry Casey".

Terry Casey
President

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**

PennAEYC

333 Market Street
Harrisburg PA 17101
www.pennaeyc.org

Ron Tomalis, Secretary, Department of Education

Gary D. Alexander, Secretary, Department of Public Welfare

Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

333 Market Street
Harrisburg, PA 1701

September 30, 2011

Re: Race To the Top Letter of Support Pennsylvania Association for the Education of Young Children

As an Early Learning Intermediary Organization with over 5,400 individual members, The Pennsylvania Association for the Education of Young Children (PennAEYC) strongly supports the Office of Child Development and Early Learning's efforts to submit an application for the Race To The Top – Early Learning Challenge.

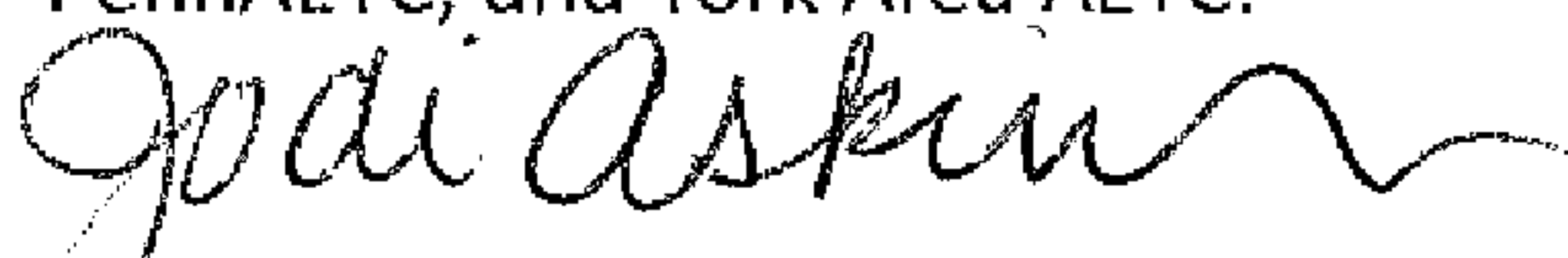
PennAEYC represents all NAEYC members living in Pennsylvania. Current membership is more than 5,400 early childhood educators and supporters throughout the state. Our members live all across Pennsylvania and include center-based practitioners and directors; home-based practitioners; educators in the Kindergarten through 3rd grades; and educators and students in higher education institutions.

Over the past ten years Pennsylvania has made great strides in providing quality early learning opportunities. We were once one of only 9 states not offering publically funded pre-kindergarten programming and now offer programming recognized across the country. We know that quality early learning experiences are important for academic, social, emotional, economic and work force reasons.

Pennsylvania has demonstrated quality programs including PA Pre-K Counts and Keystone STARS which support the previously mentioned outcomes. However, there is much room to grow. PA Pre-K Counts, for instance, is serving our most vulnerable children and only reaching a fraction of those eligible.

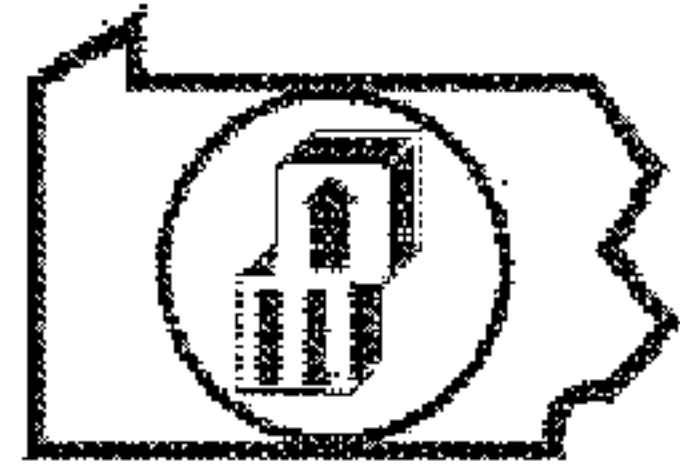
Pennsylvania's Keystone STARS quality rating and improvement system encourages and supports early learning programs to meet specific, evidence-based performance standards. Since its inception in 2004, we have seen the program expand to include nearly 5,000 early learning providers. However, of those participating in Keystone STARS, less than 20% are meeting the highest STAR 3 or 4 quality standards. Research shows that high quality is what makes the difference. So while there are still many children that do not get the benefit of a high quality program prior to entering Kindergarten.

PennAEYC not only speaks on behalf of our Board of Directors but also on behalf of our 14 local affiliate AEYC Chapters. Those chapters include: Bucks County AEYC, Capital Area AEYC, Central Region AEYC, Central Susquehanna AEYC, Delaware Valley AEYC, East Penn AEYC, Lancaster Area AEYC, Lebanon Valley AEYC, Lehigh Valley AEYC, Monroe County AEYC, Pittsburgh Area AEYC, Northeast AEYC, Northwest PennAEYC, and York Area AEYC.



Jodi Askins
Executive Director
PennAEYC

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



PENNSYLVANIA HEAD START ASSOCIATION

PARENTS, STAFF, ADMINISTRATORS AND FRIENDS AFFILIATED FOR CHILDREN

Barbara Mahaney – Board President

Blair Hyatt - Executive Director

September 26, 2011

Ronald Tomalis, Secretary, Department of Education

Gary, D. Alexander, Secretary, Department of Public Welfare

Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

Re: Support for Pennsylvania's Race to the Top – Early Learning Challenge Grant Application

Dear Secretaries and Deputy Secretary:

On behalf of the Pennsylvania Head Start Association (PHSA), I am writing to express our support for Pennsylvania's Race to the Top – Early Learning Challenge grant application. PHSA has been an advocate for young children and their families with a focus on low-income families since 1996. The Association represents Pennsylvania's Head Start programs and the over 36,000 children and their families that they serve everyday. Pennsylvania's Head Start grantees provide service to over 4900 children and their families using the Head Start Supplement Assistance Programs (HSSAP) funds. Many of our member grantees are also providers of PA Pre Counts. The mission of PHSA is to maximize the cumulative talents of Early Head Start/Head Start parents, staff, administrators and friends to collectively improve the future for economically challenged children, families and communities, by providing quality leadership, training, information and advocacy at the local, state, regional and national levels.

The Association is particularly pleased by the State's desire to increase the use of measured outcomes and progress to improve results using a kindergarten observation tool, the development of a family resources web sight and related support, as well as work to make the existing data systems more efficient and thus support Pennsylvania's Race to the Top – Early Learning Challenge grant application.

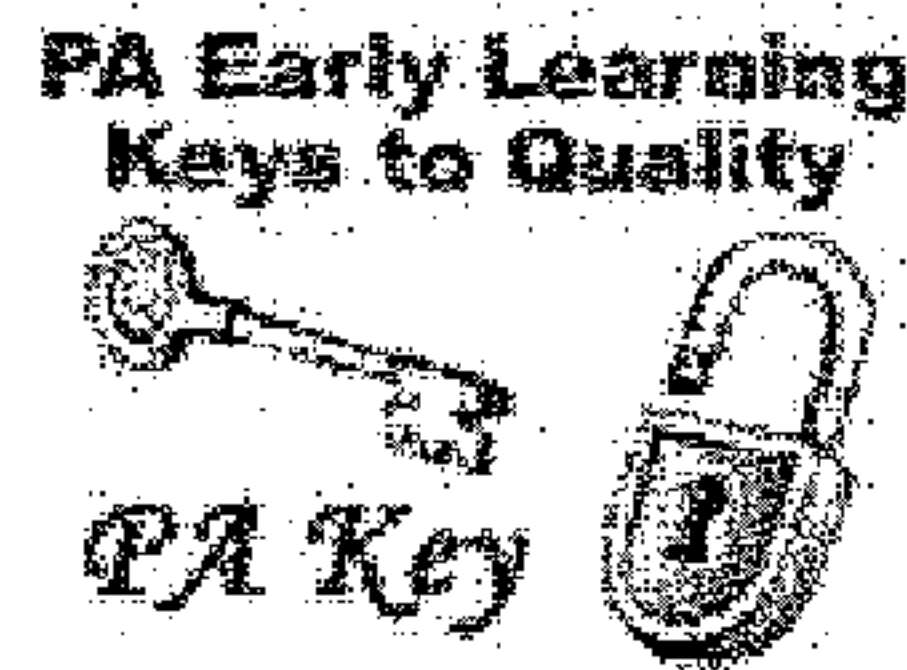
Respectfully,

Blair Hyatt

PHSA Executive Director

3700 Vartan Way, Harrisburg, PA 17110 Phone: (717) 526-4646 Fax: (717) 541-8226
Email: stateoffice@paheadstart.org or visit us on the web at www.paheadstart.org

Appendix (A)(3)-3: Letters of Support from Early Learning Intermediary Organizations



Pennsylvania Key
301 Market Street, 9th Floor
Harrisburg, PA 17101-2224

P/717-213-2066 • F/717-213-0584
www.pakeys.org

Coordinated by the Berks County Intermediate Unit

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning
333 Market St.
6th Floor
Harrisburg, PA 17126
September 29, 2011

Dear Secretaries Tomalis and Alexander and Deputy Secretary Minzenberg,

I am pleased to offer this letter of support from the PA Head Start State Collaboration Office to the Office of Child Development & Early Learning for their Race to the Top Application.

In my role, I work closely with the Office of Child Development & Early Learning, OCDEL in support of the Pennsylvania Head Start and Early Head Start grantees. Pennsylvania serves more than 37,000 high needs children through Head Start, Early Head Start and state funded Head Start Supplemental Assistance programs. PA is one of only 14 states that provide state funding to increase Head Start enrollment.

The goals set for in the OCDEL Race to the Top application will assist the grantees access professional development; better access and utilize program and child outcomes data; and support families' access to information related to their communities. Much of the Race to the Top application aligns to those areas identified by the Office of Head Start for Head Start Collaboration Office priorities.

My office strives to make opportunities available to the Head Start community in order to support their inclusion in OCDEL's continuum of early learning and development programs. This application will assist Head Start and other community programs as they strive to prepare children for school success.

Please feel free to contact me if you have further questions.

Sincerely,

A handwritten signature in cursive script that reads "Tracey Campanini".

Tracey Campanini,
HSSCO Director,
PA Key

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**

Pennsylvania



September 26, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, of Office of Child Development and Early Learning (OCDEL)

I am writing this letter on behalf of Child Care Providers United. We bring together regulated family child care providers and legally exempt child care providers who care for unrelated children (in the provider's home). Many home-based child care providers in Pennsylvania are serving low-income children some who are eligible and receive subsidy. They participate in Keystone STARS and work with OCDEL on a daily basis. Home based child care is often the only option for parents who work non-traditional hours often making it very difficult for the providers to access the resources necessary to improve the quality of care they give to the children.

We support Pennsylvania's Race to the Top – Early Learning Challenge Grant Application. An Early Learning Challenge Grant will enable low-income families to access quality early care and education. Research has shown that the first five years of life are critical in a child's healthy development. A quality early learning environment and positive provider interactions play important roles in a child's emotional and mental development.

Additional resources will enable home-based providers to access a wide variety of professional development to improve the quality of the learning environment and meet the specific needs of the children in their programs. Providers living in rural areas of the state where professional development opportunities are often limited will especially benefit. Regulated home-based child care providers will have access to enhanced technical assistance enabling them to move through the Keystone STARS Program successfully.

Several studies have shown that the benefits of quality early care and education will follow a child throughout his/her school career. Children who succeed in school are more likely to become productive members of society, thus strengthening our communities and our economy.

Sincerely yours,

Bonnie S. Caldwell

Bonnie S. Caldwell
Executive Director

Child Care Providers UNITED

Increasing investment in our children, ourselves and our communities.

Philadelphia 42 South 15th Street, Suite 1305, Philadelphia, PA, 19102 • 215-564-3330 • toll-free: 866-647-3330 • fax: 215-564-3440

Pittsburgh 5001 Baum Boulevard, Suite 630, Pittsburgh, PA, 15218 • 412-683-1801 • toll-free: 866-647-3330 • fax: 412-685-1804



Pennsylvania Home-based Child Care Providers Association, Inc.

September 26, 2011

Ron Romalis, Secretary, Department of Education

Gary D. Alexander, Secretary, Department of Public Welfare

Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning

I am writing this letter on behalf of The Pennsylvania Home-based Child Care Providers Association. We are a membership organization and have represented the needs of all home-based child care providers-neighbor/relative, family and group for over 30 years. We support the belief that quality home-based child care is an essential and desirable child care service in every community. Countless low-income children are cared for in home-based settings and these homes have established relationships with OCDEL thru the subsidy system and the Keystone STARS program. The majority of non-traditional hour care, nights and weekends is provided by home-based child care providers.

This letter is in support of Pennsylvania's Race To The Top-Early Learning Challenge Grant application; with additional funding we could better our quality of services to the children and families enrolled, provide for targeted education to meet the needs and time constraints of home-based child care providers, and increase our participation in KEYSTONE STARS, the commonwealth's quality initiative in child care.

Children are Pennsylvania's most valuable resource and research has shown that children who receive quality childcare in the earliest of settings do the best in school situations. Research has also proved the value of "continuous care" and home-based child care has long provided one early educator from birth through school enrollment. The emotional benefits of that relationship have now been recognized in several public school settings as teachers in the primary school move on to the next grade with their class.

The Pennsylvania Home-based Child Care Providers Association celebrates the close personal relationships formed by home-based child care providers, children, and their families as we share in the caring and support Pennsylvania's opportunity to apply for the Race To The Top Early Learning Challenge Grant.

Sincerely,

Denise K. Cressman

President

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**

Kondrich
Chair, State Interagency Coordinating Council
640 Aljo Drive
Pittsburgh, PA 15241
412-564-5098

October 3, 2011

The Honorable Gary D. Alexander
Secretary, Department of Public Welfare
7th and Forester Streets, Room 333
Harrisburg, PA 17105-2675

The Honorable Ronald J. Tomalis
Secretary, Department of Education
PDE, 333 Market Street, 10th Floor
Harrisburg, PA 17126-0333

The Honorable Barbara G. Minzenberg, Ph.D.
Deputy Secretary, Office of Child Development and Early Learning
PDE/OCDEL, 333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

Dear Secretary Alexander, Secretary Tomalis and Deputy Secretary Minzenberg:

The State Interagency Coordinating Council (SICC) for Early Intervention would like to offer this letter of support to Pennsylvania's Race to the Top-Early Learning Challenge program application. The SICC has a long standing advisory relationship with the Office of Child Development and Early Learning (OCDEL)/Bureau of Early Intervention Services (BEIS) in ensuring that Early Intervention Programs/Services are available to all eligible infant/toddlers and preschoolers across the state.

OCDEL provides quality early learning programs, strong child outcomes, and family engagement all while embedding inclusive practices in all of their programs. These programs have enriched the lives of our children and families being served in Early Intervention because they not only cultivate school readiness but they provide a solid foundation which prepare our children for a successful future. The SICC supports OCDEL's efforts to fully include children receiving EI services in high quality Early Learning programs with typically developing children which prepares them for successful inclusion in their school district.

OCDEL held a conference call with the SICC to gather input from the membership as they move forward with their grant application and the SICC has been very active in making sure policymakers know the investment in EI always yields a positive return for all residents of the state.

The SICC supports OCDEL's continuing initiatives with regards to professional development when utilizing new assessment tools and will help OCDEL align the new tool with the current Kindergarten Standards. The SICC appreciates OCDEL's strides in family/community outreach in differing forms of multimedia venues and encourages families to be active advocates and leaders for their children. The SICC hopes they can continue their family/community outreach through all social outlets all the while being cognizant of the fact that some of our families do not have access to some of these media tools.

Thank you for considering Pennsylvania in this most important Challenge.

Sincerely,

(b)(6)

Kurt A. Kondrich
Chair
State Interagency Coordinating Council

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



September 27, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development

Dear Colleague,

As president of the Early Intervention Providers Association of Pennsylvania, I am writing this letter of support for Pennsylvania's application for the Race to the Top – Early Learning Challenge Grant application.

The Early Intervention Providers Association of PA. is comprised of over 80 provider agencies serving infants, toddlers, and preschool children and their families across Pennsylvania. Our mission is to bring together and represent Early Intervention providers in order to promote and enhance the scope and quality of services provided to children with special needs and their families. Many members of the Early Intervention Providers Association of PA. serve on numerous statewide organizations sponsored by The Pennsylvania State Office of Child Development and Early Learning, including the State Interagency Coordinating Council for Early Intervention and the Early Learning Council.

The Early Intervention Providers Association of PA. places the full support of its membership behind this project. The work of this project will make high quality, accountable programs accessible to more children with high needs in Pennsylvania and will promote early learning and development outcomes for all children including children with developmental disabilities.

The Early Intervention Providers Association of PA. knows that The Pennsylvania State Office of Child Development and Early Learning will bring all their resources, expertise, leadership, and innovation to this project. We believe Pennsylvania has the infrastructure to develop and maintain a coordinated, high quality early education system that will benefit all of Pennsylvania's children.

Sincerely,

Kathleen Shugars, President
Early Intervention Providers Association of PA

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



Northeastern
Child Care Services

Judith Graziano
President

September 21, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, OCDEL
Departments of Education and Public Welfare
333 Market Street, 6th Floor
Office of Child Development and Early Learning
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

I have been involved as an admistatator of early learning programs in Pennsylvania for forty years and have witnessed and experienced the incredible changes and challenges in the field.

Northeastern Child Care Services has been a Child Care and Information Service for two rural counties for over thirty-five years, has operated seven early learning centers that are either Star 3 or 4, is the grantee for ninety-eight PA Pre K Counts Children and sponsors the Child and Adult Care Food Program for approximately seventy-two family and group homes.

Pennsylvania has made enormous progress over the past several years in making quality a priority. In introducing the Stars rating scale, providing resources to attain a Star level and promoting accountability, OCDEL has challenged the field to improve. Creating Early Learning Standards and creating the means for teacher education has made a significant difference.

NCCS fully supports this application to continue and further the work of OCDEL in:

- improving the Early Learning Standards to better align with child, teacher and classroom assessments,
- to create a more unified system for all early childhood programs,
- to better support increased staff retention and teacher quality and career advancement,
- and to improve its data systems and use of data to improve instruction, practices and policies.

All of these steps will assure that our most high risk and vulnerable children will enter kindergarten ready to learn and be successful.

Sincerely,

Judith Graziano
President

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



CHILD CARE NETWORK INC.

*Child Care Information Services
of Cumberland, Dauphin and Perry Counties*

September 21, 2011

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child
Development and Early Learning (OCDEL)
Departments of Education and Public Welfare
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Secretary Tomalis, Secretary Alexander and Deputy Secretary Minzenberg:

I have worked in the child development and early learning field in Pennsylvania for thirty-three years. During that time I have seen many changes in an industry that began with simple guidelines, often operating in poverty, to become a goal-oriented system dedicated to improving the quality of early care and education for all children in the Commonwealth. Now, with the economic downturn, it is a system facing difficult challenges.

Child Care Network (CCN) has been a Child Care Information Service operating in 3 counties in central Pennsylvania for 19 years. We currently have agreements with 576 providers in Cumberland, Dauphin and Perry Counties and are serving 9,448 children. Our agency is represented in many community groups such as: Success by 6, LEARN, CAECTI (Capital Area Early Childhood Training Institute) and Human Service Agencies in all 3 counties.

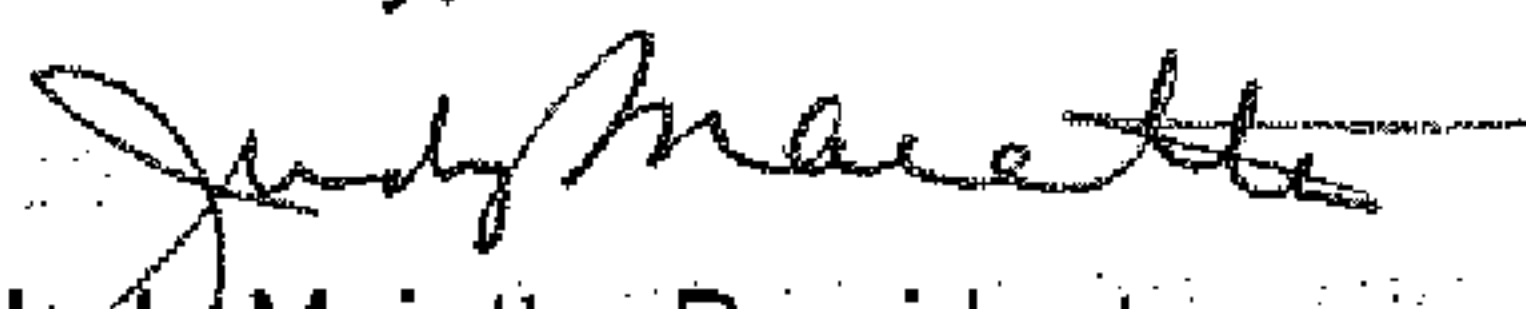
OCDEL has worked very hard over the past several years to bring positive change to the early care and education field. The development of the Keystone Stars rating system has elevated the industry to a new quality level. By making affordable training available to providers, and offering a tiered reimbursement system for those who obtain a Star 2 level and above, it opened the industry to everyone who wanted to participate. The children in Pennsylvania are the real winners in the Stars program as the quality of the care and education greatly improved.

CCN supports this application to further OCDEL's work in:

- developing outcomes to measure kindergarten readiness
- making high quality programs accessible to at-risk children
- offering training at institutes of higher learning for early childhood staff
- and developing technology that will be able to support program activities

Achieving the above steps will make it possible to reach our most at-risk population and ensure that these children will be ready to enter kindergarten and succeed in school.

Sincerely,


Judy Maietta, President

1779 W. Trindle Road, Suite 201, Carlisle, PA 17015

(717) 243-4014 1-800-358-8725 FAX (717) 243-0309

Coordinated Child Care Services of NEPA, Inc.

Ron Tomalis, Secretary, Department of Education
Gary D. Alexander, Secretary, Department of Public Welfare
Barbara G. Minzenberg, Ph.D., Deputy Secretary, Office of Child Development and Early Learning (OCDEL)
Departments of Education and Public Welfare
Office of Child Development and Early Learning
333 Market Street, 6th Floor
Harrisburg, PA 17126

Dear Colleagues:

Coordinated Child Care Services of NEPA, Inc. supports the Office of Child Development and Early Learning (OCDEL) of Pennsylvania's, and the Departments of Public Welfare and Education's submission of the Race to the Top-Early Learning Challenge Grant.

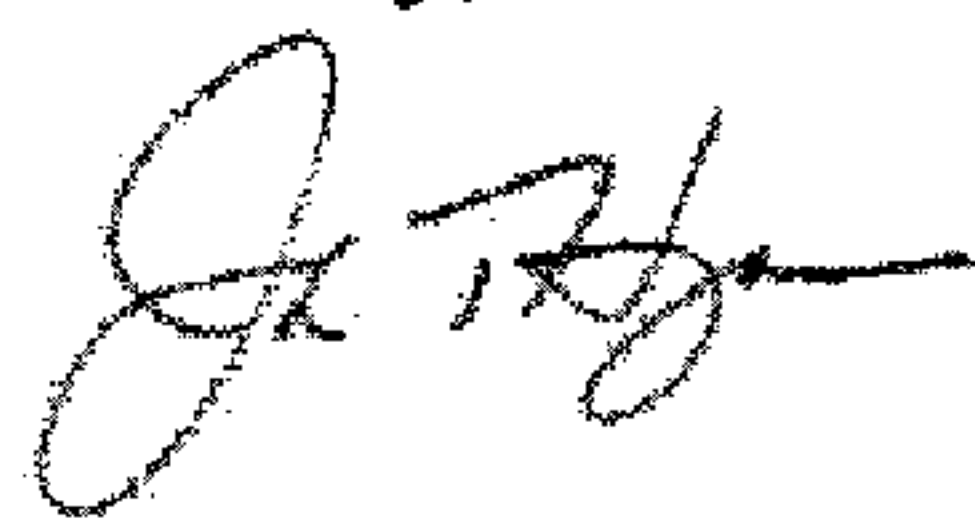
Coordinated Child Care Services of NEPA, Inc. operates the Child Care Information Services (CCIS) program for Luzerne County. Coordinated Child Care Services of NEPA, Inc. has been the management agency for publicly funded child care services since 1989. The agency recognizes the importance of supporting quality early educational programs and recognizes the import role those programs play in preparing children for school success. Pennsylvania has a proven leadership role in promoting and developing quality early childhood education programs for our most vulnerable children and the initiatives described in this submission would be instrumental in continuing that process.

In particular we are pleased to see the recognition on the part of the applicants to the need to support professional development for early childhood providers. A well prepared, well educated, professional staff is the primary key to quality early childhood education programs and these programs need help to assure that their staff are ready to prepare children for school success.

Support of professional development and the planned effort to develop technological infrastructure are two of the major needs of the early childhood education community and we are pleased to see them addressed in this submission.

Coordinated Child Care Services of NEPA, Inc. as part of the early childhood education community in Luzerne County, Pennsylvania is please to support this submission for the Race to the Top Early Learning Challenge Grant.

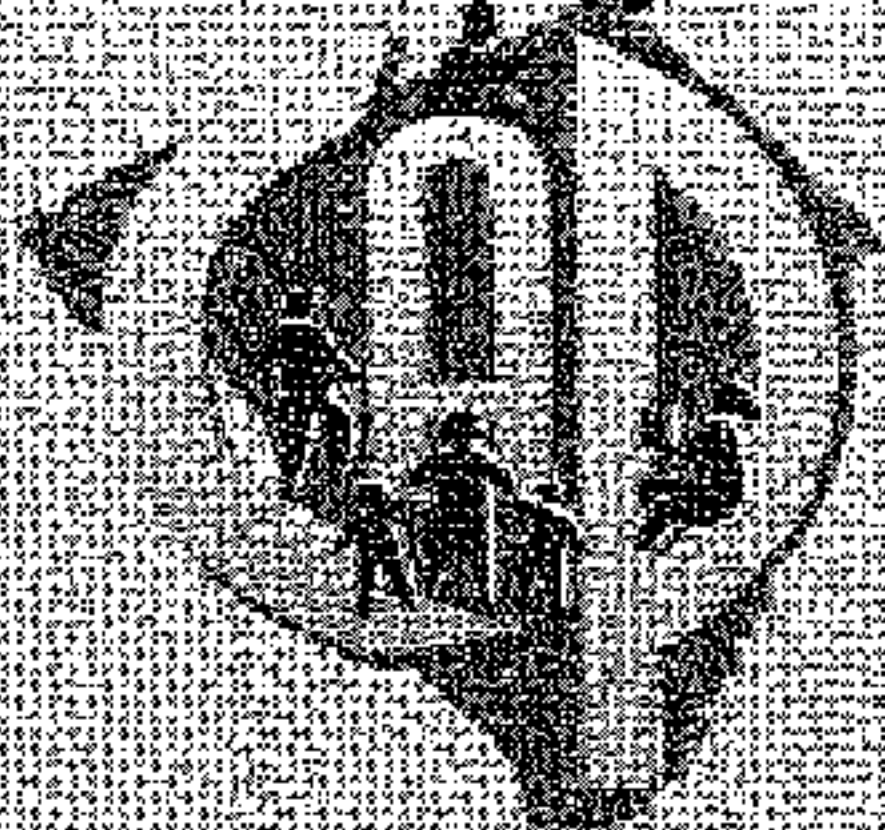
Sincerely,



John T. Hogan, Executive Director

46 South Washington St., P.O. Box 2631, Wilkes-Barre, PA 18703-2631
Phone: (570) 822-6500 or 1-8000-922-6264

**Appendix (A)(3)-3: Letters of Support from
Early Learning Intermediary Organizations**



COMMUNITY ACTION PROGRAM OF LANCASTER COUNTY

601 SOUTH QUEEN STREET - P.O. BOX 599 - LANCASTER, PA 17608-0599
Telephone (717) 299-7301 - Fax (717) 299-9341 - (800) 732-0018
www.caplanc.org

HEAD START • DAY CARE • OUTREACH SERVICES • HOUSING ASSISTANCE • SENIOR CENTERS

Child Care Information Services
297-1004

CONTACT LANCASTER Helpline
601 SOUTH QUEEN STREET
209-7711

DOMESTIC VIOLENCE SERVICES
of LANCASTER COUNTY
299-1249
Bridge Housing
394-4350

EMPLOYMENT AND TRAINING
299-5135

ENERGY CONSERVATION
492-0102

FAMILY CENTER
431-1027

Food Warehouse
SPECIAL INFANT FORMULA
DISTRIBUTION
293-0187

WIC
509-3686

OUTREACH OFFICES

Columbia
401 Locust Street
2nd Floor
684-8047

Elizabethtown
70 South Poplar Street
367-5829

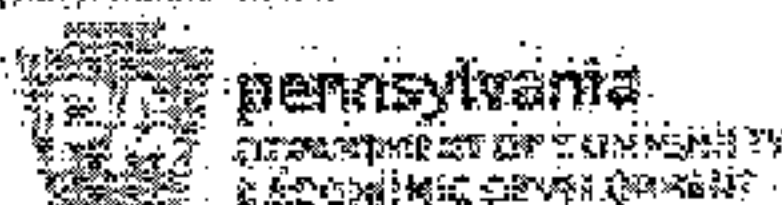
Ephrata
24 Orange Street
733-6562

LANCASTER City
601 South Queen Street
299-7301

MANHEIM
7 South Main Street
668-2107

New Holland
EASTERN LANCASTER COUNTY
Welsh Mountain Medical
AND DENTAL CENTER
584 Springville Road
254-8692

Quarryville/Solanco/Refton
349 Buck Road, Suite J
786-4468



United Way
of Lancaster County

September 26, 2011

To: Mr. Ron Tomalis, Secretary Department of Education
Mr. Gary D. Alexander, Secretary, Department of Public Welfare
Ms. Barbara G. Minzenberg, PhD, Deputy Secretary, Office of Child
Development and Early Learning (OCDEL)

Dear Colleagues:

The Community Action Program of Lancaster County (CAP) is writing in support of the Office of Child Development and Early Learning (OCDEL) of Pennsylvania's Departments of Public Welfare's and Education's submission of the Race to the Top-Early Learning Challenge Grant.

CAP is the parent agency for the Child Care Information Services (CCIS) program and has 45 years of experience in Early Care and Education as, in addition to CCIS, it operates a Head Start program for over 800 children, a Keystone STARS 4-rated child care center that serves 90 children, a Family Center, a Women, Infant, and Children's program and an Employment and Training Program, among others. CAP can attest to the importance of High Quality Early Educational programs that are held accountable for meeting specific high quality outcomes that also measure a child's progress and keeps parents and the community engaged.

There is a clear need to continue and expand funding for these vital programs for the most vulnerable of PA residents (children). OCDEL has a proven track record in developing and promoting high quality, measurable programs to the neediest children and we believe OCDEL would effectively utilize the Race to the Top- Early Learning Challenge Grant to continue to further their work in Pennsylvania.

Sincerely,

Mark B. Esterbrook
Chief Executive Officer
Community Action Program
of Lancaster County

The official registration and financial information of the Community Action Program of Lancaster County, Inc. may be obtained from the Pennsylvania Department of State by calling toll free, within Pennsylvania, 1 (800) 732-0999. Registration does not imply endorsement.

Helping People — Changing Lives

Appendix (B)(1)-1: Logic Model for Focused Investment Area (B): High Quality, Accountable Programs

Vision

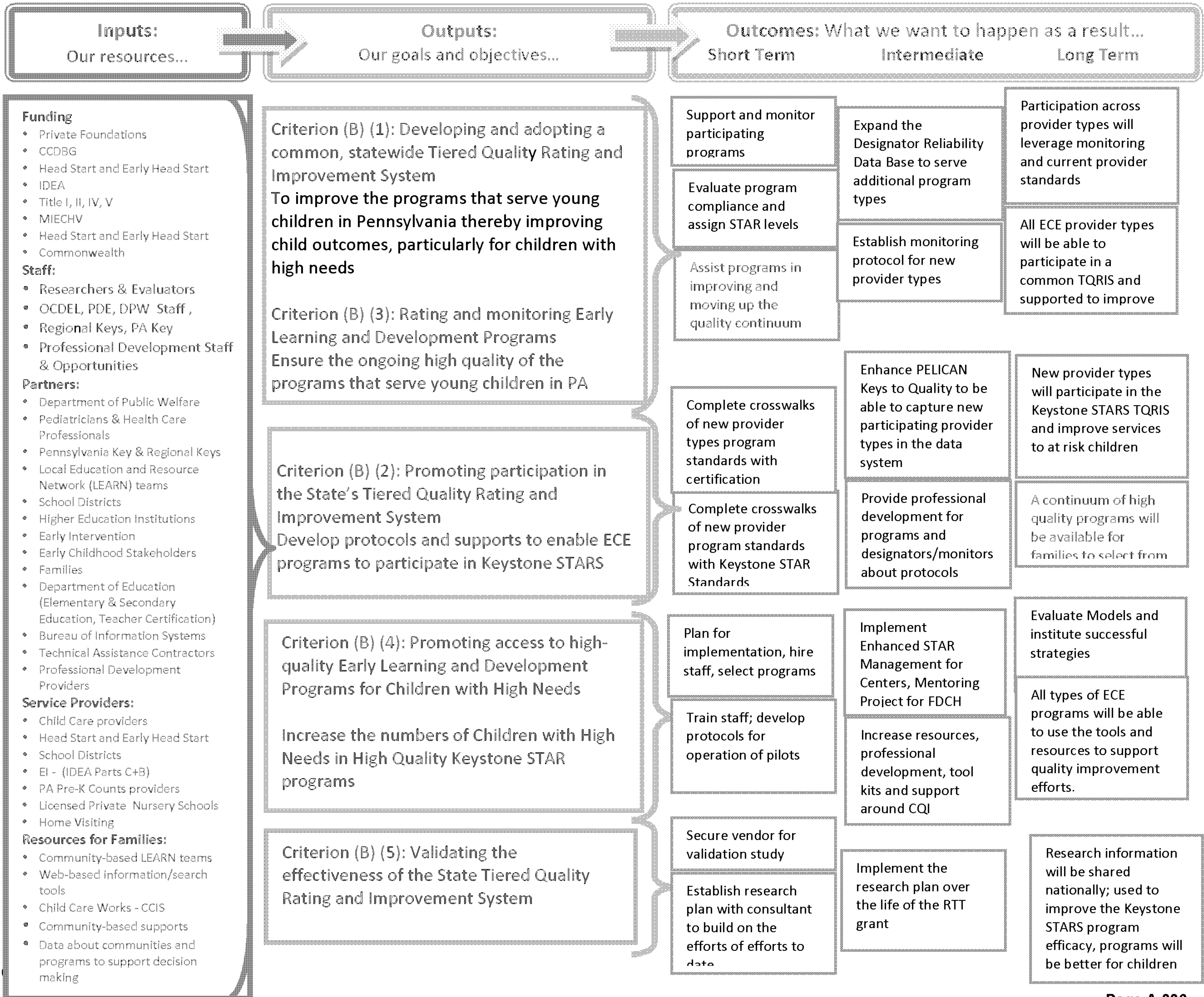
State-wide availability of high quality early learning programs across a continuum of services all children especially for children with high needs and at risk for school success

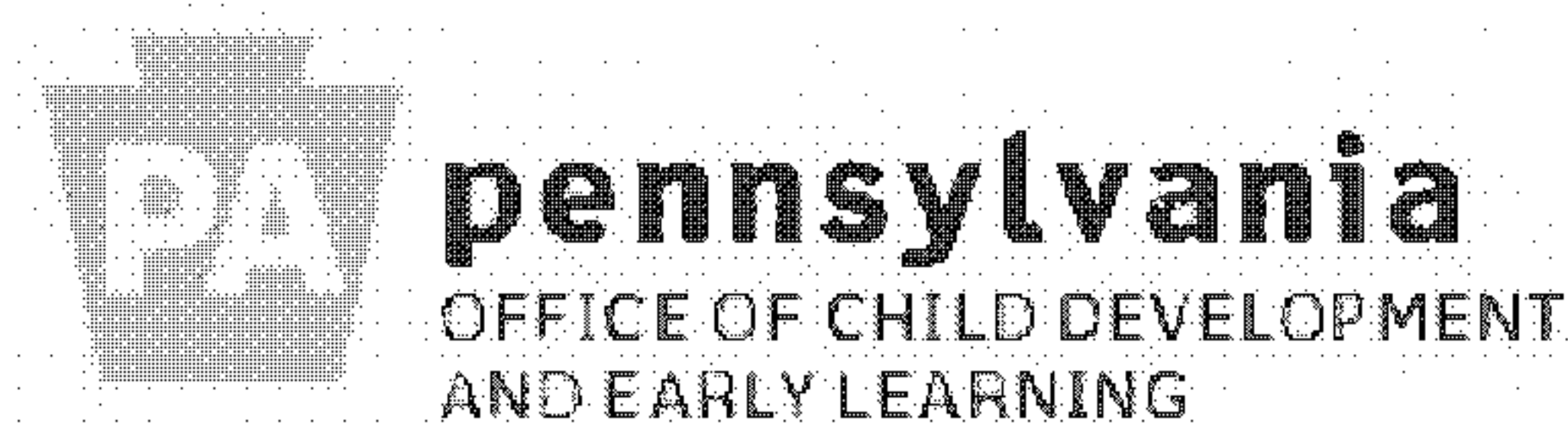
We Value:

A continuum of strong research based learning standards linked to curriculum, assessment, instruction and intervention which are embedded in quality program standards

An effective work force continuing to improve and apply knowledge and skills

High Quality programs and support resources available for families and children especially those with high needs





The “Good, Better, Best” (GBB) document was developed from experience managing the Keystone STARS program, analysis of current research, and insights/suggestions practitioners have shared. The GBB document was created to assist practitioners in assessing program strengths as well as help identify next steps for improvement. Thoughtful assessment using a variety of sources of evidence can lead to the development of a meaningful continuous quality improvement (CQI) plan. This optional tool supports programs in meeting the targeted standards and understanding the more subtle continuum of quality contained within a standard. The tool allows programs not choosing to move up to a higher STAR level to consider making incremental improvements within a STAR level or standard. It also allows programs to identify areas where the minimum standard is exceeded and can be used to determine at what point in the spectrum a standard is being met. Understanding the quality continuum of a standard will enable programs to be more focused and specific in quality improvement efforts. Because Keystone STARS are indicator based standards, the concepts of incremental improvement demonstrated in GBB are able to be generalized to comprehensive quality improvement.

Continuous quality improvement requires a solid practice of reflection. When individuals and programs take the time to consider where they are and where they want to go, the pathway becomes clearer for both individuals and programs. The GBB document is meant to be a reflective tool for users when considering the direction a program might want to embark upon and assists in setting both short term and long term goals for improvement. There aren't any “right” or “wrong” answers with GBB. The intent of the document is to solidify for practitioners and other users the premise that Keystone STARS standards are not a “checklist” to be met, but guidance around elements of quality. STARS standards are not meant to be the “be all end all” of quality, but a piece in the quality continuum. No two programs are alike; nor should they be.

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

GBB celebrates the uniqueness of early learning and school programs and supports practitioners in their reflective practices.

In 2011, GBB was broken into two documents. One for Center/Group practitioners and a second for Family Child Care Practitioners. The Center/Group document is 123 pages in length. Seventy-eight percent of the Keystone STARS standards are included in GBB, and it spans STAR levels and is divided into the four areas of the Keystone STARS standards which are: (1) Staff Qualifications and Professional Development, (2) Learning Program, (3) Family and Community Partnerships, and (4) Leadership and Management.

The Family Child Care GBB document is 63 pages in length. Sixty percent of the Keystone STARS standards are included in the Family Child Care GBB, and it is broken down by Keystone STAR levels to better meet the needs of this population. The slight format difference in the Family Child Care GBB was based on feedback from providers and targets their needs as an independent operator more specifically.

Each standard in both versions of GBB is supported by research to validate the inclusion of each one in the Keystone STARS program standards. Reference materials were also added to assist users in understanding the justification behind each standard.

Version 2.0 Center/Group and Version 1.0 Family Child Care includes the following sections:

- ***Description of Criteria at each STAR Level:*** This section is the quality continuum that a program uses to determine the “Good, Better or Best” level at which a standard is being met.
- ***Research:*** This section contains qualitative as well as quantitative research from peer reviewed journals. Many of these citations will have a cost involved to download the document unless you are a subscriber to the site or journal, but they serve as a basis for the particular standard.
- ***Reference:*** This section contains books, articles and other resources that support a standard. There are links that can be copied and pasted into a browser or link up directly to the article or tool. This section is especially useful for staff of early learning programs

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

who want easy to understand resources to share with families, colleagues and apply to practice.

- **Sources of Evidence:** This section describes examples of sources of evidence that Programs, STARS Support Staff, Technical Assistance and Professional Development Consultants could use to document that a standard is being met. These sources of evidence are not exhaustive; programs may have other documents or unique sources of evidence that verify a standard is being met. The review of sources of evidence is part of the Keystone STAR accountability.
- **Supports Available:** This section provides additional resources and tools that are available to assist programs in creating Continuous Quality Improvement (CQI) plans or in meeting a level of the continuum.
- **Program Considerations:** This section provides guidance/additional requirements around how other programs beyond Centers, Groups and Family Child Care can meet continuum levels. These considerations can be: Head Start (HS), Pre-K Counts (PKC), or School-Age (SACC) or Health and Safety items. Please note that standards may not address every consideration or continuum level.

Regional professional development on GBB is available. Additionally, all users of GBB are being asked to provide feedback on format and content through June 2012 to ensure that the documents strongly support CQI and reflective practice among Pennsylvania's early learning and school-age professionals. As the document is intended to focus on the needs of the practitioner/programs, this input will be invaluable as future versions are developed and disseminated.

To demonstrate the format of the two documents, below you will find examples of the Family Child Care GBB for *Leadership and Management* and *Learning Program* standards. *Partnerships with Family and Community* as well as *Staff Qualifications and Professional Development* for the Center/Group GBB standards are profiled below also.

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

LEARNING PROGRAM

Standard: A developmentally appropriate screening of the child is completed and shared with the family within 45 days of program entry. (effective 7/1/2012) (STAR 2)

	Good	Better	Best
Description of criteria at each level	<ul style="list-style-type: none"> Developmentally Appropriate screening completed within 45 days from enrollment date and shared with families at "Getting To Know You"/Family Meeting Screening instrument is reliable and valid. Program has list of community resources available to families for possible referrals 	<ul style="list-style-type: none"> Families are included in completion of screening. Formal Procedure for initial screening and referrals are located in the policy and procedure manual Ongoing observations are completed in addition to the 45 day screening that record children's progress in the Key Learning Areas indicated in the Early Learning or Academic Standards 	<ul style="list-style-type: none"> Screenings are conducted as often as tool recommends or if there are changes to child's behavior or appearance Use of interpreters in home language if necessary for written or oral communication of results Sharing of information is sensitive to the diverse needs/backgrounds of families
Source(s) of Evidence	<ul style="list-style-type: none"> Completed Developmental Screening such as Ages and Stages Notes from parent/teacher conference Resources for referral 		
Supports Available	<ul style="list-style-type: none"> Ages & Stages Professional Development: http://www.pakeys.org/private/profdev/prof_dev_calendar.asp Technical Assistance on developmental screenings and supporting families are available through each Regional Key An Optional Tool for referring families for services is available on the PA Key website: http://www.pakeys.org/pages/starDocs.aspx 		
References	<ul style="list-style-type: none"> PACER Center. (2006). <i>Strategies for success in local early childhood parent outreach activities among diverse cultures</i> (ACTION Sheet: PHP-c132). Minneapolis, MN: PACER Center. Retrieved from http://www.pacer.org/parent/ohh/ohh-c132.pdf 		
Research	<p>Research shows that the use of a developmental screening instrument increases the detection of developmental delays. In addition, developmental questionnaires completed by parents may be a useful tool for practitioners in early childhood settings.</p> <p>Jee, S.H., Szilagyi, M., Ovenshire, C., Norton, A., Coan, A., Blumkin, A., & Szilagyi, P.G. (2010). Improved detection of developmental delays among young children in foster care. <i>Pediatrics</i>, 125, 282-289.</p> <p>Squires, J., Potter, L., Bricker, D., & Lamorey, S. (1998). Parent-completed developmental questionnaires: Effectiveness with low and middle income parents. <i>Early Childhood Research Quarterly</i>, 13(2), 345-354.</p>		

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

LEADERSHIP AND MANAGEMENT

Standard: At least 1 employee benefit given to staff. (STAR 2)

	Good	Better	Best
Description of criteria at each level	<ul style="list-style-type: none"> Program makes at least one of the following benefits available to eligible staff (as defined by the program): Flex time, Attendance bonus, Performance bonus; Paid professional membership, or Payment for staff development Mandated benefits are paid (Social Security, Unemployment insurance, and Worker's compensation) 	<ul style="list-style-type: none"> Program makes at least one of the following benefits available to eligible staff: Annual incremental raises based on performance evaluation, Life insurance, Paid % of health insurance, Paid sick leave, Paid vacation/holidays, Reduced fee for child care services, Retirement plan, Short and/or long-term disability, Transportation Assistance, or Tuition reimbursement Annual performance evaluation completed for each staff 	<ul style="list-style-type: none"> Program makes at least two of the following benefits available to eligible staff: Annual incremental raises based on performance evaluation, Flex time, Life insurance, Paid % of health insurance, Payment for staff development, Paid professional membership, Paid sick leave, Paid vacation/holidays, Reduced fee for child care services, Retirement plan, Short and/or long-term disability, and Tuition reimbursement
Source(s) of Evidence	<ul style="list-style-type: none"> List of benefit options included in information given to employees Employee receipt of benefit(s) 		
Supports Available	<ul style="list-style-type: none"> STARS TA 		
References	<ul style="list-style-type: none"> Employee Benefit Research Institute: www.ebri.org Small Business Administration, providing employee benefits: www.sba.gov/content/providing-employee-benefits U.S. Department of Labor Employee Benefits Security Administration: www.dol.gov/ebsa/ Sells, H. L. & Hall, K. (2010). <i>Occupational outlook handbook, 2010-2011 Edition, Child care workers</i>. Washington, DC: U.S. Bureau of Labor Statistics. Retrieved from http://www.bls.gov/oco/ocos170.htm 		
Research	<p>Research shows that retention is higher among employees who receive extrinsic rewards (such as health benefits). In addition, child care staff benefits are significant predictors of child care quality.</p> <p>Hausknight, J., Rodda, J. M. & Howard, M.J. (2008). Targeted employee retentions: Performance-based and job-related differences in reported reasons for staying. <i>Human Resource Management, 48</i>(2), 269-288. Retrieved from <a benefits+and+employee+retention"="" href="http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1485&context=cahrswp&sei-redir=1#search=">http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1485&context=cahrswp&sei-redir=1#search="benefits+and+employee+retention"</p> <p>Whitebook, M., Howes, C., & Phillips, D. (1990). <i>Who cares? Child care teachers and quality of care in America</i>. Final Report: National Child Care Staffing Study. Oakland, CA: Child Care Employee Project. Retrieved from http://www.eric.ed.gov/PDFS/ED323032.pdf</p>		

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

Standard: Annual clock hours of professional development based on PDR. (Covers 3 separate standards - STAR 2 and above)

	Good	Better	Best
Description of Criteria at each STAR Level	<ul style="list-style-type: none"> STAR 2 15 hours (Directors) 12 hours (All Staff) STAR 3 21 hours (Directors) 18 hours (Teachers/Assistants) 12 hours (Aides) STAR 4 27 hours (Directors) 24 hours (Teachers/Assistants) 15 hours (Aides) Group Child Care STAR 2 15 hours (Primary) 9 (Secondary) STAR 3 18 hours (Primary) 15 hours (Secondary) STAR 4 24 hours (Primary) 18 hours (Secondary) 25% face-to-face PD events/75% are video or in-house events. (Percentage of face-to-face PD events can be higher.) Online college courses are not considered video module learning. PD selected should be relevant to age of group(s) teacher works with 	<ul style="list-style-type: none"> Some hours are at higher competency levels Courses that are part of a series PD is spread through the year, not "bunched up" just before designation/renewal 50% face-to-face PD events/50% video or in-house PD events. (Percentage of face-to-face events can be higher.) Online college courses are not considered video module learning. Staff who have regular contact with children, youth, or their families receive training on mandatory reporting and the identification of indicators of suspected abuse and neglect. Staff who work with children and youth are trained in: child and youth development, and the differing needs of children and youth at different stages of development; building positive relationships with children and youth; understanding how staff behavior can influence the behavior of children and youth; cultural awareness, sensitivity, and responsiveness; and understanding and combating bias and discrimination 	<ul style="list-style-type: none"> Some hours for each staff member are from credit bearing courses (Teachers/Assts) and Aides do a minimum of one credit/15 hours for direct credit Involvement in CDA or courses that are part of a series (aides) 75% face-to-face PD events/25% video or in-house PD events (Percentage of face-to-face events can be higher.) Online college courses are not considered video module learning Staff who work with children and youth are trained in: working and communicating with families; designing and/or facilitating activities that support program goals and engage program participants; topics relevant to program goals and activities; and recognizing when children and youth may benefit from additional or alternative services Program administrators and/or directors receive training in: program administration and management; staff supervision; and legal topics relevant to program operations, management, and oversight of programs

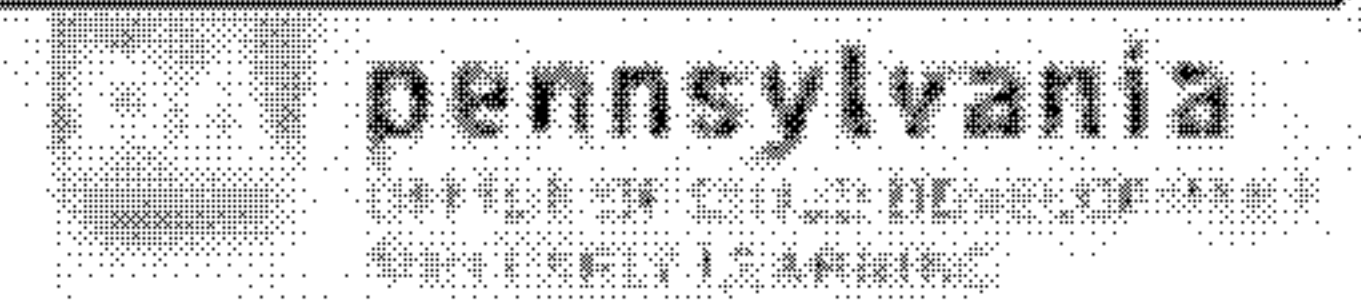
Research	<p>Effective professional development requires repeated opportunities for individualized feedback. Research shows that when staff are empowered and supported in developing personal goals and objectives, they are more motivated to stay with the program.</p> <p>Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development to support parent engagement: A case study of early childhood practitioners. <i>Early Education and Development, 20</i>(3), 482-506. Retrieved from http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=cyfsfacpub&sei-redir=1#search=Professional+development+to+support+parent+engagement:+A+case+study+of+early+childhood+practitioners</p> <p>Huang, D., & Cho, J. (2010). Using professional development to enhance staff retention. <i>Afterschool Matters, 12</i>, 9-16. Retrieved from http://www.niost.org/pdf/afterschoolmatters/ASM_Fall2010.pdf#page=13</p> <p>Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly, 23</i>(4), 431-451. Retrieved from http://www.cds.unc.edu/CCHD/F2009/10-05/Pianta%20EARCHI_384-mtp-effects.pdf</p>
Reference	<p>Bowie, L., Garrett, S. B., Kinukawa, A., McKinney, K., Moore, K. A., Redd, Z., Theokas, C., & Wilson, B. (2006). <i>Program implementation: What do we know?</i> Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files/Child_Trends-2007_06_01_FR_PrgmImplementation.pdf</p>
Source(s) of Evidence	<ul style="list-style-type: none"> Training certificates Transcripts Professional Development History Attendance Sheets from PDO or online verification (if certificates are not signed OR proof of payment cross-referencing staff) Annual Training Plan PDE website (Act 48)
Supports Available	<ul style="list-style-type: none"> PA Keys Online Calendar www.pakeys.org Distance learning opportunities through Better Kid Care http://betterkidcare.psu.edu/page02a.html Distance learning opportunities through ECELS http://www.ecels-healthychildcarepa.org/section.cfm?sectionID=4 Professional Development that supports English as Second Language Learners-ELL (Spanish especially) Remedial coursework, including English/writing Online training on ELL or language acquisition Satellite training/ Teleconferences in primary language of audience Online opportunities, including webinars and webcasts in primary language of audience "Beyond the PDR" sessions Professional Development listing is available on http://www.pdesas.org/ocdel under the Professional Development tab

Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

STAFF QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

<p>Program Consideration:</p>	<ul style="list-style-type: none"> • SACC – The content of staff professional development needs to be appropriate for the age groups served (including child development and other areas related to after school programming) • I/T – Provide training and/or coursework specifically addressing infants and toddlers • PKC – PA Pre-K Counts classroom personnel must have a minimum of 24 professional development hours annually with content that is related to early childhood education and/or required coursework for moves through the Career Lattice levels • PKC – Every PA Pre-K Counts teacher must attend a PA Pre-K Counts Core Series of professional development events within two years of hire. See PKC Personnel Policy #2 • HS – Classroom staff must have a minimum of 15 hours related to classroom activities. Could be based on the PDR or some other approved document • HS – Refer to the HS Act of 2007 professional development/training requirements • GROUP – For Staff PDR requirements in relation to PD taken, refer to the applicable STAR level worksheet. In addition, 3 annual clock hours must be in management, professionalism, supervision, leadership and/or administration and are included in the total number of annual clock hours required for the Primary Staff Person (STAR 2/3) 		
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Center/Group CQS v. 2.0 09/15/2011



Appendix (B)(1)-2: Good, Better, Best Executive Summary Pennsylvania's Continuous Quality Improvement Guide To Best Practices

PARTNERSHIPS FOR FAMILY AND COMMUNITY

Standard: At a minimum of once per year, written information on topics including health and human services, wellness, nutrition and fitness and/or child development is given and explained to parents and staff. (STAR 2 and above)

	Good	Better	Best
Description of Criteria at each STAR Level	<ul style="list-style-type: none"> Explanation describing the purpose for sharing this information Once per year Staff are informed individually or as a group about the topic that is currently being distributed by the facility 	<ul style="list-style-type: none"> Twice per year Information is included in newsletter twice a year Offered in second largest linguistic group of the program 	<ul style="list-style-type: none"> Three or more communications occur throughout the year Monthly plan to rotate materials that are changed to address current situations in the environment Parent and staff training on community resources Resource fair held for families Offered in all languages of families in program/community
Research	<p>Early childhood practitioners can help parents take responsibility for their children's learning outcomes by providing materials and ideas for activities that parents can do at home and in the community with their children.</p> <p>Gupta, R. S., Shuman, S., Taveras, E. M., Kulldorff, M., & Finkelstein, J. A. (2005). Opportunities for health promotion education in child care. <i>Pediatrics</i>, 116(4), 499-505. Retrieved from http://pediatrics.aappublications.org/cgi/reprint/116/4/e499</p> <p>Harvard Family Research Project. (2006). <i>Family involvement makes a difference: Evidence that family involvement promotes school success for every child of every age</i>. Cambridge, Massachusetts: Harvard Family Research Project, Harvard Graduate School of Education. Retrieved from http://www.hfrp.org/family-involvement/publications-resources/family-involvement-in-early-childhood-education</p>		
Reference	<p>James, D. W., & Partee, G. <i>No more islands: Family involvement in 27 school and youth programs</i>. Washington, DC: American Youth Policy Forum. Retrieved from http://www.aypf.org/publications/nomoreisle/index.htm</p> <p>McCormick Center for Early Childhood Leadership. (2010). <i>Research Notes: A window on early childhood administrative practices</i>. Wheeling, IL: National-Louis University, McCormick Tribune Center for Early Childhood Leadership. Retrieved from http://cecl.nlu.edu/research/issues/rnsp10.pdf</p> <p>Riojas-Cortez, M., Flores, B. B., & Clark, E. R. (2003). <i>Los niños aprenden en casa: Valuing and connecting home cultural knowledge with an early childhood program</i>. <i>Young Children</i>, 58(6), 78-83. Retrieved from http://journal.naeyc.org/cgi/200311/valuinghomeculture.pdf</p>		

Source(s) of Evidence	<ul style="list-style-type: none"> Dated handout given or sent to each parent Staff are interviewed regarding how the director shared the information Copies of newsletter Staff meeting minutes Certificates from trainings 		
Supports Available	<ul style="list-style-type: none"> Subscribe to ECELS e-newsletter to gather information Subscribe to CHOP's daily "Children's Health Tip of the Day" e-newsletter to gather information http://www.chop.edu/consumer/common/email_info.jsp On-site copies of Caring for Our Children and Model Child Care Health Policies "Color Me Healthy" PD Healthy Living is a Way of Life - https://www.capbluecross.com/Wellness/EducatorLinks/ "I Am Moving, I Am Learning" PD Child Development pamphlet series adapted from <i>Yardsticks</i>, ages 4 - 14. Contact appropriate Regional Key SACC Specialist to order 		
Program Considerations	<ul style="list-style-type: none"> GROUP - Follows GBB Continuum SACC - Offer materials to families and staff regarding puberty and how to discuss with children HS - Minimum of 2 times a year PKC - No written requirement unless grantee/partner is in STARS but this can be used as a parent engagement strategy 		

Appendix (B)(1)-3 Pennsylvania Career Lattice of Early Educator Credentialing

								POSITIONS						
								Child Care / School Age Care	Early Head Start / Head Start	Early Intervention	Public School Districts	Private Academic Schools	TA/ Consultants/ Mentors/ Trainers	Higher Ed. Faculty
						VIII	Ph.D. or Ed.D in ECE/HDFS OR related field including 30 ECE	Supervisor	Teachers	Director / Case Manager / Supervisor / Early Interventionist / Teacher	Administrator (including ECE or EI / Principals Certification) / Social Worker	Teacher		
						VII	Master's in ECE/HDFS OR related field including 30 ECE	Group Supervisor	Coordinators / Teachers	Therapist / Case Manager / Supervisor / Early Interventionist / Teacher	Teacher	Director / Teacher		
						VI	Bachelor's in ECE/HDFS OR related field including 30 ECE credits ^{4,10}	Lead or Teacher	Director / Coordinators / Teachers	Therapist / Case Manager / Supervisor / Early Interventionist / Teacher	Teacher	Director / Teacher		
						V	Associate's/Associate's of Applied Science in ECE/HDFS ⁴ OR related field (BA/AA/AAS) ⁶ including 18 ECE credits ^{5,8,9}	Director	Director	Service Coordinator	Assistant Teacher / Para- Professional	Assistant Teachers		
						IV	30 credits including 12 ECE credits	Assistant Supervisor	Teachers / Home Visitors		Assistant Teacher / Para- Professional			
						III	Credential, Diploma, Certificate ^{5,7} or 6 ECE Credits	Assistant Teacher or Group Supervisor	Teachers / Home Visitors					
						II	45 Hours or 3 ECE Credits ^{2,3}	Assistant Teacher or Group Supervisor	Teachers / Home Visitors					
						I	15 HOURS Orientation Training ¹	Aides / Family Child Care Providers	Assistant Teachers / Aides			Aides		

NOTE 1: High school diploma/GED are assumed at Level I.

NOTE 2: These 45 Hours may include 15 Hours of Orientation Training from Level 1.

NOTE 3: For SACC providers, credits on the Career Lattice may be in Education (excluding Secondary Education).

NOTE 4: Human Development and Family Studies (specific to young children) is the equivalent to an ECE degree.

NOTE 5: For Education and Retention (ERA) eligibility, refer to ERA guidance at all levels.

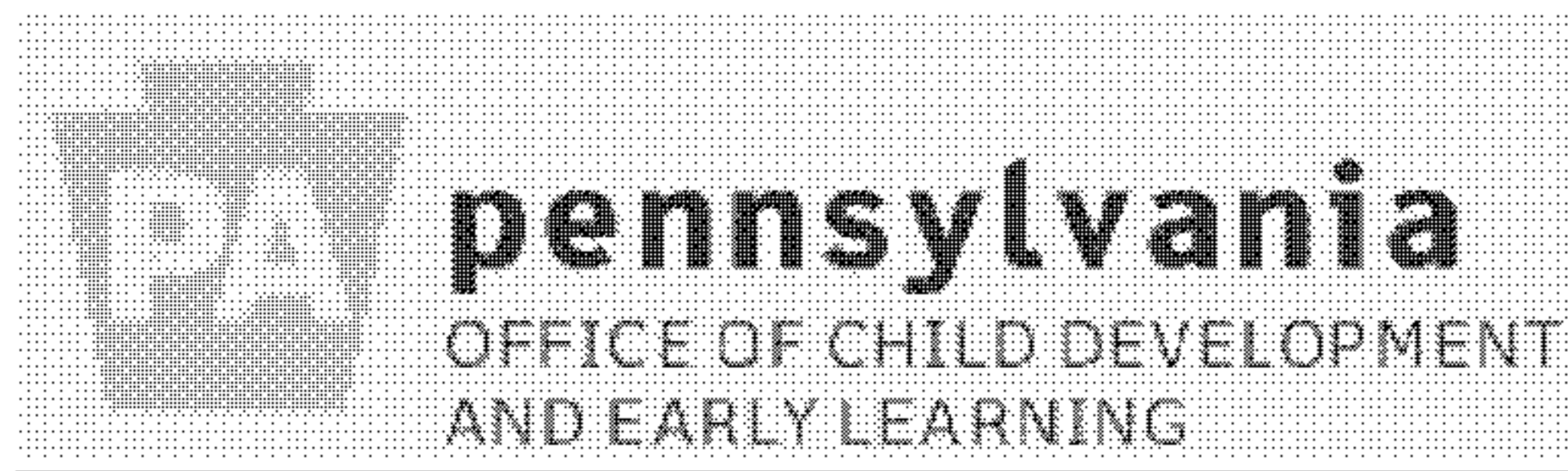
NOTE 6: On the Career Lattice, related fields include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Science, Recreation, Child and Family Studies, and Business.

NOTE 7: Credential/Certificate/Diploma programs vary. These may fall on Level III or IV depending upon number of credits awarded. Review transcripts accordingly.

NOTE 8: Unrelated BA/AA Degrees that include 30 ECE credits meet Level V of the Career Lattice.

NOTE 9: Continuing college students with at least 60 college credits/18 credits in ECE (EDUC - excluding Secondary Educ. if a SAC only program) are at Level V.

NOTE 10: At levels VI and above on the Career Lattice, in-state or out-of-state ECE Certification is also accepted regardless of degree awarded.



This document describes the way in which the STARS system serves as the state's Tiered Quality Rating and Improvement System and defines differentiated levels of quality for Early Learning and Development Programs. The document explains how:

- STARS Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers and aligned to K-12 Standards Aligned System. More of this is written in Section C.
- In the STARS system, Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of children's learning and development outcomes and program performance and quality. CQI plans for classroom and program level

The STARS system addresses the need for a qualified workforce that improves young children's health, social, emotional, and educational outcomes.

- STARS Strategies are successfully used to engage families in supporting their children's development and learning.
- STARS incorporates health promotion practices
- STARS promotes effective data practices. Classroom, program, and state level data is gathered through the PELICAN Keys to Quality and Early Learning Network database management systems. Identification of high-need and/or at-risk children and providers who serve those populations helps OCDEL strategically provide appropriate TA and PD to support high quality early learning and development programs for all children. Additionally, OCDEL can monitor grant spend-down by providers, fiscal management by the contracted Regional Keys, and ultimately the movement towards achievement of Star level and provider type targets.

Teacher Quality (STARS Performance Standard: Staff Qualifications and Professional Development)

Teacher quality is critical to the success of an early learning and school-age program. Qualified teachers keep children engaged, promote positive development, address concerns, and work with families to create learning experiences both in school and at home. Several studies have found that the presence of teachers with a bachelor's degree specialized in early childhood education leads to better outcomes for young children. The 2006 evaluation of Keystone STARS found that classrooms with teachers who had at

Appendix (B)(1)-4: Keystone STARS TQRIS Description

least an associate's degree had significantly higher Environment Rating Scale scores. As with any profession, continuing professional development is necessary to refine skills and gain updated knowledge.

DESIGN: This standard sets the educational levels and continuing professional development requirements for program directors and staff. Educational requirements increase for directors and staff as the program moves up the STARS ladder, for example:

- At STAR 2, at least half of lead teachers must have an associate's degree in early childhood education.
- At STAR 3, Directors and all lead teachers must have at least an associate's degree in early childhood education.
- At STAR 4, Directors and at least half of lead teachers must have at least a bachelor's degree in early childhood education.

Directors and staff in all STARS programs must take a certain number of hours of professional development each year. Professional development must relate to the early childhood field and include college credit coursework by approved college or university; professional development by a Pennsylvania Quality Assurance System (PQAS) approved instructor or be eligible for Act 48 or Continuing Education Units (CEU) hours.

At STAR 2 and above, each director and staff person develops a Professional Development Record (PDR). The PDR allows staff to track the professional development and coursework taken over time and assess their knowledge and skill levels in eight knowledge areas to identify needs for future professional development. In 2006, the PDR was updated to be more inclusive of all early childhood education professionals in child care, Head Start, and preschool settings. All directors in Keystone STARS programs must complete professional development on the Core Body of Knowledge and Professional Development Record, and Foundation of the Environment Rating Scale (ERS).

Targeted financial supports for staff to earn their Child Development Associate (CDA) credential, college degrees and continuing professional development are available through merit awards and vouchers.

ACCOUNTABILITY: During the first Designation visit, STARS Specialists verify documentation of educational levels and professional development such as a signed training plan, completion certificates, transcripts, and through interviews. STARS programs must submit documentation annually (and receive a Designation visit every other year) to show they are meeting the standards for their STAR level.

At STAR 2 and above, directors meet with staff to review their annual professional development plan based on their PDR assessment.

If a program does not meet the standard for their STAR level during designation or re-designation, it may either create an action plan with the STARS Specialist and implement

Appendix (B)(1)-4: Keystone STARS TQRIS Description

quickly to meet the standard, or receive a lower STAR level and re-apply at a later date when the standard has been met.

RESULTS:

More early childhood professionals are earning credentials and college degrees than ever before, increasing their expertise and ability to provide developmentally-appropriate learning activities for children. The number of early childhood teachers earning their Child Development Associate (CDA) credential has nearly doubled since 2006-2007. In 2009-2010, 237 early childhood professionals earned their Director Credential, an increase of 60% from 2007-2008. The number of early childhood teachers and directors receiving T.E.A.C.H. scholarship to pursue bachelor's degrees or work towards teacher certification has increased enormously.

Creating a Positive Learning Environment for Children (STARS Performance Standard: Learning Program)

A quality, research-based curriculum guides a teacher to provide learning activities that help every child in the classroom develop. Curriculum includes both the carefully planned environments and activities in the classroom, such as recurring story telling at circle time, and unplanned and spontaneous learning, such as learning about climate and weather during the first snowfall or developing self-regulation skills while waiting for a turn on the slide. No matter what model is used, curriculum “affects students by initiating learning and by exposing students to experiences designed to help all children to attain skills and knowledge and to change values and feelings.”

In early childhood, a young child's progress cannot be measured by a series of tests; it requires ongoing observations by teachers and parents, collection of the child's work, and the use of a valid and reliable assessment tool. Regular child assessments guide teachers and parents as they work together to support the child's early learning and development. Child assessments are also a valuable tool when evaluating and refining program design and implementation.

DESIGN: This standard measures child observation, curriculum, assessment and the quality of the learning environment.

All STARS programs use the Pennsylvania Learning Standards for Early Childhood and relevant Academic Standards for 3rd grade and above as a resource for building an appropriate curriculum.

Pennsylvania's Learning Standards for Early Childhood outline the approaches to learning, communications, (emerging) literacy and numeracy, creative expression, social, and physical skills that a child develops throughout the course of the year and provides guidance for activities to support this development in the classroom and at home. The standards also address involving families in their child's learning, including sharing information with families on their child's progress, possible screenings to better assess development, and connecting families with community services. They are not designed to

Appendix (B)(1)-4: Keystone STARS TQRIS Description

be used as a curriculum or assessment tool but to guide parents and teachers as they choose appropriate learning activities and assessment tools for young children.

All STARS programs also complete a self-assessment of the classroom and learning activities using the Environment Rating Scales (ERS) checklist. The nationally recognized Environment Rating Scales rate features of a classroom that promotes children's learning, such as:

- the physical design of the classroom;
- the daily schedule of activity, the types and amount of learning activities available to children;
- how teachers interact with children, parents, and each other;
- how children interact with each other; and
- promoting acceptance of diversity.

There are four scales based on the learning environment:

- Infant-Toddler Environment Rating Scales- Revised (ITERS-R)
- Early Childhood Environment Rating Scales – Revised (ECERS-R) – for preschool classrooms
- School-Age Environment Rating Scales (SACERS) – for classrooms of children ages 5-12; and
- Family Child Care Environment Rating Scales (FCCERS).

Teachers also assess children's progress in areas such as language and literacy; scientific thinking; mathematical thinking; and personal and social development using an authentic assessment tool.

As programs move up the STARS ladder, the detail and number of child assessments and required scores on the Environment Rating Scales increase. For example:

- At STAR 2, programs use the PA Early Learning Standards and/or relevant Academic Standards to plan learning activities, complete an ERS self-assessment of every classroom and develop a written Improvement Plan for any subscore below 3.0 on the 7-point scale and assess children's development once a year, the first within the first 45 days of enrollment.
- At STAR 3, programs implement a curriculum that incorporates Pennsylvania's Learning Standards for Early Childhood and/or relevant Academic Standards; earn at least a 4.25 overall score on the ERS scale by an independent assessor; complete an assessment of each child's progress three times a year and report outcomes in Pennsylvania's Early Learning Network (ELN).
- At STAR 4, programs crosswalk curriculum and assessment with the PA Early Learning Standards and/or relevant Academic Standards; earn an overall score of 5.25 on the 7-point ERS scale by an independent assessor; and complete an assessment of

Appendix (B)(1)-4: Keystone STARS TQRIS Description

each child's progress three times a year; use these outcomes in curriculum and individual child planning; and report outcomes in Pennsylvania's Early Learning Network.

ACCOUNTABILITY: STARS Specialists verify that the PA Early Learning Standards and/or relevant Academic Standards for 3rd grade and above are available and may interview program staff during the Designation visit about their understanding and use of the Standards. Programs at STAR 2 and above are encouraged to address each Key Learning Area daily in their lesson planning.

All STARS programs complete a self-assessment using the appropriate ERS scales. At STAR 2 and above, programs must complete an assessment of every classroom/age group each year and develop a written Improvement plan for any subscale score below 3.0. STARS Specialists review the self-assessments and improvement plans at their Designation visit and discuss progress throughout the year.

STAR 3&4 programs are evaluated by an independent ERS assessor every other year. STAR 3 programs must have an average facility score of 4.25 on a 7-point scale; STAR 4 programs must have an average score of 5.25. STARS Specialists also review the independent ERS reports during Designation visits.

For STAR 3 and 4 programs, STARS Specialists review child records, lesson planning, and written examples of classroom planning that were developed or adapted using the information gained through individual & group child observations. STAR 4 programs are expected to have documentation signed by the parents that assessment results were shared with them.

STAR 3&4 centers also report child outcomes into the Early Learning Network (ELN). STARS Specialists verify and review aggregate data from outcomes during the Designation visit.

RESULTS: Both the number of ERS assessments and overall ERS scores for STAR 3 and 4 programs have increased over time.

Number of Assessments and ERS Scores in Keystone STAR 3 and 4 Programs by Fiscal Year, 2004 through 2009						
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Number of STAR 3 Assessments	85	260	276	352	742	538
Average STAR 3 ERS Scores	5.03	4.99	4.89	5.05	5.22	5.23
Number of STAR 4 Assessments	12	28	155	443	666	637
Average STAR 4 ERS Scores	5.36	5.39	5.29	5.3	5.47	5.61

Child outcomes for preschoolers in STAR 3 and 4 centers indicate that children are making progress throughout the year. More than 65% of preschoolers who attended

Appendix (B)(1)-4: Keystone STARS TQRIS Description

Keystone STARS 3 & 4 programs finished the 2009-2010 program year with age-appropriate literacy, numeracy and social skills.

Supporting Children's Development at Home (STARS Performance Standard: Partnerships with Family & Community)

Research has shown that not only is it vital for families to be involved in children's early learning, children whose parent/guardian participates in their learning throughout school have higher student performance. In order for early learning programs to have the greatest impact on a child's development, it needs to build partnerships with families.

At-risk families (low-income, English language learners, special needs or other factors) often have challenges that can impact children's health, safety, or ability to learn and need access to other services in order to provide a stable, nurturing home life for the child. Programs can help families access additional services in the community.

Families also play a critical role as children transition to a new classroom, to a new program and on to kindergarten. These transitions can be stressful and impede children's learning unless families and teachers work together to make the process go smoothly.

DESIGN: This standard measures the depth of a program's efforts to provide families with community resources, involve families in the program, and promote smooth transitions for children to another classroom, program, or school.

All STARS programs provide information on community services to families and have an initial meeting with parents within 60 days of enrollment. The required amount of information and interaction increases at each STAR level. For example:

- At STAR 2, written updates on the child are provided to parents daily and teachers hold one parent conference a year.
- At STAR 3, written updates on the child are provided to parents daily, teachers hold two parent conferences a year, and parents are involved in at least one group activity to help meet program learning goals.
- At STAR 4, written updates on the child are provided to parents daily, teachers hold two parent conferences a year, and programs have established policies to involve parents in program planning and decision making.

STARS programs are also required to support a smooth transition for children to new classrooms or new programs. All programs provide general information to parents on transitioning a child to a new setting. The higher the STAR level, the more involved the program and family become in supporting a smooth transition. For example:

- At STAR 2, programs transfer child records at the request of the parent/guardian to the next program or school; and include age-appropriate activities that prepare children for transition.

Appendix (B)(1)-4: Keystone STARS TQRIS Description

- At STAR 3, programs also offer a group meeting for families with tips on how to help their child transition to a new program or school and send a letter of introduction to the child's next program or school.
- At STAR 4, programs offer individual parent conferences to discuss the child's transition to a new program or school and develop a written transition plan for the family.

ACCOUNTABILITY: Depending on the STAR level, programs must provide documentation of parent communications such as a parent meeting notice; parent sign-off sheet requesting a copy of a child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) to address special needs; template of daily child updates to parents; and invitations to parent-teacher conferences. STARS Specialists may also interview program staff during their Designation visit to discuss general information provided to parents.

Programs at STAR 2 level and above are also required to present a list of local stakeholders involved in early care and education, such as other early learning programs, school districts, and community engagement groups.

RESULTS: Parents rate high satisfaction with Keystone STARS and engage in their child's learning. In a 2010 survey of over 7,000 parents whose children participate in a Keystone STAR 3 or 4 center, approximately 96% reported that:

- The daily activities and the background and experience of teachers met their expectations;
- Teachers interacted with their child in a positive manner and provided services that met their child's needs;
- Teachers were available at convenient times, were honest when discussing difficult issues, and made it easy to talk about their children and family; and
- Information on their child's performance motivated them to support their child's learning and development at home.

Nearly every parent (98%) responded that the program respected his/her culture.

Promoting Solid Business Practices as the Foundation for Quality Early Learning and Development Programs (STARS Performance Standard: Leadership and Management)

Solid business practices are essential to providing a quality early learning program. For example, when organizations offer adequate compensation and benefits, they have lower turnover, which translates into greater consistency in teachers for children and less time and resources used to train new teachers.

DESIGN: This standard measures business practices; staff communications and support; employee compensation; and continuous quality improvement.

Appendix (B)(1)-4: Keystone STARS TQRIS Description

All STARS programs complete a program-wide professional development plan and develop and distribute a parent handbook. At each STAR level, greater organizational structure, accountability and continuous quality improvement is required, for example:

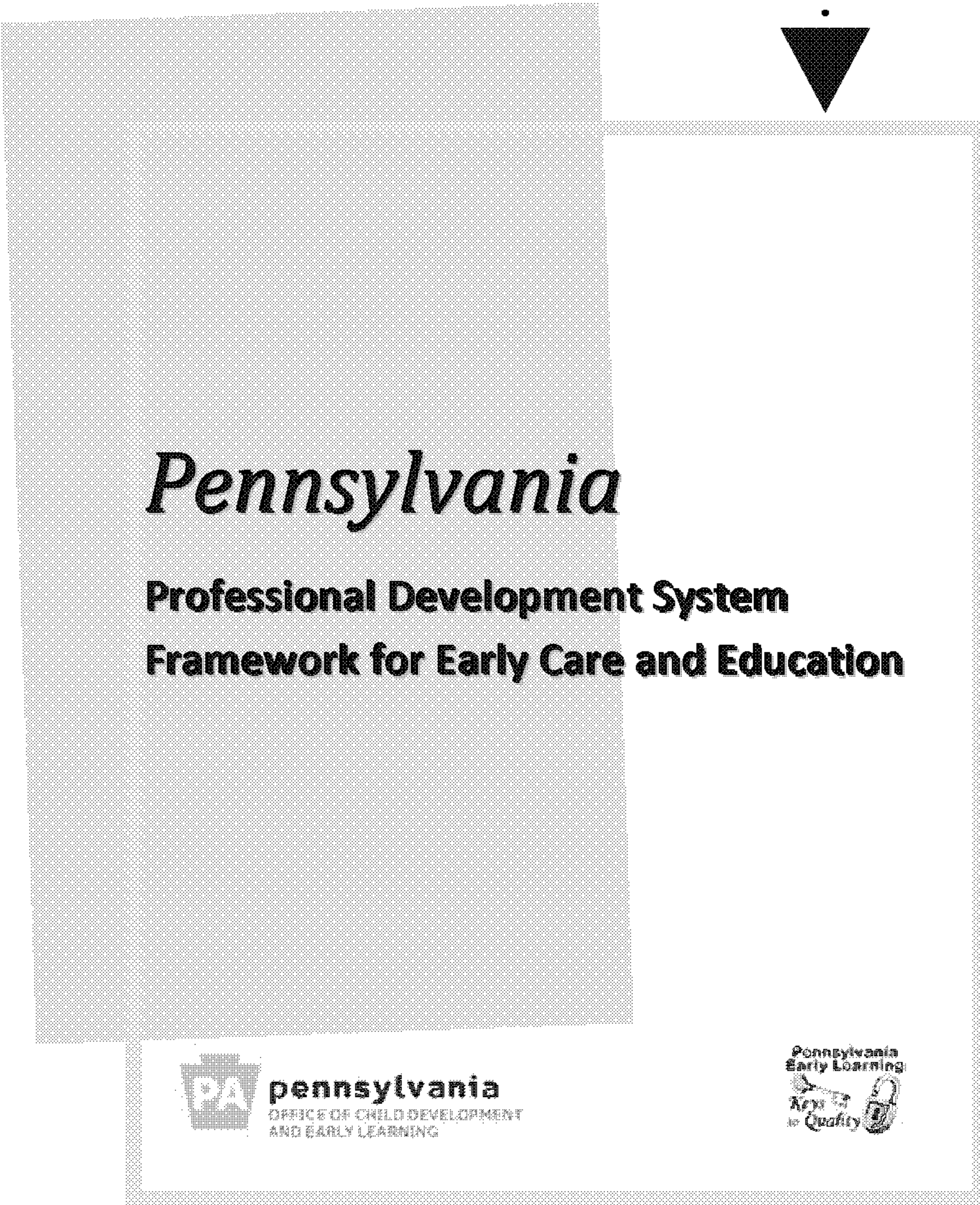
- At STAR 2, programs keep more detailed budgets and financial records and provide at least two employee benefits such as health insurance, annual raises, sick and vacation leave, paid family leave, and child care benefit.
- At STAR 3, programs conduct at least two classroom observations of teachers a year, develop a salary scale based on education and experience, develop a policy and procedures manual, and offer at least three employee benefits to staff.
- At STAR 4, programs must also obtain an annual independent financial review by a certified public accountant (CPA) and offer at least four employee benefits to staff.

ACCOUNTABILITY: During the Designation visit and onsite reviews, STARS Specialists review documents such as parent handbooks, program budget sheets, the financial record keeping system, organizational charts, job descriptions, staff meeting minutes, and documentation of the system of site safety review. STARS Specialists may also interview program staff to learn more about the content of staff meetings.

For STAR 2 and above, programs also submit an annual facility professional development plan to their Regional Key.

RESULTS: All Keystone STARS programs are meeting their relevant standards for business management. Because they are implementing best business practices to meet the this standard, more than 50 Keystone STAR 3 and 4 programs can meet the enhanced budgeting and reporting requirements as lead agencies for PA Pre-K Counts. Enhanced management practices have also enabled many Keystone STARS programs to become stronger early learning partners with Early Intervention, school districts and Head Start programs in their communities.

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education



Pennsylvania Professional Development System Framework for Early Care and Education

Table of Contents

Introduction	3
Vision, Mission Guiding Principles	4
Vision	4
Mission.....	4
Values	4
Definition	5
Guiding Principles	5
Core Knowledge	6
Core knowledge	6
Core competencies.....	7
Access and Outreach	8
Online databases of training and educational opportunities.....	8
Career development advising.....	9
Continuum of individual and group supports	10
Multiple professional development delivery methods	10
Public engagement efforts/initiatives	12
Qualifications, Credentials, and Pathways	12
Pre-service requirements	12
Continuing education requirements	14
Career lattice	14
Credentials	15
Pathways leading to qualifications, degrees, and credentials.....	15
Funding	19
Financial aid and scholarships	19
Compensation, retention incentives	19
Program quality awards	20
Tiered reimbursement	20

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

Quality Assurance21
 Approval processes21
 Evaluation processes21
 Monitoring processes22
 Accreditation22
Examples: Cross-Systems and Supports to High Need Populations23
 Cross-systems23
 Additional supports at all levels to support at-risk populations.....24

Pennsylvania Professional Development System Framework for Early Care and Education

This document provides a description of the progress Pennsylvania has made in developing a professional development system framework for early learning and school-age practitioners. The description is structured based on the professional development system elements defined in the National Child Care Information and Technical Assistance Center (NCCIC) Professional Development Systems Framework. Additionally, National Professional Development Center on Inclusion (NPDCI) Conceptual Framework for Professional Development guides Pennsylvania in ensuring a cross-sector planning and delivery approach.

Introduction

The Pennsylvania Early Learning Keys to Quality (PA Key) is the State’s comprehensive, cross-sector quality improvement program, which encourages and supports all early learning practitioners to improve child outcomes. The three main components of this program are the PA Keys to Professional Development System (coordinated through the PA Key and six Regional Keys), Keystone STARS Pennsylvania’s quality rating system (QRIS), and Community Outreach.

The PA Keys to Professional Development System is a comprehensive statewide framework for professionals serving children and families in all early childhood and school-age settings, including child care, Early Head Start and Head Start, early intervention, public school, private academic school, and school-age. It provides a continuum of professional development opportunities and ongoing support to practitioners to improve outcomes for children in early childhood and school-age programs. It is a clearly articulated framework that defines pathways that are linked to certification, leading to qualifications and credentials, and addresses the needs of individuals and adult learners. The system includes a core body of knowledge, professional development record, career lattice, early learning standards, credentials, PA Quality Assurance System (an approval system for instructors and technical assistance consultants), education supports, and links to the Keystone STARS QRIS. In partnership with the PA Department of Education’s Bureau of School Leadership and Teacher Quality, this system has worked to strengthen teacher certification guidelines and requirements.

The impetus for the current PA Keys to Professional Development System began during development of the QRIS in 2001. The QRIS planning group was Pennsylvania’s first attempt to address early childhood quality issues comprehensively. Representatives from Head Start, child care, early intervention programs, and advocates were involved.

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

This cross-sector approach was adopted not only by Keystone STARS, but also was integrated into other service delivery strategies. For example, the Deputy Secretary of OCDEL is the person who oversees all early childhood programs in both the Pennsylvania Department of Education and Department of Public Welfare.

With input from community stakeholders, OCDEL, and the PA Key, work collaboratively with six Regional Keys to set and implement priorities. State partners ensure funding; set guidelines, such as requiring credential- and credit-based professional development activities and developing standards for instructors; and support specific initiatives such as the State's early childhood mental health program.

The Regional Keys are responsible for local planning, coordinating, and implementing regional professional development activities. The system's philosophy emphasizes local professional development plans, formation of local cadres of experienced instructors and professional development organizations, and collaborative decision making with local partners, including institutions of higher education.

Pennsylvania's Local Education and Resource Network (LEARN) Teams work in each of Pennsylvania's 67 counties to build support networks for organizations and individuals interested in quality early education. They also work with school districts and community-based early learning programs to develop ways to make smooth transition from preschool to kindergarten for children, parents, and teachers.

Vision, Mission and Guiding Principles

The following mission and guiding principles for the Pennsylvania Key are central to guiding the work related to professional and workforce development.

Vision

All Pennsylvania families will have access to high quality care and education for their children, fostering successful futures in school and in life.

Mission

The Pennsylvania Key is committed to providing quality learning opportunities for Pennsylvania's children and their families by creating an integrated system of outreach, support and resources for early childhood and school-age educators and their programs.

Values

A Great Early Childhood Workforce System:

- Supports early childhood professionals at all levels, progress along diverse career pathways as defined by the career lattice
- Strengthens the capacity of early childhood professionals to support children's development and learning through high quality, developmentally, culturally, and linguistically appropriate instruction that is child-centered, inclusive, family-focused, and built on the foundation of the Core Body of Knowledge

- Is comprehensive, coordinated, and responsive to the diverse needs of early childhood professionals serving all children and their families
- Uses data to inform practice

Professional development:

- Is accessible through a variety of formats, locations, times, and accommodates the learning needs of the profession, including individual learning abilities, technology usage, and geography
- Aligns with standards and evidence-based practice; supports the application of theory and professional philosophy to practice; promotes lifelong learning

Definition

Professional development is facilitated teaching and learning experiences that are transactional, collaborative and designed to support the acquisition of professional knowledge, skills, ethics/values and dispositions as well as the application of this knowledge in practice to benefit all children and families.

Guiding principles

The **guiding principles** reflect the essential components of a quality improvement system designed to improve child outcomes.

1. **Leadership** of the system must be connected to both the Department of Education and the Department of Public Welfare. Leadership needs to be strong at all levels of the system including the Pennsylvania Key and Regional Keys. Local and regional leadership will be nurtured and supported.
2. **State, Regional and Local Coordination** and cooperation are essential elements.
3. **Commitment to Quality Content:** Content for quality improvement for programs, and professional development for practitioners, must be research-based, incorporating state and national research and best practices, and must build upon current standards such as the Early Learning Performance Standards, Keystone STARS Program Standards and the Core Body of Knowledge.
4. **All Practitioners and Programs** should be encouraged to participate in quality improvement activities, including program and practitioner improvement.
5. **Focus on Credentials and Professionalism:** A career lattice that will assist programs and practitioners to set milestones for professional development that encourages workforce development, allows practitioners to move smoothly between child care, Head Start, early intervention, schools, and other early learning programs, and recognizes the role of compensation is essential. All practitioners should be encouraged to increase their educational attainment, focusing on early childhood degrees and credentials. Professional development opportunities need to be offered in a variety of formats to support both rural and urban providers. To the maximum extent possible, all professional development and technical assistance should be aligned with and support STARS.
6. **Systems Coordination, Integration and Accountability:** Communication and collaboration with the higher education community, with schools, and with Head Start in order to assure

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

appropriate support and continuity is essential. There must be a single unified approach that brings together the core elements of Keystone STARS for programs with the core elements of practitioner-based professional development. The system must be transparent, outcome based with monitoring, evaluation and have clear accountability and cost responsibility.

7. **Compensation, Funding and Financing:** Supports for program and practitioner quality improvement require adequate and sustained funding that can assure access and participation by individuals and programs in rural, suburban and urban areas. Compensation for practitioners poses an ongoing challenge, and a variety of financial supports including public/private partnerships and rewards for the achievement of credentials, degrees and quality programs are necessary. The research based educational investments in Early Childhood Development, which the literature is clear, is yielding the highest public returns, and must continue to be explored as an economic development issue.
8. **Public, Stakeholder and Community Outreach:** Parents, families, stakeholders and community members should understand the importance of a quality early learning system. Parents should be encouraged to enroll their children in quality programs. All are partners in the development of a well-articulated quality system that serves the children and families of Pennsylvania. Public outreach and publicity about Keystone STARS is an essential component to the success of the quality initiative.
9. **Leveraging Resources:** Based on greater visibility, community outreach, and coordination, the system should create opportunities to access additional public and private funding streams, increase resources and develop innovative initiatives.
10. **Regional Planning:** Comprehensive regional planning with significant stakeholder involvement must serve as the cornerstone of the development and implementation of the PA Early Learning Keys to Quality system. Based on the input of diverse representation, the planning process must assess current capacity and gaps in services, as well as research demographic trends to determine future needs.

Core Knowledge

Core knowledge

Pennsylvania Core Body of Knowledge for Early Childhood and School-Age Practitioners (CBK) represents a set of core knowledge statements along with what a practitioner should be able to do with the knowledge at three different levels of competence. Seven knowledge areas are identified as being important to early childhood professional development and competence: Child Growth & Development; Curriculum and Learning Experiences; Families, Schools and Community Collaboration and Partnerships; Child Assessment; Communication; Professionalism and Leadership; Health, Safety & Nutrition. Additionally, a separate section addresses the specific knowledge and skills that directors should know and be able to do across all knowledge areas.

For nearly ten years Pennsylvania has had a core body of knowledge. During that time it has gone through several revisions. The 2011 revised draft has been an extensive multi-year endeavor to align the CBK with existing state and national standards. These include the *Pennsylvania Department of Education Teacher Certification Guidelines (Chapter 49-2)*, Pennsylvania Learning Standards (Infants

and Toddlers, Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2), Pennsylvania Child Day Care Regulations Chapter 3270, *NAEYC Standards for Early Childhood Professional Preparation Programs*, and *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Additionally, this version more fully describes competence related to family engagement, cultural diversity, inclusive practices, and positive social emotional development.

The revisions are designed to improve the knowledge, skills and abilities of all educators to effectively use data to guide instruction and program improvement for diverse learners. The revisions were informed by stakeholders and educators representing infancy through higher education; Early Intervention, and Head Start; Environment Rating Scale Assessors; and professional development (PD) and technical assistance (TA) consultants, and the Office of Child Development and Early Learning (OCDEL).

In the fall of 2011, Pennsylvania will begin the process of introducing the revisions and soliciting feedback from multiple stakeholder groups. Intended next steps are to combine the core body of knowledge and professional development record into a writeable PDF and eventually integrate it as a part of the online registry. This will facilitate a completely online professional development record aligned to the CBK.

Professional Development Record (PDR) is a tool to track individual professional growth and development. The PDR is aligned to the CBK and includes the following information:

- Employment history that includes the agencies and organizations of employment, time period of employment, position or title, and salary
- Educational degrees and certifications, awards and achievements, and any clearances
- A self-assessment aligned to the “core knowledge areas” of the CBK. Individuals assess themselves at Beginning, Developing or Mastery. An annual professional development plan that evaluates accomplishments and areas where additional professional development is needed. This is completed through self reflection and discussion with a supervisor.

Core competencies

Core Competencies have been developed for each of the groups listed below. Each set of competencies addresses content, skills, knowledge and attitudes that lay the foundation for continuous quality improvement. These tools are designed to be used across systems for individual professional development planning and by supervisors in supporting individual and organizational needs. Statewide data collection occurs online for instructors, technical assistance consultants and STARS Managers to assist in planning and implementation of professional development and resource for these groups across the Commonwealth.

- **Pennsylvania Core Competencies for Instructors** Requirement of the Pennsylvania Quality Assurance System in approving and maintaining qualified Professional Development Instructors. This document contains core competencies that are essential for all effective professional development strategies.
- **Pennsylvania General Core Competencies for Relationship-Based Technical Assistance** Requirement of the Pennsylvania Quality Assurance System in approving and maintaining qualified Technical Assistance Consultants. This document contains general core competencies that are essential for all effective relationship-based technical assistance strategies.

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

- Pennsylvania Core Competencies for STARS Managers.** This document contains general core competencies that are essential for STAR Managers/Specialists in their work of supporting programs to function at higher levels of quality and improve outcomes for children. Each Regional Key determines how the Self-Assessment checklist and planning for professional development integrates with the agency evaluation processes.

The following chart identifies the content areas of these competencies. Cultural competence is woven throughout the content areas.

Content Area	Instructor	TA Consultant	STAR Manager
Content Expertise	✓		
Professionalism	✓	✓	✓
Principles of Adult Learning	✓	✓	✓
Building Relationships	✓	✓	✓
Communication	✓	✓	✓
Change Process	✓	✓	✓
Evaluation, Assessment and Planning	✓		
Assessment and Planning		✓	
Administration, Assessment and Planning			✓

Additional competencies to support the existing director credential and school-age credential described in the Credential section of this document are listed below.

- Director Credential Knowledge Area Competencies Learning Objectives.** Used by institutions of higher education when developing or revising director credential course work for approval by the Pennsylvania Key.
- Pennsylvania School Age Professional Credential Competencies and Indicators.** Used by practitioners, instructors and assessors for the Pennsylvania School Age Professional Credential.

Access and Outreach

Online databases of training and educational opportunities

Registry System

Pennsylvania has had a registry data system for nearly ten years. The Pennsylvania Keys to Quality system includes three registries: the professional development registry, instructor registry and workforce registry.

The **professional development registry** is a database of professional development opportunities offered by instructors approved through the Pennsylvania Quality Assurance System (PQAS). Individuals register for a professional development event and, once attendance is verified, information is entered into a personal professional development history. In 2010-11 over 5,300 events were posted to the registry.

The **instructor registry** contains a listing of over 2,000 approved instructors. Instructor approval is aligned with the CBK. Only approved instructors are permitted to post professional development events to the professional development registry.

The current **workforce registry** is a voluntary system. Unlike other registries targeting early learning educators this registry is not restricted to individuals participating in a particular initiative, but rather is accessible to anyone and includes persons from across sectors. Current data elements of the workforce registry are aligned with the National Registry Alliance best practices; however there are a number of data elements currently not included or not required and all data are self-reported with no verification process.

Directory of College Degree Programs

Pennsylvania provides a list of higher education institutions offering degrees and certification in early childhood education on the PA Keys website. The list includes contact information and the type of degree and or certification offered.

Career development advising

In September of 2010 a Career Advising workgroup was formed to begin to develop tools and resources to support the many entities providing career advising supports throughout the state. This work was funded through ARRA.

Workforce Development Goal: In collaboration with essential cross-sector partners, create and promote a comprehensive and integrated continuum of high quality educational opportunities, experiences, and resources to ensure continuous professional growth and success of individuals who work with children and families.

Accomplishments to date include:

- Development of a 6 hour Career Advising professional development opportunity for Professional Development Instructors, Technical Assistance Consultants, Directors and Higher Education Faculty
- An Instructor Institute to introduce two career advising modules. One module is designed specifically for Child Care Center Directors and one is for individual practitioners exploring the Pennsylvania Early Learning Keys to Quality Career Lattice.

Work in progress includes:

- An online Career Advising toolkit that can be accessed by Instructors, Technical Assistance Consultants and Directors to download current forms, resources and supports. Pennsylvania Career Resource Guide is slated for distribution in the summer of 2012. Proposed sections of this document include: Careers in Early Childhood and School Age, Salaries and Compensation, Investigating Your Career Pathway and Goals, Career Lattice and Teacher Quality, Choosing an Accredited College or University, Educational Requirements in Pennsylvania and Financial Resources.

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

Continuum of individual and group supports

Facility Professional Development Plan Survey is an annual assessment of professional development and technical assistance needs of all Early Childhood and School Age practitioners using an online survey. This survey aligns with the core body of knowledge and various program standards, and collects program type, knowledge areas and competency levels needed by age group served. In addition to the STARS Core Series, Regional Keys are responsible for delivering needs based professional development in their region. Each region offers several low or no cost options for obtaining varying professional development hours required by different programs within the state. These options include Pennsylvania Quality Assurance System (PQAS) hours; hours offered by PQAS approved Instructors; Act 48 hours, required by the Department of Education for certified teachers; and Continuing Education Units (CEU), required by the CDA Council for renewal. Credit-bearing options are also available.

Pennsylvania Keys to Professional Development Hotline assists practitioners in navigating the registry and professional development systems in Pennsylvania. Annually the hotline receives over 12,000 calls and surveys conducted twice a year show a very high level of satisfaction with the customer service provided by the hotline staff.

The **Early Childhood Executive Leadership (ECEL) Institute** is a five-day leadership development program designed primarily for superintendents and assistant superintendents, principals and assistant principals, and early childhood development center/facility directors. Communities of participants come from the same service area or network so that members of the development and education system(s) can engage, integrate, and implement key concepts and approaches—and thereby ensure smooth transitions across the elements. It focuses on what early childhood leaders and educators need to know and be able to do in order to understand and connect the variety of systems serving children (Birth to Grade 3) and to ensure instructional improvements that will lead to student growth in cognitive, social, emotional areas.

Multiple professional development delivery methods

In addition to a wide variety of **face to face** options in every county in Pennsylvania, professional development opportunities occur in several modalities across the Commonwealth. The PA Key supports Regional Keys in offering **online** synchronous and asynchronous opportunities. **Video** opportunities and other distance learning opportunities, including online and **mail based** options, **on-demand self-learning** modules, and **hybrid** options are available to practitioners at every level of the career lattice.

Technical Assistance:

Pennsylvania has a comprehensive system of technical assistance supports for programs participating in a variety of early childhood initiatives. These include Keystone STARS, Pennsylvania Pre-K Counts and Head Start State Supplemental.

Technical assistance:

1. Is a comprehensive, coordinated, professional development service for practitioners serving children and families.
2. Supports positive change, is relationship-based, culturally sensitive, and uses a strength-based approach that focuses on the individual needs of the practitioner and/or program.

3. Maximizes resources by collaborating with, but not duplicating, the services of other partners.
4. Values a collaborative model of service delivery.
5. Acknowledges and builds on the diversity and commonalities of all practitioners.
6. Recognizes the context, resource, and unique nature of meaningful community outreach.
7. Promotes a cross-system network that allows each partner to make referrals and communicate throughout the system effectively.
8. Uses research and evidence-based practice.
9. Partners establish consistent data collection procedures to assess their program and inform decision-making and program improvement.

One on one support is available from the following resources:

Early Childhood Mental Health (ECMH) Consultation is designed to assist early care and education programs in meeting the social and emotional needs of children who exhibit challenging behaviors in the classroom. Any program participating in STARS may request this assistance.

Project Goals:

- Reduce the number of children expelled from early care and education settings due to behavioral issues
- Increase understanding of social and emotional development and its impact on educational success
- Link and bridge systems and services on behalf of a child, family and program

Infant Toddler Technical Assistance is an individualized technical assistance targeted to infant-toddler providers within STAR 2 facilities to enhance the provision of high quality services to very young children and their families with particular emphasis on relationship-based practices. Services occur through coordination with other technical assistance initiatives and ultimately result in improved outcomes for children and enhanced professional development of infant-toddler practitioners.

STARS Technical Assistance is a specialized consultation service available to support any program participating in Keystone STARS to achieve higher STARS levels. Technical assistance may take many forms, including individualized and on-site assistance to facilities aimed at helping them achieve a specified knowledge area of performance expectation of the Keystone STARS Performance Standards.

School Age Child Care Technical Assistance consists of regionally based school-age child care organizations and specialists to provide specialized professional development and technical assistance. A primary emphasis of their services focuses on professional development and technical assistance to support SACC providers participating in Keystone STARS. SACC PD/TA employ research-based methods for improving program quality, and impacting positive outcomes for children. Regional SACC-PD/TA also facilitates partnerships with community stakeholders to promote the development and expansion of out-of-school programming.

Pennsylvania Pre-K Counts and Head Start State Supplemental Assistance Program (HSSAP) Preschool program specialists provide technical assistance or make referrals to all PKC and HSSAP programs. This can include staff at all levels, partners and community collaboration partners

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

depending on the issues. Programs can phone, email or request a sight visit. Specialists also provide TA resulting from concerns identified during monitoring visits or with implementation of new policy. All Head Start grantees also have access to federal TA.

Public engagement efforts/initiatives

Pennsylvania's Promise for Children is a coordinated statewide campaign to raise awareness about the value of quality early learning and to build responsibility among every Pennsylvanian for the early learning of the children in their lives. It is sponsored by the Pennsylvania Build Initiative, Heinz Endowments, The Grable Foundation, William Penn Foundation, and the Pennsylvania Early Learning Keys to Quality, in partnership with the Pennsylvania Office of Child Development and Early Learning (OCDEL).

Pennsylvania's **Local Education and Resource Network (LEARN) Teams** build support networks in every county for organizations and individuals interested in quality early education. LEARN Teams bring together early childhood programs, parents, school districts, and child-serving organizations to assess what quality early learning programs are currently available in the community and to develop ways to encourage quality early learning. They also work with school districts and community-based early learning programs to develop ways to make smooth transition from preschool to kindergarten for children, parents, and teachers.

Qualifications, Credentials, and Pathways

Pre-service requirements

Persons who wish to open a child care center, group child care home or family child care home are required to participate in an orientation training session prior to opening a facility. The orientation curriculum focuses on topics relating to opening and operating a child care facility including the child care facility regulations, the application process, requirements relating to child abuse and criminal history background checks, obtaining and submitting required business papers, obtaining a certificate of occupancy for the facility building, staffing requirements, recognizing health and safety hazards, and information about child care subsidy, the Keystone STARS QRIS and Early Intervention services for children with special needs.

Due to the diversity of program needs in Pennsylvania, careful consideration has been placed on making professional development available that assists all practitioners across sectors in moving up the career lattice within their current organization.

The following charts describe the types of requirements individuals are required to have to assume various positions. Keystone STARS requirements build on minimum requirements defined in Child Day Care regulation.

KEYSTONE STARS	
Position	Current Requirement
Lead Teachers, Group Supervisors STAR 3	100% must have an Associate's (AA) or Associate's of Applied Science (AAS) degree with 60/65 credits including 18 ECE credits, at Level V or above on the Career Lattice.
Assistant Teachers, Assistant Group Supervisors STAR 3	25% must have at least 30 credits including 12 ECE credits, at Level IV or above on the Career Lattice. 75% must have a credential, diploma, certificate or 6 ECE credits. at Level III or above on the Career Lattice.
Aides STAR 3	25% must have at least 45 Hours or 3 ECE credits, at Level II or above on the Career Lattice.
Lead Teachers, Group Supervisors STAR 4	100% must have an Associate's/AAS degree with 60 /65 credits including 18 ECE credits, at Level V or above on the Career Lattice; 50% must have bachelor's degree including 30 ECE credits, at Level VI or above on the Career Lattice.
Assistant Teachers, Assistant Group Supervisors STAR 4	50% must have 30 credits including 12 ECE credits, at Level IV or above on the Career Lattice; 25% must have an Associate's/AAS degree with 60 /65 credits including 18 ECE credits, at Level V or above on the Career Lattice.
Aides STAR 4	50% must have at least 45 Hours or 3 ECE credits, at Level II or above on the Career Lattice.

PENNSYLVANIA PRE-K COUNTS		
Position/Role	Current Requirement	Future Requirement
Lead Teachers	Lead teachers in Head Start and child care programs must have minimum of an Associate's degree in Early Childhood Education or Child Development. Lead teachers in licensed nursery school program providers must have a minimum of a Bachelor's degree, 18 ECE credits, and a license to teach in a private academic school. Lead teachers in school districts must have a Bachelor's degree and ECE Certification.	By December 2011: All lead teachers are required to have a Bachelor's degree and certification in ECE
Teachers Aides	Teacher aides must complete at least 2 years of postsecondary study or demonstrate knowledge and ability through a formal state or local academic assessment or possession of a Child Development Associate's (CDA) credential.	
HEAD START		

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

Position/Role	Current Requirement	Future Requirement
Education Coordinator	CDA credential, State Awarded Certificate, Associate's degree in ECE or a degree in a related field with experience teaching preschool children and a state awarded certificate to teach preschool aged children.	As of September 2013: Bachelor's (BA/BS) degree in ECE specific credits or related degree with course work equating to a major in ECE and experience teaching preschool aged children.
Lead Teachers	Associate's degree in ECE, a BA/BS in a related field with coursework equating to a major in ECE with experience teaching preschool aged children, enrolled with a BA in Teach for America and passed an exam such as the Praxis II.	As of September 2013: 50% teachers nationwide, Bachelor's (BA/BS) degree in ECE, or a related degree with coursework equating to a major in ECE and experience teaching preschool aged children.
Teachers Aides	High School equivalency.	As of September 2013: A CDA credential or enrolled in program for CDA credential to be completed within 2 years or Associate's degree (AA) or Associate's of Applied Science degree (AAS)
Early Head Start Center based Teachers	Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development.	As of September 30, 2012 all Early Head Start teachers must meet the prior requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

Continuing education requirements

Child day care regulations require programs complete six hours of professional development annually. Keystone STARS Performance Standards define Staff Qualifications and Professional Development: standards in this area establish the educational qualifications required for Early Childhood Educators and program directors at each STAR level and details the amount and type of annual continuing education. For instance, teachers in programs at STAR 4 must complete 24 hours of professional development annually, directors must complete 27 hours. At least a portion of the professional development must address content such as observation, assessment, curriculum and orientation. At STAR 3 directors must complete the Director Credential. Effective July 1, 2009, Relative/Neighbor (unregulated) providers must complete 12 hours of training over a two year period if they wish to be paid for caring for children in the subsidized child care program.

Career lattice

Pennsylvania Early Learning Keys to Quality Career Lattice defines multiple pathways for professional growth and development for early childhood education and school-age care practitioners, Head Start, Public School Districts, Private Academic Schools, Technical Assistance Consultants and Trainers, and Higher Education Faculty. It identifies qualifications, education and certification. The goal of Pennsylvania Keys to Quality Early Learning Career Lattice is to ensure that children in Pennsylvania are educated by professionals who have achieved adequate levels of education that are consistent across the state. The Career Lattice is organized in eight levels and

includes a continuum of professional development from entry level training through credit-bearing coursework and degree attainment.

Early Childhood Teacher Quality: Recognizing High Quality Content in Pennsylvania

document provides guidance in the calculation of Early Childhood Education core content credits specifically to verify credentials and determine placement on the Career Lattice. This document is used in the verification process for Keystone STARS and professional development/ technical assistance consultant approval.

Credentials

Child Development Associate, a national credential administered by the Council for Professional Recognition, is recognized in Pennsylvania at Career Lattice Level III. A credential can be earned based on setting type: center, family child care or home visitor. Individuals can also earn an age level endorsement for infants and toddlers or preschool.

Pennsylvania Director Core Credential provides a standard by which to measure program and fiscal management and leadership abilities of early childhood and school age directors and administrators. It is a requirement of Keystone STARS QRIS at the STAR three level. Thirty-six post secondary institutions have been approved to offer the Director Credential program resulting in nine college credits for individuals.

Pennsylvania School-Age Professional Credential is a competency based program modeled after the Child Development Associate (CDA). This credential was developed to support school-age practitioners participating in Keystone STARS. It is recognized on the career lattice in the same way the CDA is recognized (Career Lattice Level III). This credential can be taken for college credit. It is recognized in child care regulations as equivalent to 9 credit hours from an accredited college or university in elementary education or child development and 1 year experience with children. (Same as CDA). To support an individual's ability to obtain the appropriate content, a series of 34 modules have been created. Each module is aligned with the credential Competency Goals and Functional Areas and the Core Body of Knowledge.

Pathways leading to qualifications, degrees, and credentials

Program to Program Articulation efforts began in 2008 when the Office of Child Development and Early Learning, the Pennsylvania Key, and the Pennsylvania State System of Higher Education joined together to provide an opportunity for two and four year institutions of higher education which offer degrees in early childhood education or child development, to work on developing early childhood education program-to-program articulation agreements. The initiative facilitates articulation pathways and improved transfer opportunities for students and their academic credits. Articulation agreements are based on the accreditation standards for program quality as set forth by the National Association for the Education of Young Children (NAEYC) and the PA Chapter 49-2 Guidelines for Pre-K to Grade 4. There are currently 56 early childhood program-to-program articulation agreements between two- and four-year institutions.

Gate Openers Initiative The Gate Opener initiative is a joint project of the Office of Child Development & Early Learning (OCDEL), Pennsylvania Key, Grable Foundation, Heinz

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

Endowments and William Penn Foundation. The initiative focuses on sustainable projects that will support early learning and school-age practitioners as they juggle full time employment and returning to higher education institutions for a Bachelors degree or ECE certification.

Alternative Pathways-Career Lattice: Professionals come to a career from many different pathways. The alternative pathway to the Career Lattice recognizes the education and content knowledge that an early childhood or school-age professional possesses beyond the traditional pathway of an ECE or Education degree. It also incorporates demonstration of competency through an objective outside assessment (Praxis Exam).

Alternative Pathways-Director Qualifications: These alternative pathways allow a director to demonstrate a combination of Early Childhood Education Credits, Management Credits and years of experience in order to achieve the Director's Credential.

Credit for Prior Learning and Transfer Credit: OCDEL recognizes that adult students returning to college bring with them a level of experience, knowledge and skills from a variety of sources. Credit for prior learning (CPL) offers students the opportunity to apply relevant college-level knowledge, skills and competencies gained from work and life experiences, continuing education, self-instruction and independent study, informal or formal course work and others towards an academic degree or certificate. Transferring relevant prior learning knowledge, competencies and skills into college academic credits help save substantial time and money for students as they access colleges and universities for four year degree and/or certification completion. Institutional assessment for prior learning can include portfolio documentation, competency testing, or a combination of these and other sources of mastery evidence of content knowledge, skill or competency.

Many institutions of higher education in Pennsylvania participate in the College Level Exam Program (CLEP) which offers adult students the opportunity to demonstrate what they've already mastered and obtain college credits. As part of OCDEL's program-to-program articulation agreement initiative, early childhood practitioners are able to transfer and articulate credits earned for one level of credential, certificate or degree work to another, so that courses with similar core content are not repeated. Through the articulation project, participating four year colleges and universities accept up to sixty academic credits from prior learning experience at the two year level towards early childhood education baccalaureate degree. Students must document evidence of knowledge, skills and competencies gained from prior learning experience through submission of a portfolio to the receiving institution.

Six to nine college academic credits can be awarded for the Child Development Associate (CDA) credential earned in a community-based setting towards an Associate or a Bachelor's degree. Also, early childhood and school-age program directors can document prior knowledge, skills and competencies and obtain a Director Credential certificate by submitting a portfolio for evaluation.

Training Series

Pennsylvania has created numerous professional development series to support early learning and school-age educators. Series support individuals meeting required standards example, observation, linking observation, assessment, curriculum and learning standards, and new staff orientation.

New Staff Orientation series have been developed to address the needs of center-based providers, school-age providers and family child care providers. All series are designed as self-learning modules and are 15 hours in length. In all instances, modules are designed to help individuals become familiar with their new program, become familiar with certification regulations, supervision and safety, child development, guiding behavior, curriculum and environment, professionalism and partnering and communicating with families. Modules in this series meet the requirements for Career Lattice Level I and Keystone STARS requirements for new staff.

Pennsylvania's Child Observation Modules is a set of seven, two- hour modules beginning with an introductory workshop that deals with the various elements of doing observation in family, group or center care settings. Topics include: reasons for observing, planning and preparing to observe, and an introduction to four observation methods. Other modules help teachers learn how to use observations to learn about and support children's individual development; how to use observations to continually observe the program, evaluate its effectiveness, and make changes based on the observations; using observation to share or communicate observations in a positive way with parents, team members, or school-age children. Two modules are designed specifically for educators working in school-age child care programs. Modules in this series meet the STAR 2 annual Staff Development requirement for Keystone STARS.

Environment Rating Scale (ERS) Series consists of an ERS Foundations course that provides an overview of the structure and scoring of the ERS tools, and is a prerequisite for the tool-specific courses (Infant Toddler Environment Rating Scale, Early Childhood Environment Rating Scale, and School Age Care Environment Rating Scale). Family and Group Childcare programs may access a combined course (Family Child Care Environment Rating Scale). The Foundations course meets the STAR 1 Staff Development requirement for Keystone STARS and the tool-specific courses are a requirement for STAR 2 in all programs.

Pennsylvania's Learning Standards for Early Childhood curriculum consists of 9 units based on Pennsylvania's Learning Standards for Early Childhood. The units follow the titles for the Key Learning Areas for Pre-Kindergarten, Infants-Toddlers and Kindergarten are referenced throughout all nine units. Each unit is designed to help participants become familiar with the Learning Standards for Early Childhood. They will help participants see how the standards are connected to curriculum and assessment. Emphasis is placed on how the standards provide the framework that guides our expectations for children. Each unit is divided into three one-hour segments that can be taught together or at three separate professional development meetings.

Links to Learning is a parallel series to the Learning Standards for Early Childhood, this series is designed for school-age care providers. A series of 26 hours of professional development modules, developed by the National Institute on Out-of-School Time (NIOST), to support practitioner understanding of the role of afterschool in providing complementary supports to ensure developmental progress of children. Participants learn how to guide curriculum planning in afterschool and how to link activities to learning standards and quality standards. The content of the

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

modules also explores theme- and project-based learning, coordinating and communicating with schools and family engagement.

Links to Learning Foundations (4 modules, 6 hours) meets STAR 2 Director Qualifications Core Series requirement for learning standards for school-age programs participating in Keystone STARS. Other modules meet STAR 3 annual Staff Development requirement in the area of curriculum and learning standards and supports Partnerships with Family and Community.

Mind in the Making (MITM) created by the nationally recognized Families and Work Institute is a 12-part series designed to bridge the gap between research and teaching practice. The Learning Modules are designed to complement existing early childhood teaching curricula, with a focus on helping teachers (defined as an adult who teaches and cares for young children) in schools, centers and home-based early childhood settings become more *reflective and intentional* in their work with young children and families.

Although the research referenced in the Learning Modules focuses on birth through school-entry, states and communities have also used the Modules for teachers in the early elementary years. In addition, the Modules have been and can be used to teach students in community colleges, colleges and universities.

Pennsylvania's unique implementation plan links completion of the modules with mentoring in the content of the modules and delivery strategies, a train the trainer methodology, and a strategy to sustain the effort in the context of the system of quality improvements now available to Pennsylvania's early learning programs and practitioners. This project:

- Encourages responsive and reflective teaching and learning based on the importance of relationships and integrating young children's social, emotional and intellectual (SEI) development
- Brings credible research in Early Childhood Education to early learning practitioners
- Engages practitioners as learners
- Builds and strengthens the training, facilitation and technical expertise available in the state
- Creates multiple layers of learning teams to enhance practice and assimilation

According to a University of Pittsburgh study evaluating the Mind in the Making Learning Modules for Early Childhood Teachers in Pennsylvania, teachers who completed the MITM learning modules "contributed to positive, meaningful changes in classroom practices that promote children's social, emotional and intellectual development." Furthermore, teachers with different educational levels, and years of experience of teaching and from programs of different levels of quality were equally likely to improve.

Over 600 early learning facilities have participated in the initiative since its inception in 2004.

Step up to Supervision consists of eight director instructor-led sessions, designed to be offered in 60 minute staff enhancement meetings. Director Instructor module includes step-by-step Instructor's Manual, camera-ready handouts and activity pages, and instructional DVD. Topics will use Regulations for Child Day Care Centers to examine regulatory requirements on supervision of children in early care settings. Topics focus on:

- why staff-child ratios are necessary and application of ratio requirements throughout the daily schedule;
- assessment of risk to children key points to consider when choosing positions for optimum supervision of children;

- the importance of counting children, examine working as a team to properly supervise children, especially during difficult transition times;
- playground safety, developing universal playground rules, and choosing key supervisory positions
- identifying supervision considerations when moving children from one place to another, including taking children on outdoor walks and transporting them in a vehicle;
- analyzing the center's written supervision policy to determine if changes are necessary.

Keystone Kids Go! (KKG) is an initiative in Pennsylvania focused on improving young children's nutrition and physical activity. Keystone Kids Go! was created by the Pennsylvania Departments of Health, Education, and Public Welfare, in partnership with Tuscarora Intermediate Unit, Penn State Cooperative Extension, Family Literacy Programs, Pennsylvania Nutrition Education Network and Head Start State Collaboration Office. This initiative is targeted towards early childhood practitioners from childcare, Head Start, early intervention, family literacy, and pre-kindergarten programs. The focus areas of KKG are to engage families and improve the health of Children/Families/Practitioners.

I Am Moving I Am Learning (IMIL) is a proactive approach for addressing childhood obesity while enhancing school readiness in young children birth to five within Early Care and Education settings. IMIL is sponsored by the Pennsylvania Departments of Education and Welfare, the Pennsylvania Office of Child Development and Early Learning, the Head Start State Collaboration Office, and the Administration for Children and Families, Office of Head Start. IMIL has 3 overall goals for building lifelong healthy preferences in young children:

1. Increase the quantity of time spent in moderate to vigorous physical activity within daily routines to meet national guidelines (a total of 120 minutes daily for preschool children)
2. Improve the quality of movement experiences intentionally planned and facilitated by informed and participating adults, including teachers and parents
3. Promote healthy food choices every day for children, teachers, and parents

The focus areas for IMIL are Administrative Competencies, Best Practice in Teaching and Learning, Engaging Families, Healthy Children/Families/Practitioner, science, technology, math, and the arts.

Funding

Financial aid and scholarships

PA Keys to Professional Development Refund Voucher Program provides support for early childhood educators to obtain credits and credentials that support participation at higher levels of quality to meet Keystone STARS standards and improve outcomes for high need high risk children.

Compensation/retention incentives

The **Keystone STARS Education & Retention Award** assists providers in establishing a stable workforce as they work towards higher levels of quality. In order to reduce turnover and improve the education of early childhood and school-age professionals, the Keystone STARS program includes the STARS Education & Retention Awards as annual financial awards to eligible staff employed by the provider. To be eligible, a facility must meet site-specific requirements as well as staff-specific

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

requirements. Awards are determined by number of hours worked/week, position (director or teaching staff) and educational attainment.

Program quality awards

The **STARS Merit Award** is available to early learning and school-age providers serving high-risk/high need children to support continuous quality improvement as they achieve a STAR 2 or higher. In order to be eligible for these grant funds, a facility must meet all the STARS Performance Standards associated with the STAR designation. Merit awards may be requested for 1) equipment and supplies/materials; 2) training/professional development; 3) accreditation costs; 4) staff compensation. An award justification explaining how the award will support Continuous Quality Improvement and improved outcomes for children is a required part of each Merit Award application.

The intent of the **STARS Support Grant** is to assist Start with STARS and STAR 1 designated providers serving high-risk/high need children in achieving a higher STAR designation through continuous quality improvement. The grant covers two categories of supports including Training/Professional Development and Site Supports. Grant funds may be used to meet the needs identified in one or both of these categories.

Basic eligibility for Support Grants, Merit Awards, and the Education and Retention Award includes (1) holding a full DPW Certificate of Compliance (Centers and Group Homes) or valid Certificate of Registration (Family Homes) and (2) having a minimum of 5% of enrolled children receiving Child Care Works subsidy or having an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). For Family Child Care Homes only, eligibility can also be established by being enrolled in the Child and Adult Care Food Program (CACFP) and being identified as eligible for Tier 1 CACFP reimbursement rates.

Tiered reimbursement

Child care programs participating in Keystone STARS at the STAR 2 level or above receive an add-on, or tiered reimbursement for each child they serve who is enrolled in the Child Care Works subsidy program. The tiered reimbursement increases with each STAR level and is applied to the daily subsidized child care rate.

Quality Assurance

Approval Processes

Pennsylvania Quality Assurance Program (PQAS) is designed as a means to ensure quality professional development (PD) and technical assistance (TA) provided to early childhood and school-age practitioners in Pennsylvania. This system is designed so that individual instructors or TA consultants rather than individual professional development activities are reviewed and approved. Approved instructors and TA consultants are required to meet and maintain established qualifications, including educational achievements and professional development experience. All instructors or technical assistance consultants who work with practitioners and want to be eligible to participate in Office of Child Development & Early Learning (OCDEL) funded initiatives are required to be approved by the PQAS. The level and type of qualifications will in part determine the type of approval. For example faculty, director or specialty discipline. Instructors may only provide professional development in approved topic areas.

Evaluation processes

Professional Development is evaluated in several ways. The obvious way is through both a participant and instructor evaluation at the completion of each professional development event. These evaluations are used to determine, in part, the quality of the professional development offered.

Additionally, the Regional Keys and PA Key have access to reports from the professional development registry. Reports can be used to determine, for instance where professional development is being offered in the state, region or county. It can be evaluated based on the number of providers in that particular locale. Data can be used to analyze trends related to cancellations and attendance, as well as a number of other criteria.

Technical Assistance Accountability Plan (TAAPS) defines expectations for accountability and quality for STARS Technical Assistance. This system of benchmarks was developed to focus on three key categories:

- Measurable Impact on Provider
- Qualifications, Professional Development and Professionalism
- Reporting Obligations

The STARS-TAAP establishes the expectation that Technical Assistance will have a measurable effect on the program and that to be effective; consultants must be appropriately qualified and deliver services in a timely, consistent manner. It further defines what is to be measured in each category, the data sources to be used, how to collect the data, and benchmarks for each indicator.

PELICAN Keys to Quality for Technical Assistance aligns Action Plan goals to specific STARS standards and allows the TA contractors and Regional Keys to evaluate if goals in an Action Plan have been Met or Not Met. The implementation of goals in an Action Plan can be more closely correlated to the effectiveness of Technical Assistance than STAR movement and can be applied equally to all STAR levels. Thus, with the ability to assess goal achievement, this benchmark will be a primary indicator for assessing the effectiveness of technical assistance.

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

To further assess the effectiveness of TA, Keystone STARS has introduced the “sticky factor” to determine how well a childcare facility has retained the knowledge and skills provided by the consultant. Sticky factor is the measure of the change that remains three to six months or longer after the TA consultant has completed services and closed the plan. The Regional Key TA Manager collects this information by conducting a follow-up survey to the program that has received services to determine if each goal continues to be met/not met at that point in time. Goals marked as “Met” are considered achieved or “sticking” and goals marked as “Not Met” are considered not sticking. Fifty percent or more of all Action Plan goals must be met in order for the action plan to be considered “sticky.”

Good, Better, Best is a tool to support continuous quality improvement. The “Good/Better/Best” documents (one for Center/Group programs and one for Family Child Care) were developed from experience in managing the Keystone STARS program, analysis of current research, and insights/suggestions practitioners have shared. These tools assist practitioners in assessing program strengths as well as help identify next steps for improvement. Thoughtful assessment using a variety of sources of evidence can lead to the development of a meaningful continuous quality improvement (CQI) plan. This optional tool supports programs in meeting the targeted standards and understanding the more subtle continuum of quality contained within a standard. The tools allow programs not able to move up to a higher STAR level to consider making incremental improvements within a STAR level or standard. It also allows programs to identify areas where the minimum standard is exceeded and can be used to determine at what point in the spectrum a standard is being met. Understanding the quality continuum of a standard will enable programs to be more focused and specific in quality improvement efforts. The newest iteration of both tools reflect best practices in dealing with the diverse needs of families. Each standard now reflects what is “Better” and “Best” for working with all families in a program.

Monitoring processes

Monitoring occurs in several ways. The monitoring of staff qualifications for regulated providers occurs during the certification inspection visit. Staff qualifications for Keystone STARS participating facilities are also verified during the designation process. Additionally, other programs, such as Pennsylvania Pre-K Counts will have staff qualifications verified during their program monitoring visits.

Annually, each of the six Regional Keys executes and monitors contracts with a number of Professional Development and Technical Assistance organizations. Monitoring responsibilities include on-site observations and evaluations of at least 10% of the instructors and consultants that are actively providing services funded by the Regional Key that year.

Accreditation

Keystone STARS requires accredited programs to demonstrate not only verification of their current accreditation status but show evidence that the program meets additional specific Keystone STAR standards. Once recognized, an accreditation is allowed to be used to assist in achieving a STAR Level 4 in the QRIS.

Accrediting organizations wishing to be recognized in Keystone STARS must apply to be recognized and demonstrate Fiscal and Administrative Capability for Administering an Accrediting Process, Administrative Policies and System Evaluation Procedures, describe the Accreditation Process, demonstrate that the Institution’s Standards for Early Learning Programs or School-Age/Afterschool Programs are research-based and crosswalk them with the Keystone STARS Standards.

Examples: Cross-Systems and Supports to High Risk Populations

Cross-systems

NPDCI/SpecialQuest Pennsylvania State Leadership Teams goals are to: increase access to and participation in leadership opportunities for families of young children with and without disabilities; develop a regional cross-sector professional development system to support increased opportunities for high quality inclusion; increase the emphasis in pre-service education (coursework and field experiences) on children with disabilities and inclusion.

Since 2007 the National Professional Development Centers for Inclusion (NPDCI) has worked with state and regional leaders to develop, implement and monitor a statewide plan for professional development that crosses traditional boundaries. The state leadership team includes representatives from child care, higher education, the state library system, Head Start, Early Intervention, OCDEL, Department of Health, and family advocacy groups.

In January 2008 Pennsylvania introduced SpecialQuest professional development approach and curriculum to promote quality inclusive practices for children with disabilities and their families in community programs. This relationship- and team-based approach enhances and sustains inclusive services, family leadership skills, and integrated, collaborative service delivery.

Infant Toddler Specialist Network includes representatives from various state systems, such as early intervention, Keystone STARS, Early Childhood Mental Health and Health Consultation, Family Support, Infant-Toddler and STARS technical assistance, Early Head Start and institutes of higher education. All of these representatives provide technical assistance, consultation and/or professional development to early childhood professionals and families who support the healthy development of infants and toddlers. Specialists received professional development in Program for Infant Toddler Care (PITC) from WestEd, Center for Social Emotional Foundations for Early Learning (CSEFEL), Strengthening Families, Mind in the Making, Reflective Practice and Center for Early Literacy and Learning (CELL).

The overall goal of the Network is to create a coordinated system of infant-toddler supports, both statewide and regionally, from which programs and families can access resources that are specific to their individual needs.

Cross-system TA

The overall premise for the cross-systems work is three-fold:

- To create a seamless system of technical assistance that is easy to navigate by those who use it
- To better use available resources so as not to duplicate services
- To ensure that the technical assistance being offered is of a high quality

Appendix (B)(4)-1: Professional Development Framework for Early Care and Education

To accomplish this work, a cross-system TA work group meets quarterly and includes representatives from Head Start, Family Literacy, STARS Technical Assistance, Pre-K Counts, Early Intervention, School Age Technical Assistance, Early Childhood Mental Health, Home Visiting, Office of Child Development and Early Learning and the PA Key.

Additionally, this group is instrumental in planning webinars designed for knowledge mediators each year. These webinars are delivered by various experts in the field on topics identified by surveying Technical Assistance Consultants each summer. Webinars generally occur the first Friday of each month.

The Art and Science of Technical Assistance for Continuous Quality Improvement is a professional development series designed specifically for technical assistance consultants. These recorded webinars may be taken individually, but are designed to be taken as a series as the highly relevant themes of Hard to Reach: Hard to Serve Programs, Sustaining Change and Cultural Competence are woven through the entire series, connecting topics and increasing participant understandings. The webinar titles follow:

1. Working Together to Share Common Understanding about Children
2. Development, Learning and Outcomes: DAP and Implications for Quality Enhancement Part 1
3. Development, Learning and Outcomes: DAP and Implications for Quality Enhancement Part 2
4. Development, Learning and Outcomes: The Preschool Years: 3- 5 year olds
5. Development, Learning and Outcomes: School Aged – 5-12 year olds
6. Building a Common Vision: Strategies for Sustaining Change
7. Not By Chance: Connecting Learning to Child Outcomes
8. CQI: Keeping the Focus, Supporting the Progress

Additional supports at all levels to support at-risk populations

In an effort to promote racial and cultural equity in all programs, Pennsylvania, in partnership with the PA Build Initiative and the Annie E. Casey Foundation, implemented a strategy to better evaluate racial equity and diversity among OCDEL's programs and the broader early childhood community. Using the Casey Foundation's **Race Matters** Toolkit, OCDEL examined to what extent our programs, policies, practices, and communications were effectively serving all of Pennsylvania's children and families; if there were discrepancies among various racial or cultural groups; and ways in which we could address those discrepancies. OCDEL encouraged its partners and programs to implement racial equity tools as they examined the makeup of their organizations and leadership, access to services, communications, etc. The goal is to integrate the examination of racial equity into all of our work by training LEARN Teams, providers of OCDEL services, and OCDEL leadership staff on how to use these tools in their work.

Additionally, two professional development series have been created to support early childhood educators' effectiveness in working with children and families at the classroom level. These series specifically address race, culture and English and dual language learners. A description of each series follows:

Supporting Conversations about Race and Culture in Early Childhood Settings is a series of

four professional development modules (12 hours) related to racial equity and tolerance in the early childhood education classroom. These modules identify specific strategies to address race and culture and the impact on classroom behaviors and environment. Content includes an historical perspective of race; how young children develop racial identity, awareness and attitudes and the impact on their learning and development. Additionally, content addresses strategies for having substantial conversations with peers, families and children about race to support respect and equality. Participants will create an action plan to support family-teacher interactions, communication and diverse children and families. Directors with PQAS approval and who have attended the sessions are able to deliver this content to their staff.

- Module 1: Beginning the Conversation
- Module 2: Historic Perspectives and White Privilege
- Module 3: Planning Supportive Environments for Children and Families (Part 1)
- Module 4: Planning Supportive Environments for Children and Families (Part 2)

Supporting English Language Learners (ELLs) and Dual Language Learners (DLLs) in Early Childhood Classroom Settings is a series to increase knowledge about the ways in which evidence-based practices targeting dual language learners can be applied in all program settings.

- Module 1: Culture, Language and Learning: Teacher Perspectives, Family Perceptions and Children's Knowledge and Understanding
- Module 2: Developmental Framework for Second Language Acquisition
- Module 3: Integrating Best Practices in the Early Childhood Classroom of English Language Learners
- Module 4: Creating Family and Community partnerships to Facilitate Successes for English Language Learners
- Module 5: Unpacking Developmentally Appropriate Assessment Processes

Deepening Our Understanding of Continuous Quality Improvement (CQI) builds on the model used with technical assistance consultants. This professional development series is designed to provide CQI training and resources that build on PA's Core Competencies for STARS Managers Survey Results. To begin in 2011, this professional development will facilitate development of Regional communities of practice (CoP's) by providing resources and strategies that best address current issues for STARS Managers, with emphasis on working with hard to reach and hard to serve providers.

Appendix (B)(4)-2: Pennsylvania General Core Competencies for Relationship-Based Technical Assistance (Self-Assessment Checklist)

Rationale

This document contains general core competencies that are essential for all effective relationship-based technical assistance strategies. The competencies address skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all clients and promoting a strength-based approach to continuous quality improvement. This tool is designed to be used across technical assistance systems and is intentionally written using open ended language. It should be interpreted to reference the context of the technical assistance provided. For example "Standards of Quality" refers to the standards accepted by the field in which the technical assistance is provided.

Completing the Competency Self-Assessment Checklist

- 1. Complete the Self-Assessment column:** Indicate the date completed in the appropriate column. Three columns are provided so self-assessments can be repeated at regular intervals (at least annually). Ongoing self-reflection is recommended.
- 2. Assess your abilities using: B= Beginning D=Developing P=Proficient**
Beginning – You have little knowledge and skill in this area and you need more information.
Developing - You have some knowledge and skill in this area, but need more.
Proficient – You have extensive knowledge and skill in this area and do not require additional professional development at this time.
- 3. Education/Professional Development column:**
Record the professional development taken that relates to each content area and the date of the professional development activity.
- 4. Notes/Self-Reflection Section**
Use as a place to record your thoughts on the professional development that was taken. Reflect on the professional development you have taken and how it has affected your own growth. What outcomes have been achieved as a result of the professional development?

Name: _____

Job Title: _____

Agency: _____

Employment Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

E-Mail: _____

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 1: Professionalism

The conduct, aims, or qualities that characterize a person in a work setting or profession.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)				
Self-Assessment: B=Beginning D=Developing P=Proficient				
Content Area 1: Professionalism		B-D-P <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>				
1.1	Demonstrates understanding of Pennsylvania’s Early Childhood systems and Early Childhood content knowledge as defined by relevant policies, regulations, and standards required by individual technical assistance organizations			
1.2	Demonstrates content competence in child development, curriculum, child assessment, standards, working with families, health and safety standards and business practices as required by individual technical assistance organizations			
1.3	Develops and maintains an awareness of current research			
1.3a	Demonstrates the ability to incorporate best practices into work with clients			
1.4	Advocates, supports, and works towards standards of quality			
1.5	Demonstrates leadership in the field through ongoing professional development and networking at the local, state and national level			
1.6	Develops and maintains skills in various forms of technology needed for successful completion of job responsibilities			
1.7	Develops and maintains an awareness of other TA systems and how to access those resources to support the client			
1.8	Demonstrates knowledge of and adheres to a code of ethics for making professional decisions			
1.9	Understands and demonstrates the ability to maintain confidentiality in all areas			
1.10	Demonstrates ethical and professional behavior, including trustworthiness and integrity			
1.11	Addresses needs of client without personal bias of values, beliefs, prejudices and past experiences			

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 1: Professionalism (continued)

The conduct, aims, or qualities that characterize a person in a work setting or profession.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)				
Self-Assessment: B=Beginning D=Developing P=Proficient				
Content Area 1: Professionalism		B-D-P <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>				
1.12	Uses reflective practice a. to re-examine actions and feelings expressed by client b. to solve ethical dilemmas c. to reflect on his/her own work			
1.13	Demonstrates Cultural Competence when providing technical assistance by implementing a variety of strategies, such as:			
1.13a	Uses evidence-based practices that are culturally and linguistically competent;			
1.13b	Collects and analyzes data using variables that have meaning to and an impact on culturally diverse groups			
1.14	Advocates for or with populations that are underserved or unserved			
1.15	Demonstrates understanding of Developmentally and Culturally Appropriate Practices (reference NAEYC's DAP/DCAP position paper)			

Professionalism Notes/Self-Reflection

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 2: Principles of Adult Learning

The process of engaging adult learners in the structure of the learning experience (see Andragogy in the glossary).

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
Self-Assessment: B=Beginning D=Developing P=Proficient					
Content Area 2: Adult Learning				B-D-P <i>Dates of Self-Assessment</i>	
<i>Essential knowledge and skills:</i>					
2.1	Demonstrates ability to apply motivational strategies in relationship-based (RB) settings				
2.2	Designs goals and improvement plans in partnership with the client				
2.3	Acknowledges and builds on the experience and knowledge clients bring to the relationship-based setting				
2.4	Facilitates opportunities for client to practice new learning before integrating into daily activities				
2.5	Provides opportunities for client to integrate new learning into their current setting, experience and knowledge base				
2.6	Lays the groundwork for transfer of learning by using a variety of instructional techniques that promote ongoing learning and the development of communities of practice				
2.7	Provides client interactions that are tailored to individual learning styles and preferences				
2.8	Facilitates a comfortable learning environment that acknowledges contributions by all involved				

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 3: Building Relationships

The process of forming mutual, trusting and respectful relationships with clients through the fair and consistent sharing of information and fulfilling promises to clients.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
Self-Assessment: B=Beginning D=Developing P=Proficient					
Content Area 3: Building Relationships					B-D-P <i>Dates of Self-Assessment</i>
<i>Essential knowledge and skills:</i>					
3.1	Uses positive interpersonal skills to develop a respectful and responsive relationship with client				
3.2	Demonstrates respect for and interest in the individual abilities of client				
3.3	Partners with client to identify learning and communicating styles and preferences				
3.4	Demonstrates feelings of care and empathy that are strength-based and focused on positive change when working with client				
3.5	Provides support as needed by client while maintaining a professional relationship				
3.6	Demonstrates a commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving, and partnership development				
3.7	Demonstrates cultural competence and understands its relevance to the relationship				
3.8	Provides support to make community connections that build and expand collaborative relationships				

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)**
**Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Building Relationships Notes/Self-Reflection

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 4: Assessment and Planning

The process of working with the client to determine the level of growth and change achieved as well as the next steps for growth and change.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
Self-Assessment: B =Beginning D =Developing P =Proficient					
Content Area 4: Assessment and Planning				B-D-P <i>Dates of Self-Assessment</i>	
<i>Essential knowledge and skills:</i>					
4.1	Uses formal and informal observation strategies and tools to gather information				
4.2	Provides client with the skills and tools necessary to self-evaluate, and the opportunity to discuss/analyze findings				
4.3	Analyzes the collected data and provides reliable information to client				
4.4	Works collaboratively with client to: <ul style="list-style-type: none"> ▪ develop a plan for improvement based on measurable goals ▪ prioritize needs ▪ develop action steps which lead to achievement of established goals 				
4.5	Provides assistance and tools for continuously evaluating progress toward goals				
4.6	Provides guidance in making adjustments to goals				

Assessment and Planning Notes/Self-Reflection

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 5: Communication

The shared process of speaking, listening and responding used to achieve mutual understanding and responsive interaction. This process is both verbal and non-verbal.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)						
Self-Assessment: B =Beginning D =Developing P =Proficient						
Content Area 5: Communication				B-D-P <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>						
5.1	Uses a range of effective communication techniques designed to address both verbal and non verbal communication with client					
5.1a	Asks critical thinking questions 'what, where, when, why, who, and how' to clarify beliefs, thoughts, and actions					
5.1b	Demonstrates effective listening techniques with client					
5.1c	Demonstrates effective written communication skills					
5.2	Demonstrates the ability to facilitate the TA process through timely, goal-focused interactions					
5.3	Strategically identifies possible conflicts and addresses them through using positive conflict management strategies					
5.4	Demonstrates the ability to promote cooperation through the facilitation of team building skills					
5.5	Demonstrates the ability to share information in a timely manner with clients, partners and stakeholders					
5.6	Demonstrates the ability to summarize the conversation and articulate next steps					

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)**
**Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Communication Notes/Self-Reflection

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Content Area 6: Change Process

The process through which the technical assistant facilitates and enables change and all that is implied within that statement, especially to understand situations from an objective standpoint (to step back and be non-judgmental), and then to help the client(s) understand reasons, aims and ways of responding positively according to the client's own situation and capabilities.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)						
Self-Assessment: B=Beginning D=Developing P=Proficient						
Content Area 6: Change				B-D-P <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>						
6.1	Demonstrates an understanding of the change process					
6.2	Demonstrates the ability to manage and facilitate change					
6.3	Responds effectively to client's changing needs					
6.4	Demonstrates understanding that improvement is continuous and takes time					
6.5	Documents changes occurring with the client					
6.6	Understands conflict management and demonstrates resolution strategies					

Change Process Notes/Self-Reflection

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)**
**Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

GLOSSARY

Adult learning: A cognitive process internal to the learner; it is what the learner does in a teaching-learning transaction and includes the planned and unplanned learning.

Andragogy: The process of engaging adult learners in the structure of the learning experience.

Assessment: A method that defines strengths, concerns, and needs. Assessment is accomplished by using existing data, careful observation, and reflective practice to examine the progress made towards achieving current goals and implementing positive change. The client may be involved in the assessment process to a certain extent.

Best Practice: A technique or methodology that, through experience, professional wisdom, and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using the most appropriate knowledge and technology at one's disposal to ensure success.

Building Relationships: The process of forming mutual, trusting, and respectful partnerships with clients through the fair and consistent sharing of information.

Change process: A process that includes thoughtful planning and sensitive implementation, consultation with, and involvement of, the people affected by the changes. Change must be realistic, achievable and measurable.

Community of Practice (CoP): CoPs are used to enhance knowledge, skills, & dispositions and to improve professional practice by engaging in shared inquiry and learning with people who have a common goal. Communities of Practice consist of ongoing interaction of understanding and experience among members. Participants' discourse and reflections may lead to public outcomes that impact the field at large. CoP may evolve from a group of people already meeting or be initiated by individuals who wish to explore ways to improve professional practices for themselves, their programs, or the field as a whole. Group members develop, share, and test ideas regarding individual practice, document outcomes and reflections, and use discourse via face-to-face and electronic communication to draw conclusions.

Continuous Quality Improvement (CQI): CQI is an ongoing process by which an organization makes decisions and evaluates its progress. It is a process of identifying, describing and analyzing strengths and weaknesses. This data is reviewed and can be used to test, implement, and revise solutions.

Cultural Competence: The ability to work effectively across cultures in a way that acknowledges and respects the culture and language of the person or organization being served.

Developmentally Appropriate Practices: Refers to creating an environment and offering content, materials, activities, and methodologies based on the needs of an individual child. Three dimensions of appropriateness must be considered: age appropriateness, individual appropriateness, and appropriateness for the cultural and social context of the child.

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)**
**Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Evidence-based: Used to describe practice that features a variety of strategies proven to be effective. Evidence-based practices have demonstrated outcomes that are validated through research.

Strength-Based/Focused: The strength-based perspective assumes that the client has the ability to learn new skills and solve problems, and therefore, involves them in the process of discovery, learning, and coping with the challenges they may face in addition to celebrating their accomplishments. This perspective recognizes and makes use of the client's existing strengths and effectively addresses concerns.

Transfer of Learning: The ability of a learner to apply the behavior, knowledge, and skills acquired in one learning situation to another.

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)
Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Professional Development Plan for TA Consultants

This section provides you with a means to write out your annual professional development plan and evaluate the accomplishment of your goals.

Follow these steps to complete your plan and evaluate the outcomes at the end of the year:

Review the competencies where you already demonstrate developing competence or proficiency.

Identify the areas and competencies in which you need more education, information, or guidance.

Determine, through personal reflection or through discussion with your supervisor, what you will be able to accomplish as your yearly professional development goal(s).

Identify professional development experiences that help you meet your professional development goal(s).

Participate in the experience and maintain a record of your participation.

Consider how well the experience helped you achieve your professional development goal(s).

Indicate the date that your goals were achieved.

Write your reflections about the experience, your professional development goals, and how your experiences from the year can be used in putting together your professional development plan for the next year.

Take advantage of the professional development opportunities that are available through the cross system technical assistance network.

Maintain contact with other TA Consultants through the Cross Systems Professional Development/Technical Assistance message board on the PA Keys website. Contact the PA Key at 800-284-6031 to receive access to the site.

**Appendix (B)(4)-2: Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance (Self-Assessment Checklist)**

**Pennsylvania General Core Competencies for
Relationship-Based Technical Assistance
Self-Assessment Checklist**

Professional Development Plan for TA Consultants

NAME _____

BEGINNING _____ ENDING _____
Month/Year Month/Year

NAME OF AGENCY WHERE EMPLOYED _____

POSITION OR JOB TITLE _____

My goals for the year are to participate in professional development opportunities to develop my knowledge and ability in the following areas:

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FOR THE COMING YEAR

What professional development did I identify based on my experiences, current skill sets, and educational background?

<i>Content Area</i>	<i>Write the Competency</i>	<i>Accomplished? Date</i>

PROFESSIONAL DEVELOPMENT AS PROCESS

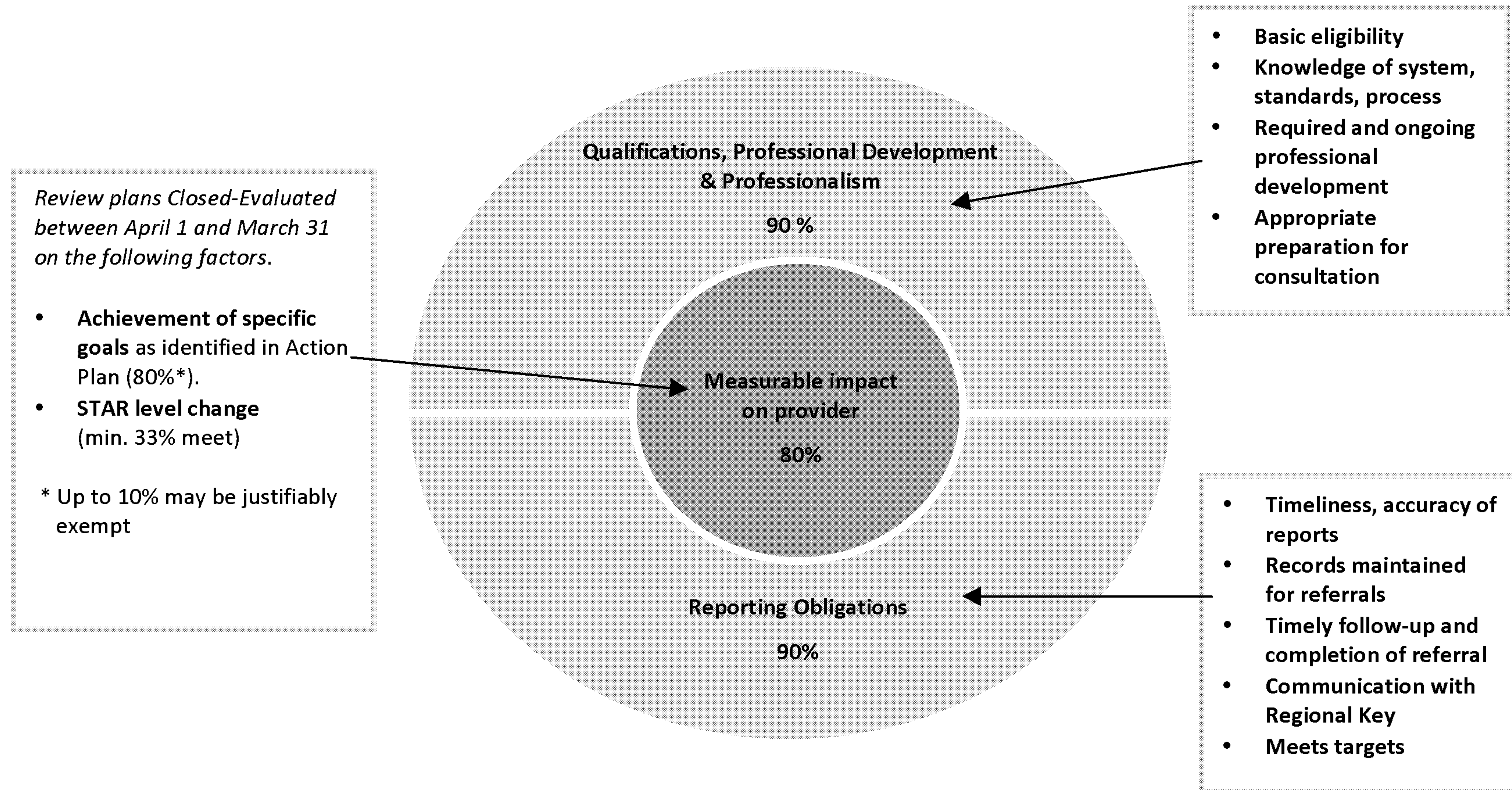
What additional topics and areas did I identify throughout the year that emerged as issues or unforeseen professional development opportunities?

<i>Content Area</i>	<i>Write the Competency</i>	<i>Accomplished? Date</i>

PERSONAL COMMENTS ON HOW YOUR GOALS WERE ACHIEVED IN THE YEAR.

Reflect on what changes you could make for the next year.

Appendix (B)(4)-3: Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks



* Percent of Goal Achievement equal 80%. There is flexibility in how the 80% is determined to be met. Up to 10% may be justifiably exempt due to the following: certification referral, natural disaster or emergency, significant change in composition of program (e.g. more than 25% change in enrollment, adding age group, influx of new families, legal entity change, significant (50%) staff turnover, inability to reach provider to verify goals). STAR 4 and 4A facilities receiving technical assistance and maintaining STAR Level must be counted in Goal Achievement and do not count in the base when counting STAR movement.

Appendix (B)(4)-3: Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks
Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks

Category	What can I measure?	What data sources can I use?	How should I collect this data?	Appropriate Benchmark Range
Measurable Impact on Provider (Effect) <i>(There is an expectation that technical assistance will have some influence on the measurable change of a program. Change affected may be in knowledge, skills, attitudes or behaviors in the target population. This can be addressed by identifying what changes are expected as a result of the implemented strategies and activities.)</i>	STAR level change	PELICAN	Count for CLOSED-EVALUATED TA requests if move up occurred within the evaluation period, and was at least one month after the Action Plan opened and not more than six months after the Action Plan was closed.	✓ 100% CLOSED-EVALUATED plans reviewed between April 1 and March 31. ¹ ✓ 33 % move up a STAR Level
	Achievement of specific standards/indicators as identified on TA Action Plan Survey of program staff (paper, telephone, or electronic)	Can be assessed through a call or visit. STARS TA Goal Achievement Follow-up Guidance and Questions is to be used when assessing this criteria <ul style="list-style-type: none"> ✓ On-site STARS Management visit or STARS designation ✓ Review Action Plan goals against standards achievement. All goals in PELICAN K2Q will be aligned to a standard. ✓ Good, Better, Best document moving forward ✓ ERS Scores change 	Assessment of goal achievement will occur between 3 – 6 months after the TA Action Plan is closed. Action Plan goals will be assessed as met/not met in PELICAN K2Q by Regional Key TA Manager in the CLOSED-EVALUATED process.	✓ 100 % CLOSED-EVALUATED plans reviewed between April 1 and March 31. ✓ 80% CLOSED-EVALUATED Action Plan must meet this criteria. ²

¹ STAR 4 and 4A do not count in the base when counting STAR movement.

² Total % of Goal Achievement should equal 80%. There is flexibility in how the 80% is determined to be met. Up to 10% may be justifiably exempt due to the following: certification referral, natural disaster or emergency, significant change in composition of program (e.g. more than 25% change in enrollment, adding age group, influx of new families, legal entity change, significant (50%) staff turnover, inability to reach provider to verify goals). STAR 4 and 4A facilities receiving technical assistance and maintaining STAR Level must be counted in Goal Achievement.

Appendix (B)(4)-3: Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks
Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks

Category	What can I measure?	What data sources can I use?	How should I collect this data?	Appropriate Benchmark Range
	Provider perception of the effectiveness of TA	Provider feedback/ Satisfaction survey	STARS TA Provider Feedback form is distributed at the close of each TA Action Plan. STARS TA Provider Feedback Survey is a Survey Monkey. Regional Keys have access to filtered reports for their region.	<ul style="list-style-type: none"> ✓ 100 % CLOSED plans ✓ 80 % feel TA was “extremely useful” or “very useful” ✓ 80% indicate that TA helped meet expected goals.
Qualifications, Professional Development and Professionalism <i>(Consultants must demonstrate the appropriate qualifications, experience and knowledge to provide technical assistance in the Keystone STARS content areas. They must also demonstrate a commitment to ongoing professional development to stay current on trends, research and issues in the field)</i>	Consultant eligibility	Consultant file to include: <ul style="list-style-type: none"> ✓ Job description ✓ Resume ✓ Evidence of education (degree & field of study) ✓ Clearances (Child Abuse, Criminal History, FBI) ✓ PQAS verification for TA (Certified, or Specialty Discipline or) 	On-site review of Consultant Files	<ul style="list-style-type: none"> ✓ 100% reviewed annually (Initial year review is applied to all consultants providing TA; thereafter to new consultants only) ✓ 100% meet eligibility
	Completion of required professional development and plan for ongoing professional development	Evidence of TA Core Series Completion. ³ <ul style="list-style-type: none"> ✓ Professional development certificates indicating date, #hrs and content Consultant completes and maintains Pennsylvania Core Competencies for Relationship Based Technical Assistance (self-assessment) including PD Plan.	On-site review of Consultant Files or Paper review of documentation submitted to Regional Key	<u>TA Core Series.</u> <ul style="list-style-type: none"> ✓ 100% new consultants reviewed annually ✓ 90% meet professional development requirement <u>TA Core Competencies/PD Plan (file review)</u> <ul style="list-style-type: none"> ✓ All consultants hired within past year and 10% of established, renewing consultants files are reviewed.

³ Consultants should show evidence of participation in practitioner STARS Core Series. Additional content to be defined, but may include Consultative Model, Developing Effective Action Plans, Beyond PDR 1 &2.

Appendix (B)(4)-3: Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks
Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks

Category	What can I measure?	What data sources can I use?	How should I collect this data?	Appropriate Benchmark Range
	Demonstrates ongoing professional development in TA competency areas and competence in content areas addressed by Keystone STARS Standards	Evidence of continuing education/professional development <ul style="list-style-type: none"> ✓ degree & field of study ✓ professional development certificates (indicating date, #hrs and content) ✓ transcripts, etc. Professional Org. membership	On-site review of Consultant Files or Review of documentation submitted to Regional Key	<u>Ongoing Professional Development</u> (36 hrs over 5 years or minimum of 7 hrs./yr.). <ul style="list-style-type: none"> ✓ 100 % reviewed annually and 100% demonstrate ongoing PD at required hours
	Demonstrates ethical and professional behavior including the adhering to confidentiality as well as addressing needs of client without personal bias of values, beliefs, prejudices and past experience.	Provider Feedback/ Satisfaction survey. <ul style="list-style-type: none"> ✓ Timeliness of appointments, follow-up etc. ✓ Appropriately prepared for consultation (e.g. materials, background research, dress) ✓ Communication ✓ Feedback 	STARS TA Provider Feedback form is distributed at the close of each TA Action Plan. STARS TA Provider Feedback Survey is a Survey Monkey. Regional Keys have access to filtered reports for their region. On-site evaluation/ observation (optional)	<ul style="list-style-type: none"> ✓ 20% reviewed annually Provider Feedback 80 % of returned surveys indicate that timeliness, appropriateness, communication and feedback are excellent or good.
Reporting Obligations <i>(TA consultants and organizations must comply with reporting requirements as defined in contract terms and conditions)</i>	Timeliness and accuracy of reports & invoices	Date reports & invoices are received on or before due date <ul style="list-style-type: none"> ✓ Date stamp received Reports, invoices, forms submitted are completed correctly <ul style="list-style-type: none"> ✓ Calculations are correct ✓ Hours of service correlate with hours billed 	Monthly reports and invoices (paper/electronic) PELICAN K2Q data entry	<u>Reports & Invoices</u> (Monthly) <ul style="list-style-type: none"> ✓ 90% on-time ✓ 90% accurate) <u>PELICAN K2Q data entry</u> (Quarterly) <ul style="list-style-type: none"> ✓ 90% on-time ✓ 90% accurate
	Timely follow-up and completion of referral	<ul style="list-style-type: none"> ✓ Provider contacted within 5 days of receipt of referral ✓ # of hrs/days TA provided for action plan ✓ # days to written action plan ✓ # plans closed 	Contact Log and/or Intake Log Monthly/Quarterly analysis of PELICAN K2Q STARS TA reports	<u>Initial Call</u> = 5 business days of receipt <ul style="list-style-type: none"> ✓ Random sample of requests reviewed and 90% meet

Appendix (B)(4)-3: Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks
Keystone STARS Technical Assistance Accountability Plan (STARS-TAAP) Benchmarks

Category	What can I measure?	What data sources can I use?	How should I collect this data?	Appropriate Benchmark Range
		<ul style="list-style-type: none"> ✓ Consultant keeps appointments and follows through on tasks 	<p>Contact Logs</p> <p>Provider Surveys</p>	<p><u>Action Plan Completion</u> Length of Action Plan - 40 hrs.; 6 months/180 days</p> <ul style="list-style-type: none"> ✓ Average length of all closed action plans equals 180 days or less
	TA organization keeps file on each TA request	<p>Case Notes to include:</p> <ul style="list-style-type: none"> ✓ MPI ✓ TA request ✓ Intake Log ✓ Letter of Agreement (signed) ✓ Progress Interaction logs ✓ Action plan <p>Case note forms are complete</p>	Review of Case Note files (in PELICAN K2Q).	<p>10 % random sample of all requests (with open or closed plans) including at least 5 and no more than 10 files.</p> <ul style="list-style-type: none"> ✓ 90% of files reviewed are complete
	Participates in ongoing communication with Regional Key regarding request status and targets	<p>Dates and notes of calls or meetings regarding:</p> <ul style="list-style-type: none"> ✓ Certification issues ✓ case review ✓ loads ✓ targets 	<p>Phone Logs</p> <p>Meeting notes</p> <p>PELICAN</p>	Minimum of (3) three contacts/quarter.

Appendix (B)(4)-4: Keystone STARS Grants and Awards

Overview

Grants and awards do not cover the full cost of providing children with quality early learning services. They supplement, but do not supplant, other sources of income such as CCW subsidy, other private grant funding, or parent payments. The grant levels available based on program size and STAR level are provided in the table that follows this overview.

- ***Start with STARS*** one-time grant: Programs at the *Start with STARS* program level must complete an Environmental Checklist to rate specific program components related to space, learning activities, and business practices that promote quality early learning. The checklist helps determine strengths and areas that need improvement. These programs may then apply for a one-time only grant to help address environment safety needs identified on the Checklist.
- ***Support Grant***: STAR 1 programs may apply for a Support Grant to help move to the next STAR level. Awards can be used for Site Supports (such as learning materials that support curriculum goals) or Professional Development (for staff to meet quality standards) to help move to the next STAR level. Programs can only receive this annual grant twice. Because this grant is specific to STAR 1 programs, it is expected that the number of Support Grants will decrease over time as programs earn higher STAR levels.
- ***Merit Award***: STAR 2, 3 and 4 programs may apply annually for a Merit Award for costs associated with earning program accreditation, professional development, and other activities to continue to improve quality. STAR 2 providers may be eligible to receive a Merit Award annually for up to three years in order to improve quality to reach STAR 3 and 4. Award funding for STAR 2 providers may be extended for an additional two years with the submission of a detailed STARS Continuous Quality Improvement Plan.
- ***Education & Retention Award (ERA)***: STAR 2, 3 and 4 programs may also apply annually for these awards, targeted to highly qualified directors and/or teaching staff who have attained specialized degrees, credentials, and/or specified credit-bearing

Appendix (B)(4)-4: Keystone STARS Grants and Awards

professional development in early childhood education. The ERA helps STARS programs retain qualified staff and encourage other staff to pursue higher education, which improves the overall quality of their programs.

The chart below shows the dollars invested in FY 2010-2011 by grant type in PA:

Grant Type	Amount
Start with STARS	\$160,688.77
Support	\$463,157.96
Merit Awards	\$12,506,517.80
Education and Retention Awards	\$6,836,689.25
Total	\$19,967,053.78

Appendix (B)(4)-4: Keystone STARS Grants and Awards

Awards Table FY 2011-2012

July 2011

Keystone STARS Grants & Awards FY 11-12

Keystone STARS encourages and supports programs to develop and sustain higher levels of quality in order to strengthen outcomes for children and families and to improve school readiness.



The SUPPORT GRANTS and MERIT AWARDS charts below indicate the maximum resources available, with approved expenses and submitted receipts, to qualifying programs at varying Keystone STAR levels, based on Full Time Equivalency (FTE). The top row displays resources for programs that have 5-25% FTE of children in CCW and/or EI; the bottom row displays these resources for programs that have 26% and above FTE of children in CCW and EI (the higher tier at Center 181+ has been eliminated). Children will only be counted once. Family Child Care Home facilities eligibility could also be established by being a TIER 1 Child/Adult Care Food Program (CACFP) – 135% income bracket and enrolled in CACFP administered through the United States Department of Agriculture (USDA).

The Tiered Reimbursement has been slightly reduced for FY 11-12 as a result of the conclusion of ARRA funding.

SUPPORT GRANTS							
	Family Home	All Group Homes and Center up to 6 FTE	Center 7- 12 FTE	Center 13- 45 FTE	Center 46-99 FTE	Center 100-180 FTE	Center 181+ FTE
Start with STARS – 1 X Award	\$ 315 \$ 420	\$ 435 \$ 580	\$ 473 \$ 630	\$ 945 \$ 1,260	\$ 1,890 \$ 2,520	\$ 2,835 \$ 3,780	\$ 4,725 \$ 4,725
STAR 1 – 2 X Award	\$ 450 \$ 600	\$ 630 \$ 840	\$ 709 \$ 945	\$ 1,418 \$ 1,890	\$ 2,835 \$ 3,780	\$ 4,253 \$ 5,670	\$ 7,088 \$ 7,088

MERIT AWARDS							
	Family Home	All Group Homes and Center up to 6 FTE	Center 7- 12 FTE	Center 13- 45 FTE	Center 46-99 FTE	Center 100-180 FTE	Center 181+ FTE
STAR 2 – 3X Award <i>* see below</i>	\$ 788 \$ 1,050	\$ 1,575 \$ 2,100	\$ 2,363 \$ 3,150	\$ 4,725 \$ 6,300	\$ 9,450 \$ 12,600	\$ 14,175 \$ 18,900	\$ 23,625 \$ 23,625
STAR 3 – Ongoing	\$ 1,181 \$ 1,575	\$ 2,363 \$ 3,150	\$ 3,544 \$ 4,725	\$ 7,088 \$ 9,450	\$ 14,185 \$ 18,900	\$ 21,263 \$ 28,350	\$ 35,438 \$ 35,438
STAR 4 - Ongoing	\$ 1,575 \$ 2,100	\$ 3,150 \$ 4,200	\$ 4,725 \$ 6,300	\$ 9,450 \$ 12,600	\$ 18,900 \$ 25,200	\$ 28,350 \$ 37,800	\$ 47,250 \$ 47,250

** Award 2 additional years with CQI Plan and demonstrated progress*

Education and Retention Awards FY 10 -11 for highly qualified staff (prorated less than 35 hrs per week)

Education and Retention Awards				
	Director - BA in ECE	Staff - BA in ECE	Staff - AA in ECE	CDA/SA Credential
STAR 2	\$ 3,090	\$ 2,320	\$ 1,545	\$ 600
STAR 3	\$ 3,605	\$ 2,705	\$ 1,805	\$ 700
STAR 4	\$ 4,120	\$ 3,090	\$ 2,060	\$ 800

Add-On Daily Rate for children receiving Child Care Works subsidy

Child Care Works Daily Add On			
	STAR 2	STAR 3	STAR 4
Full Time	\$ 0.60	\$ 1.85	\$ 2.50
Part Time	\$ 0.25	\$ 0.85	\$ 1.15

EFFECTIVE DATE: JULY 1, 2011. This is a high level overview of the FY 11-12 financial resources associated with STARS. For more specifics about STARS standards, grants and eligibility requirements, visit www.pakeys.org – Keystone STAR S. Awards are subject to change based on the final FY 2011-2012 appropriated state and federal funding levels. Amounts identified are maximum eligibility amounts and applying providers may be awarded less. All awards subject to availability of funds and are not guaranteed. Providers must be in a diverse state and of good standing to qualify.

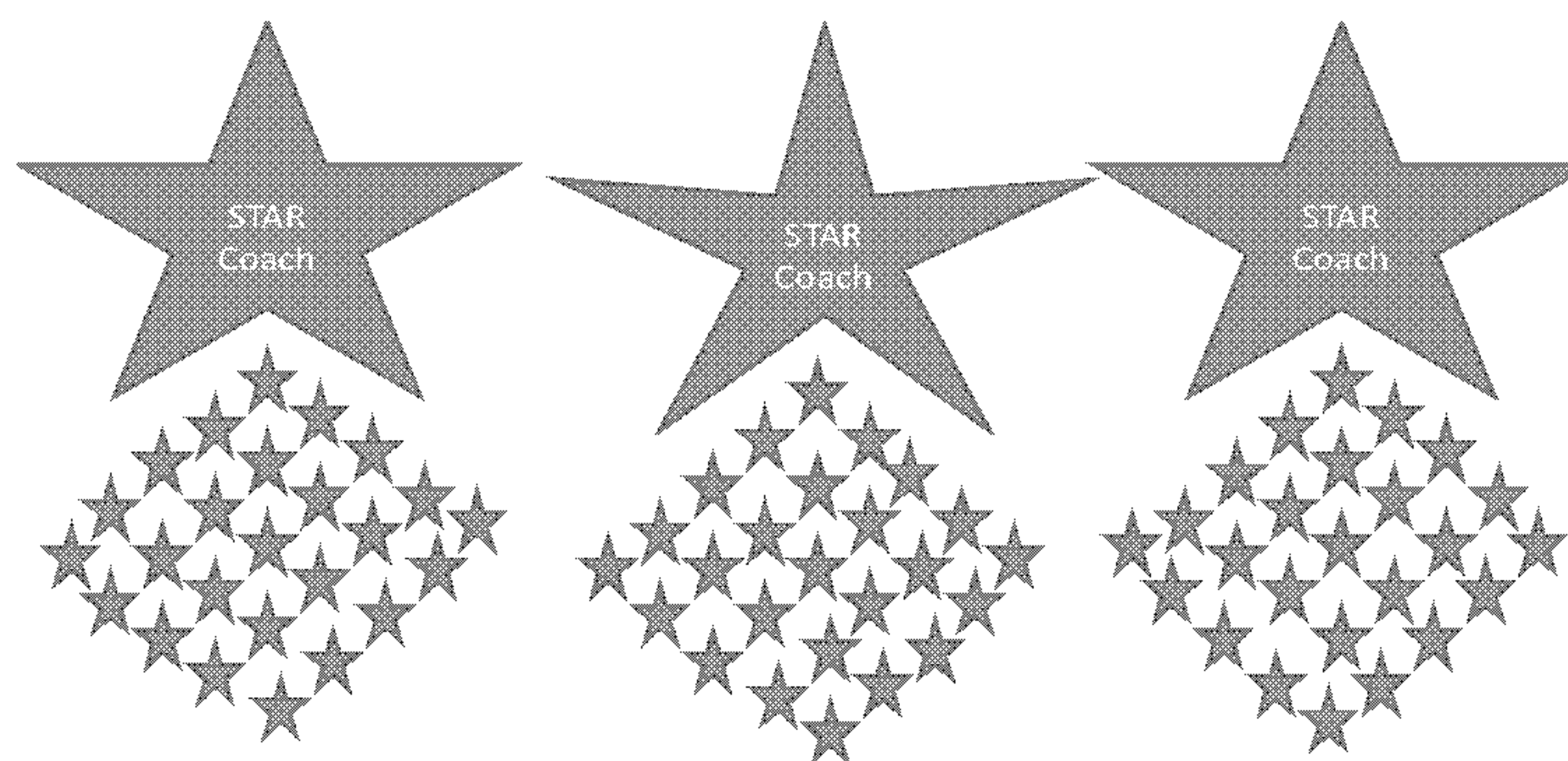
In order to improve the numbers of Early Learning and Development Programs in the top tiers of the TQRIS and the number of children with high needs who are enrolled in these programs the following strategy is proposed based on 10 years of Keystone STARS experience and the advice of the Regional Keys as the on the ground implementers. Based on the unique characteristics different models are proposed for family based and center based settings.

Center Based STARS Coach

Rational: The Regional Keys offer STARS Management services to more than 4,252 programs in Pennsylvania. Seventy five to ninety early learning programs are assigned to each STARS Specialist and receive general support services and resources to meet the STAR Standards and improve quality. The Regional Keys have been advocates for reducing the caseloads and increasing the level of support to programs at the lower STAR levels working in high risk communities to increase the upward movement in STARS and ensure higher quality programs for at risk children.

Staffing to support Centers

PA proposes a new level of support for center based programs. Each Regional Key will house a STAR Coach and (2 in the largest Regional Key -Philadelphia area). Over the life of the RTT-ELC grant these new STARS Management Coaches will provide 350 centers with an Enhanced Level of STARS Management services. The improvement of these programs will impact approximately 9,624 children.



Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

Selection Criteria for Programs

The STAR 1 and STAR 2 programs selected will be located in counties or cities with moderate-high or high risk factors noted in the most current OCDEL Program Reach and Risk Assessment Appendix XXX. In addition, priority will be given to programs with the highest percentage of children enrolled and eligible for subsidized child care services or English language learners. In communities where a project has been developed to support families in poverty zones the Regional Keys will work in collaboration with these projects and select programs in or near the zones. Programs will elect to participate in the STARS Coach Project.

Coaching Model

The STARS Coach will provide an array of enhanced services to the program which will result in a program moving at least one STAR level in an 18 month period. The STARS Coach will design a service plan in collaboration with the Director to meet the programs needs. The services may include:

- Monthly or more frequent on site visits to the program
- Follow up phone calls to check on the status of meeting the program plan
- Participation in select Learning Communities to support the needs of the program
- Work with the Director to ensure that the STARS standards are integrated into the program's routine practices
- Participate in all technical assistance pre and post meetings to ensure continuity and integration of services
- Visits to model programs
- Participate in a peer support group
- Develop short term and long range goals
- Contact with the Director after participation in select professional development activities to ensure the "embedding" of the knowledge in the program
- When known barriers exist the Coach will have an opportunity to purchase additional resources/supports to meet the program's needs

Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

- Assist the programs in applying for available grants/awards and ensuring that the materials and resources have a direct connection to the program's goals and improving the quality of the program.
- Provide on-site career guidance to the Director and teachers resulting in individual career paths being developed and a system to monitor outcomes.
- Assist the Director in integrating significant STARS standards into the program's management calendar (i.e. Annual program assessment, performance appraisals, parent meetings, completion of the FPDP and submission of the designation materials and grant applications)
- Fully implement the STARS Management Cycle of activities annually.

One of the most effective ways to practice and develop a new skill is to teach others. Directors will be encouraged to “pay it forward” to the community by co-facilitating group meetings with STARS Specialists on specific standards. This will reinforce PA's position on Leadership at all levels. Long term benefits of the project will result in a cadre of Directors able to work in tandem with the STARS Coach to support the needs of other Directors, thereby extending the outcomes of the project for years.

The STARS Coaches, housed at the Regional Keys will meet at least 6 times a year to participate in professional development and program implementation meetings. The Regional Keys will submit the monthly outcome reports to the Project Manager for the Coach Project, this individual will be employed by the PA Key. The Coach Project Manager will ensure that reports document the outcomes of the individual programs and an annual report outlining accomplishments and lessons learned will be published. Resource materials will be developed and shared with STARS Coaches statewide as well as distributed to Regional Keys for use with other STAR Specialists. In addition, the PA Key and Coaches will make a concerted effort to share the outcomes at National Conferences including NAEYC and NACCRRA after the project has documented outcomes. The STARS Coaches will facilitate workshops during the statewide Keys Conference.

Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

Mentor Model - Family Child Care

Rational: The Home-Based Provider Mentoring Partnership is based on the philosophy that highly successful home based providers can play an integral role in the development of their peers by guiding them through collaborative learning, role modeling, peer interaction and peer support. Encouraging mentees to empower themselves to Reach for the STARS. The SW Regional Key has been piloting a home based mentoring project for the last year with the University of Pittsburgh, Office of Child Development. Based on the success of the pilot this activity proposes taking the model to scale across the commonwealth.

Strengths of Family Child Care Providers: In order to not only increase, but also to maintain the participation of family/group practitioners it became exceedingly clear that we needed to reach out to our Family Practitioners in ways that better fit their needs. The Regional Keys have recognized the role registered home-based child care practitioners play in the world of early learning. Because of this we propose working to provide those practitioners with the services, opportunities, support and relationships it is felt will assist them as they work to improve quality. Some of the things that make family/group practitioners so unique are:

- Mixed age groups
- Consistency of care
- Isolation
- Ratios
- Non-traditional hours
- Home atmosphere – dining room, living room, kitchen, yard, etc.
- Family oriented
- Flexibility
- Children and families unite to become a unit – providers think of them as extended family often times forming relationships that continue to last a lifetime.
- Meals are typically served family style at the kitchen table
- A very conducive environment for children who function best in small groups

Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

- Provider is director, classroom teacher, accountant, nurse, cleaning person, bus driver, cook, etc.

Staffing to support Mentors

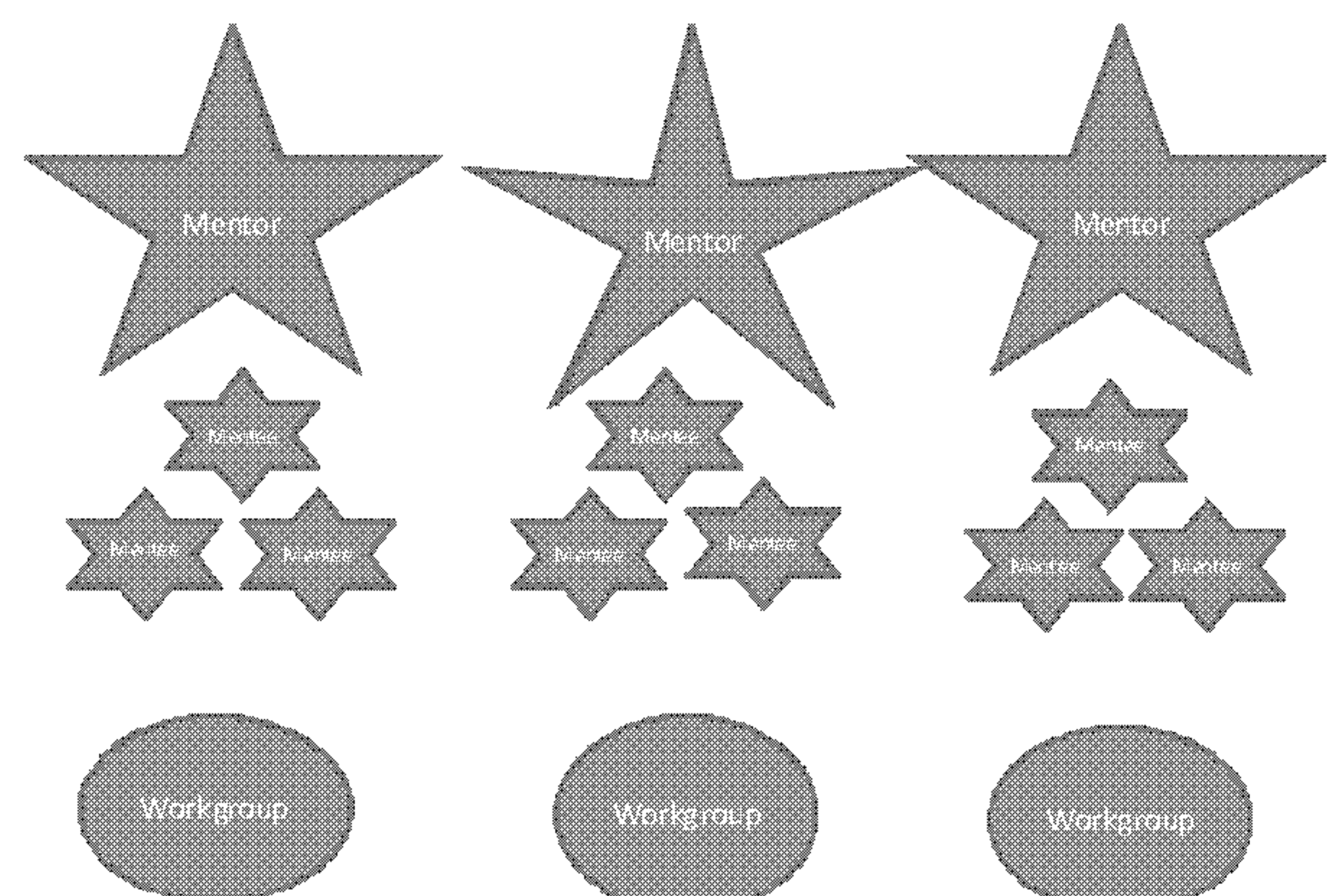
Having recognized these and many other differences the following are some of the strategies the Regional Keys will implement:

- A half time, experienced STARS Specialist who works primarily with family and group practitioners will be supported by this grant over the four years. Specialists, process grants, complete renewals, make pre-designation and designation visits, make themselves available to all practitioners on their caseload by returning phone calls, answering questions, sending and/or ordering requested materials, attend meetings or any of the other myriad of provider and PA Key requirements and needs. They will do this at times when providers are available – thereby working very non-traditional hours.
- The Stars Specialist will become qualified to provide professional development either one-on-one during a site visit or in small support or work groups. They will work to develop a sense of trust with the family provider. Once that trust is established, the pilot has demonstrated the practitioners look to their STARS Specialists to guide them not only through STARS, but also through other problems and issues that may arise. It is important, as a STARS Specialist, to have the knowledge and resources to guide the practitioner to the proper channels for the circumstances that arise. In theory, a sensitive and understanding STARS Specialist will be in tune to each practitioner’s abilities and needs and provide that perfect balance between assistance, encouragement and fostering growth.

Selection Criteria for Mentors and Program Structure

This collaborative effort is designed in the format shown to the right.

In developing this model it is important to select the most appropriate individuals to fulfill the



Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

mentor role. The mentor must be knowledgeable in the STARS Program, have attained a high level in STARS within their program, have an understanding of the standards, be willing to receive and give direction and work independently with guidance, as needed, and have a solid and established reputation within the community served.

Selection Criteria for Programs

The programs selected will be located in counties or cities with moderate-high or high risk factors noted in the most current OCDEL Program Reach and Risk Assessment Appendix XXX. In addition, priority will be given to programs with the highest percentage of children enrolled and eligible for subsidized child care services or English language learners. The children in these communities have been exposed to high levels of crime, poverty, and violence. Each mentor is responsible for mentoring three practitioners. The facilities being mentored are STAR 1 and 2.

Professional Development for Mentors

In order to prepare the mentors for their new role – the following Professional Development is provided:

- STARS Orientation **
- Leadership **
- Learning Standards**
- STARS Process/Paperwork
- Grant Applications
- Systems (TA, MIM,)
- Reflective Practice **
- Relationship Building
- Ideas for preparing for ERS Assessment
- Person Care Routines
- Safety
- Business Practices
- Confidentiality **

Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

** Items prior to starting and all others on an on- going bases.

During the pilot in the SW Regional Key, practitioners were given the option to accept a mentor. Of the practitioners asked, 100% accepted the invitation and several more have heard about the program and would like to participate. Mentors receive the practitioners name and phone number and make their first contact. At that point the two discuss a possible meeting time and place.

During their first meeting the mentee identifies areas of need and the mentor and mentee develop an action plan including goals, timelines and resources. Mentors make themselves available to their mentees by phone, e-mail and at face to face meetings. In addition, each Mentor assists the Specialists in developing community workgroups. These workgroups provide the opportunity for networking, professional development, grant development, roundtable discussions, and sharing of resources.

Reporting and Financial Guidelines for Mentors:

Each Mentor is required to:

- Submit Mentor Logs to Coordinator twice monthly – 15th and 30th
- Submit Copy of Mentor/Mentee Program Development Form within 7 days of plan development
- Maintain separate files for each Mentee
- Submit Compensation Report on the 5th of each month

Each Mentor will make the following Time Commitment:

- Site visit/in person meeting: 2-8 hours every other month (per Mentee)
- Phone contact: varies (Approximately 1-4 calls each month (per Mentee))

Support for Both the Models – PA Key Project Manager

The PA Key will house the ½ time Project Manager. This person will be responsible for:

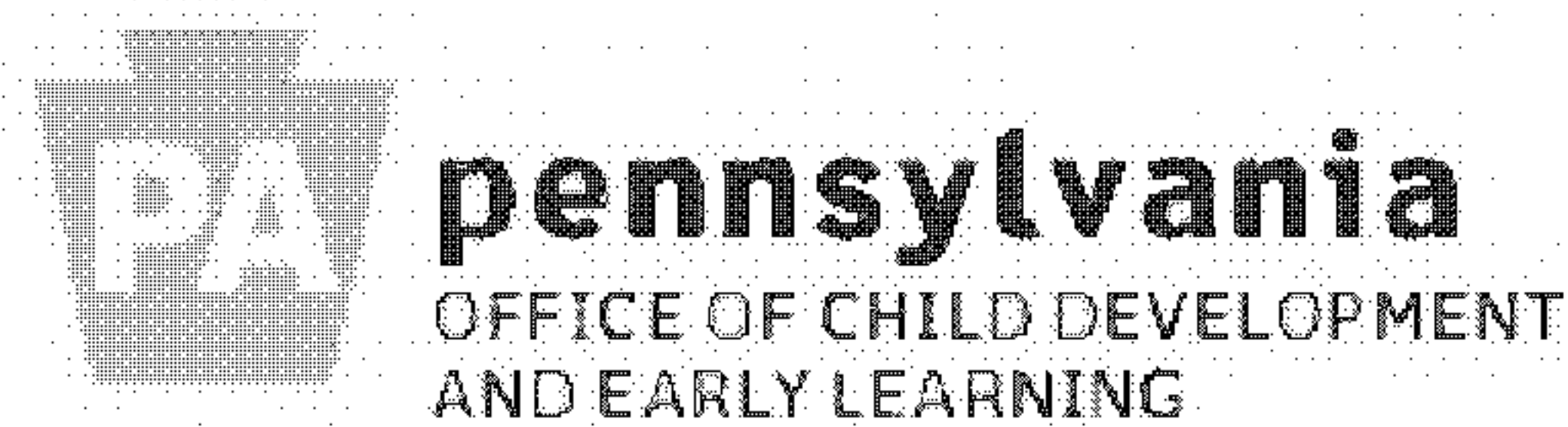
- Providing support to the 7 STAR Coaches (for the Center Based Coaching Model) and to the STAR Managers providing support to the Family Child Care Mentoring Project

Appendix (B)(4)-5: Center Based STARS Coaching and Family Child Care Home Mentoring Projects

- Convene at least one state wide call or meetings monthly for each model (with RK staff) to share best practice, issues and problem solve
- Research and document the best practice discovered during the project of working with hard to reach hard to serve providers serving high risk children.
- Write annual and final reports of progress of the projects
- Establish a web page of support materials for the project on the PA Key website
- Link the work in the regions to other existing support systems of Technical Assistance, professional development
- Insure accountable implementation of the projects in the region and target accomplishment
- Receive monthly reporting from the Regional Keys
- Assist in implementation of the research design in coordination with the research staff from OCDEL

The Project Manager will also be responsible for continued development of the best practice CQI supports, tool kits, professional development and website to support current and new Keystone STAR programs.

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA



Early Learning programs in Pennsylvania are supported and encouraged to engage in a continuous cycle of quality improvement focused on improved outcomes for children and families. Along with technical assistance and professional development, Pennsylvania provides many supports and resources for programs that are linked together under the Continuous Quality Improvement (CQI) framework. After reviewing sources of evidence including data and working as a team on the annual CQI plan, programs are encouraged to strategically select participation in initiatives based on the goals and objectives of the program improvement plan. The projects are organized under the following content strands:

Building Administrative Competencies and Leaders (K8)

- Accreditation Projects to Support Quality Improvement – Coming Soon
- Community Education and Outreach
- Early Childhood Executive Leadership Institute (ECELI)
- Program Administrative Scale (PAS)

Building Cultural Competence, Welcoming all Families and Supporting Diversity (K3)

- English Language Learners (Dual Language Teaching) – Coming Soon
- Effective Strategies for Promoting Systematic Cultural Competence – SAMPLE
- Race Matters: Exploring Program Policies and Practices
- Race Matters: Classroom Practices to Support Conversations about Race and Culture in Early Childhood Settings
- SpecialQuest Birth -Five

Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)

- Cara's Kit
- Center for Early Literacy Learning (CELL)
- Classroom Assessment Scoring System™ (CLASS™)
- Environment Rating Scale Supports
- Infant and Toddler Technical Assistance and Supports
- Learning Standards – Professional Development
- Links to Learning: Complementary Learning Afterschool
- Links to Learning: Building Partnerships with Schools and Families
- Standards Aligned System (SAS)
- Transitioning Across the Continuum of Early Learning (TACEL)

Engaging Families and Communities to Support Positive Child Outcomes (K3)

- Parent Information and Resource Centers (PIRCs)
- Strengthening Families

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA

Promoting an Environment for Healthy Children/Families/Practitioners (K7)

Keystone Kids GO! (Keystone Color Me Healthy, I Am Moving-I Am Learning, NAP SACC)

PA ECE Go Green

Strengthening Health and Safety – SAMPLE

Supporting Social Emotional Competence and Addressing Challenging Behavior

(K1, K2, K3, K4, K5)

Early Childhood Mental Health Supports

Mind in the Making

Pyramid Model of Positive Behavior Support

Keystone STARS Standards are indicators of quality based upon research; however they are not the “be all end all” of quality. Programs have choices within their own programs beyond the Keystone STAR standards. That is what CQI is all about. Staff at all levels carefully examine what is working well and identify goals for improvement. After identifying a specific issue or question, a program collectively makes a plan based upon sources of evidence that support the need for improvement in an area. Resources are identified and a timeline with persons responsible is created, implemented and tracked. Results are then evaluated to determine if next steps are in order or if the appropriate changes have been made. Programs continually strive to “get better at being better” in this continuous cycle of reflective practice.

The Office of Child Development and Early Learning (OCDEL) and the Pennsylvania Key have devoted a section on the Pennsylvania Key website specifically to support CQI. In this section, users can find resources that correlate to each of the Core Body of Knowledge (CBK) knowledge areas to provide choices on topics practitioners can select to improve programs. This site also has an online CQI guide as well as a list of books that support the framework. Practitioners are also encouraged to reflect upon and share personal stories around their CQI journey with their peers. These stories will be posted for other to see “CQI in action” as they consider what this quality cycle might look like for their own program.

Currently in Pennsylvania, OCDEL provides funding for professional development (PD) to support the needs of high risk, high need children and families that supports various elements of CQI. A first step is understanding what CQI is and teaching practitioners how to establish goals and objectives to create a CQI plan. A toolkit was also developed for practitioners to use as a resource in their CQI work. Below are two examples: *Strengthening Health and Safety Policy and Practice* and *Effective Strategies for Promoting Systematic Cultural Competence*.

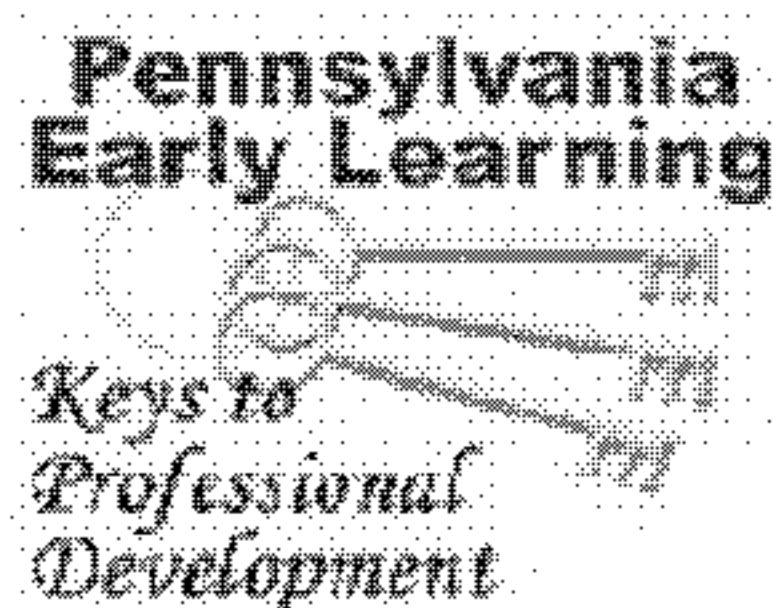
A program that decides to focus on health and safety improvements within their facility can use the CQI tipsheet included in the toolkit to determine what supports/resources are available and create a personalized plan to evaluate and make systematic changes to their health and safety practices (see attached). If a facility has determined that they need to focus their improvement

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA

efforts on the area of Cultural Competence, there is a corresponding tipsheet for that as well (see below). Special Initiatives that are supported in the CQI framework include:

Pennsylvania has had standards in place for nearly ten years to support quality within early learning and development programs. A logical next step is now to empower programs to take a more intentional CQI approach to further improve quality for staff, children, and their families. Programs now have the tools to carefully examine the supports, resources, and sources of evidence to use inquiry and reflection to make the changes necessary to ensure better outcomes for children and to meet the needs of all its stakeholders. CQI is a never ending journey that ensures that programs are constantly providing services to children and families that meet the needs of their community while valuing the uniqueness of every program and the individuals within these programs. Change is a constant. CQI simply guarantees that the change process is one of reflection and careful choices made collectively and collaboratively to best meet the needs of children and families within early learning and development programs.

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA



Continuous Quality Improvement in PA

Promoting an Environment for Healthy Children/Families/Practitioners (K7)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

Title of initiative:

Strengthening Health & Safety Policy and Practice

**Purpose, goal and expected outcomes of the initiative.
How is this activity important to program quality?**

Health and safety are key components of quality care to ensure school readiness. Health and safety improves with professional development, technical assistance and an ongoing relationship with a Child Care Health Consultant. These are proven strategies to reduce risk of injury and illness and promote healthy behaviors in group care settings. A key staff member who has learned to perform the role of a Child Care Health Advocate further improves quality.

Specific Outcomes:

1. Improved practitioner health and safety knowledge, e.g., safe food handling practices;
2. Improved practitioner health and safety practice, e.g., improved hand washing and sanitizing practices;
3. Improved program health and safety policy and procedures, e.g., Special Care Plans for children with life-threatening allergies.

Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)

1. Better Kid Care, a division of Penn State Better Kid Care Program provides educational materials, learning experiences and programs to child care providers, parents, and employers throughout the state of Pennsylvania. The goal of the Better Kid Care Program is to improve the availability, accessibility and quality of child care. This is accomplished in several ways, including this Web site, DVD workshops, distance education units, and a toll-free telephone mentoring line
2. ECELS Health and Safety Services, Technical Assistance, Health Link Online/Health Capsules/Email Alert, Self-Learning Modules, Workshops, Website, Safety Checklist and Reference Document www.ecels-healthychildcarepa.org ECELS helps practitioners manage child health records, sharing strategies to document preventive health services. See WellCareTracker™ for more information.
3. Child Care Health Advocate Course at Northampton Community College This 3 credit course at Northampton Community College is available either On-Campus or Online. A Child Care Health Advocate is a designated staff member who makes sure that best practice in health, safety, and nutrition are integrated into program policies and procedures. A Child Care Health Advocate coordinates a program's operations with external sources of health expertise such as a Child Care Health Consultant and other health professionals who provide technical assistance and education. ECELS developed the Child Care Health Advocate Course and a Pediatric Advisor works closely with the Northampton faculty to deliver the course.
4. Child Care Health Consultation, Arranging for ongoing consultation from a Child Care Health Consultant will promote health and safety of children, families and caregivers in child care. Both the Caring for Our Children Standards and NAEYC Accreditation Standards recommend ongoing Child Care Health Consultant visits. To learn more about reasons and rationale for arranging for the services of a Child Care Health Consultant, request the ECELS Self-Learning Module: How to Choose and Use A Child Care Health Consultant.. A Child Care Health Consultant can assess the program using the ECELS Health and Safety Checklist and Reference Document. The Child Care Health Consultant, director and staff collaborate to make improvement plans. The Checklist is a 167 item observational tool for health professionals who provide child care health consultation. It was developed to: 1) assess health and safety in the facilities and

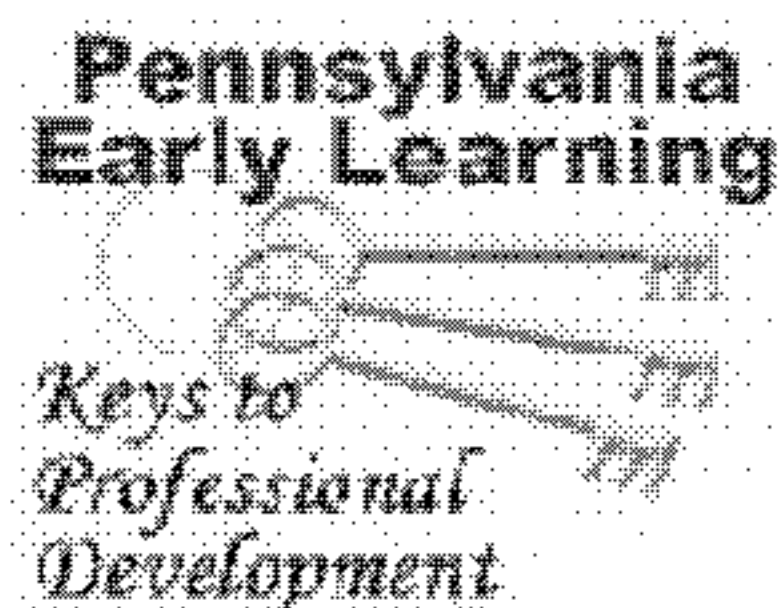
Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA

	<p>practices of early care and education (ECE) programs based on compliance with key National Health and Safety Performance Standards and 2) help users develop indicated interventions. The References document guides the user to the appropriate health and safety standard(s) and other references that are related to each Checklist item. To access the Checklist on the ECELS website, select "Health Consultant Role" and then select "Health and Safety Checklist and Reference Document."</p>
<p>Program eligibility criteria or recommended programs for initiative</p>	<p>Age Group Serving: Infant/Toddler Pre-K SACC X All</p> <p>Program Type: X All (different components focused on specific age groups)</p> <p>X Head Start X Early Head Start X PA Pre-K Counts</p> <p>X Early Intervention Providers X School District</p> <p>X PCHP X NFP</p> <p>Child Care: X All</p> <p>STAR 1 STAR 2 STAR 3 STAR 4</p> <p>Center Group Family</p>
<p>Website(s) for initiative</p>	<p>Better Kid Care www.betterkidcare.psu.edu/</p> <p>ECELS www.ecels-healthychildcarepa.org</p>
<p>Identify focus areas the initiative addresses</p>	<p>X Administrative Competencies</p> <p>Best Practice in Teaching and Learning</p> <p>Cultural Competence and Supporting Diversity</p> <p>X Engaging Families</p> <p>X Healthy Children/Families/Practitioners</p> <p>X Social Emotional Competence and Challenging Behavior</p> <p>Other (list): _____</p>
<p>Other initiatives, resources, organizations or professional development that support or enhance the initiative</p>	<ul style="list-style-type: none"> • American Academy of Pediatrics www.aap.org • <i>Caring for Our Children</i> Standards available electronically at www.nrckids.org • Healthy Child Care America website www.healthychildcare.org • National Resource Center for Health and Safety in Child Care website www.nrckids.org • National Training Institute for Child Care Health Consultants website http://nti.unc.edu • National Association of Pediatric Nurse Practitioners (NAPNAP) Child Care Special Interest Group http://www.napnap.org/index.aspx • PA Chapter, American Academy of Pediatrics website www.paaap.org • WellCareTracker™, www.wellcaretracker.org • Keystone STARS, www.pakeys.org
<p>Audiences for direct participation in the initiative, list all that apply</p>	<p>X Directors</p> <p>X Management/Leadership Teams</p> <p>X Teachers</p> <p>X Assistant Teachers</p> <p>X All Staff</p> <p>X Parents</p> <p>x Board Members</p> <p>x Community Stakeholders</p> <p>x Children</p> <p>Is a component of the initiative that information be brought back to the program and intentionally shared with others?</p> <p>X Yes Not necessarily</p>

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA

Research or national context to support the initiative	<p>Alkon, A, To, K, Mackie, J et al. (2010). <i>Health and Safety Needs in Early Care and Education Programs: What Do Directors, Child Health Records and National Standards Tell Us?</i> Public Health Nursing 27:1, 3-16.</p> <p>Ramler, M, Nakatsukasa-Ono, W, Loe, C et al. (2006). <i>The Influence of Child Care Health Consultants in Promoting Children’s Health and Well-Being: A Report on Selected Resources.</i> The Healthy Child Care Consultant Network Support Center.</p> <p>Washington State Department of Health. (2009). <i>Healthy Child Care Washington Evaluation Report.</i> Everett, WA: Author.</p>
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	<ul style="list-style-type: none"> • Keystone STARS Performance Standards: Director Qualifications (child abuse mandated reporter PD); Staff Development (pediatric first aid instruction, 2 hours health & safety PD annually); Environment Rating (scores & written improvement plans); Community Resources/Family Involvement (parent & staff information about health and human services, wellness, nutrition and fitness, and/or child development; request for IEP/IFSP, special needs assessments; referral procedures); CQI (illness & injury tracking, site safety review, corresponding plans of action to prevent further occurrences Illness and Injury Tracking, Children with Disabilities, Common Illnesses and subsequent health and safety PD. • Core Body of Knowledge (CBK) K7 Health, Safety and Nutrition Topic Codes 76-80, 82, 84 and 86 • Core Body of Knowledge (CBK) K8 Program Organization and Administration Topic Codes 91, 96, and 98
Other clarification or information about the activity	<p>Better Kid Care information can be accessed by calling In Pennsylvania Only: 800-452-9108, Outside Pennsylvania: 814-863-0339 or emailing betterkidcare@psu.edu</p> <p>Childcare Health Advocate Course information can be accessed by calling 610-332-6585 or e-mailing che@northampton.edu.</p> <p>ECELS Services Information can be accessed by calling 800-243-2357 or emailing ecels@paaap.org.</p>
Contact persons for questions about this Initiative	<p>Michele Walsh, PA Key micwal@berksiu.org</p>

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA



Continuous Quality Improvement in PA

Building Cultural Competence, Welcoming all Families and Supporting Diversity (K3)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

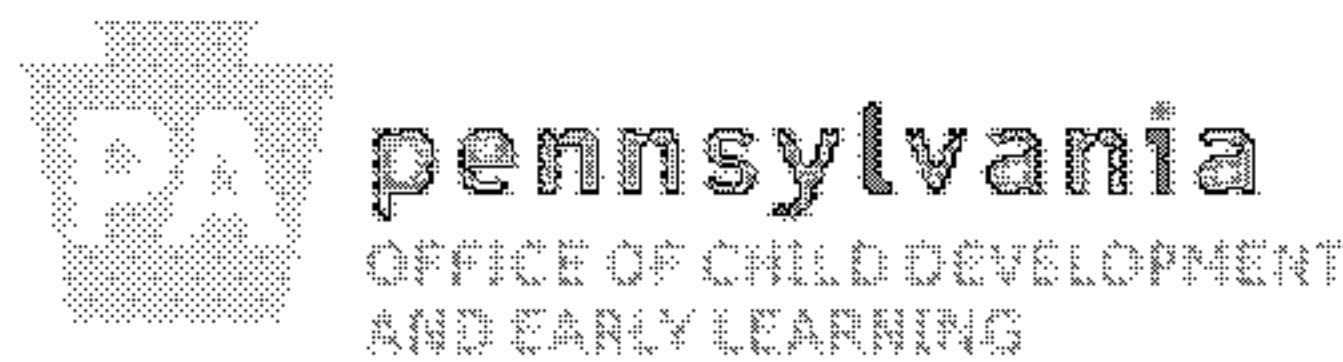
Title of activity/initiative:	Effective Strategies for Promoting Systematic Cultural Competence
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	<p>Promote cultural competence in early childhood and school-age programs, policies and practices in Pennsylvania.</p> <ul style="list-style-type: none"> • Create an understanding among professionals of the complexities of family structures within diverse cultures that influence child development and learning • Use knowledge and understanding of diverse cultural, ethnic and racial context of children and families to: <ul style="list-style-type: none"> - Create learning opportunities and environments for children that result in child positive outcomes - Enhance interaction with children and families from diverse cultural backgrounds - Develop and maintain respectful, reciprocal relationships that support and empower families from diverse cultural backgrounds • Acknowledge and value the strengths of diverse families and involve all families positively and meaningfully in the development and learning of their children • Better able to meet the developmental and educational needs of all children from diverse cultural, ethnic and racial backgrounds
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	<ol style="list-style-type: none"> 1. Cultural Competence PDII 2. Cultural Competence Workshop Series 3. Online Self-module 4. 1, 2 & 3 centering on the following key content areas: <ul style="list-style-type: none"> ▪ Cultural awareness and understanding ▪ Cultural Self-assessment ▪ Process of inquiry – communicating in a multicultural environment ▪ Early care and education delivery in a multicultural environment ▪ Engaging diverse, multicultural families in early childhood education and school-age programs
Program eligibility criteria or recommended programs for initiative	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input checked="" type="checkbox"/> All</p> <p>Program Type: <input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input type="checkbox"/> PA Pre-K Counts</p> <p><input type="checkbox"/> Early Intervention Providers <input type="checkbox"/> School District</p> <p><input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies</p> <p>Child Care: <input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> STAR 1 <input type="checkbox"/> STAR 2 <input type="checkbox"/> STAR 3 <input type="checkbox"/> STAR 4</p> <p><input type="checkbox"/> Center <input type="checkbox"/> Group <input type="checkbox"/> Family</p> <p>Other: RK staff and PA Key field staff, Certification field staff</p>
Website(s) for initiative	<ol style="list-style-type: none"> 1. www.naeyc.org (Cultural Competencies Benchmark) 2. http://gucch.georgetown.edu (National Center for Cultural Competency) 3. http://www.achievementgaps.org/assets/docs/mf_PB13_CulturalCompetence.pdf 4. http://www.dec-sped/professionals/Position_Statement_and_Concept_Papers

**Appendix (B)(4)-6: CQI Executive Summary
Continuous Quality Improvement Framework in PA**

	<p>5. http://www.clasp.org 6. http://www.harvardfamilyresearchproject.org 7. http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20language%20Learners (Revisiting & Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five, 2008)</p>
<p>Identify focus areas the initiative addresses</p>	<p>X Administrative and Staff Competencies <input type="checkbox"/> Best Practice in Teaching and Learning X Cultural Competence and Supporting Diversity X Engaging Diverse Families <input type="checkbox"/> Healthy Children/Families/Practitioners <input type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): _____</p>
<p>Other initiatives, resources, organizations or professional development that support or enhance the initiative</p>	<p>Race Matters Project and Materials <u>VIDEOS :</u> 1. "A World of Differences: Understanding Cross – Cultural Communication." 2. "The Human Face." 3. "The Human Voice." 4. "A World of Gestures." <u>BOOKS:</u> 1. "Getting It RIGHT for Young Children from Diverse Backgrounds" - Espinosa, 2010 2. "Diversity in Early Care and Education" -Gonzalez-Mena, 2008 3. "What If All The Children Are White" - Derman-Sparks, 2007 4. "Other People’s Children: Cultural Conflict in the Classroom" -Delpit, 2006 5. "Building Culturally & Linguistically Competent Services to Support Young Children, Their Families and School Readiness", - Hepburn, 2004 6. "Culturally responsive teaching: Theory, research and practice" – Gay, 2000 7. "Ethical Relativism in a Multicultural Society" - Macklin, 1998 8. "Implementing an Anti-Bias Curriculum in Early Childhood Classrooms" – Hohensee, Derman-Sparks, 1992 9. "White Privilege: Unpacking the Invisible Knapsack" -McIntosh, 1989</p> <p>Quality Benchmark for Cultural Competence Project (2009)</p> <p>NAEYC’s Pathways to Cultural Competence Project (2010) aims to give early childhood programs that are participating in their state’s quality rating and improvement system (QRIS) two checklists (program and teacher checklist) to help guide them in reflecting and improving upon their use of culturally-competent practices.</p> <ul style="list-style-type: none"> - Pathways to Cultural Competence, Program Checklist (2010) - Pathways to Cultural Competence, Teachers Checklist (2010) <p>NAEYC’s Benchmark for Cultural Competence Project (2009), and Pathways to Cultural Competence Project (2010) can be accessed at: www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</p> <p>The National Center for Cultural Competence at Georgetown University's Center for Child and Human Development has developed a new tool for assessing organizational cultural and linguistic competence, designed specifically for family organizations concerned with children with behavioral-emotional disorders, special health care needs, and disabilities. The <i>Cultural and Linguistic Competence Family Organization Assessment Instrument</i> (2010) can be downloaded in PDF format at</p>

Appendix (B)(4)-6: CQI Executive Summary Continuous Quality Improvement Framework in PA

	http://www.gucchdgeorgetown.net/nccc/clcfoa/
Audiences for direct participation in the initiative, list all that apply	<p> <input checked="" type="checkbox"/> Directors <input checked="" type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Assistant Teachers <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/> Board Members <input checked="" type="checkbox"/> Community Stakeholders <input type="checkbox"/> Children </p> <p>Is a component of the initiative that information be brought back to the program and intentionally shared with others?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> Not necessarily</p> <p>Notes: Children, especially school-age children (incorporate in learning activities)</p>
Research or national context to support the initiative	<p>Lack of awareness about cultural difference can make it difficult for childcare professionals and families to achieve the best and most appropriate care and educational experiences for young children. In spite of all our similarities, fundamental differences arise from culture, ethnicity, nationality & family background. These differences have the potential to influence expectations that both early childhood professionals and families have of each other with regards to children’s care and learning (Klump, 2005). Understanding children and families’ ethnicity and culture, multi abilities, complex identities and complex educational and developmental needs of children can have positive impact on the teaching and learning process, children’s positive outcome, school readiness and later success in school and life (Green et.al., 2007; Ray & Bowman, 2006; Decker and Decker, 2005; Henderson & Mapp, 2001; Bruns and Corso, 2001).</p>
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	<p>CBK :Knowledge Areas - ALL</p>
Additional information or materials	<p>Next Steps in PA: Develop a Cultural Competency Training Module and Workshop Series for early learning and school-age professionals and providers in Pennsylvania</p>
Other clarification or information about the activity	<ol style="list-style-type: none"> 1. Integrate and diffuse cultural competence in all early learning and school-age programs both at the policy and service-delivery levels 2. Gain self-awareness and understanding of role of culture in children’s learning and development 3. Acquire cultural competence skills in working with children and families from diverse cultural, ethnic and racial backgrounds 4. Develop strategies for effective cross-cultural communications and interactions with children and families 5. Enhance learning opportunities and experiences for all children that result in child positive outcomes
Contact person for questions about this Initiative	<p>Bernadine Ahonkhai, Ed. D beraho@berksiu.org (717) 213 -2064</p>



Keystone STARS Technical Assistance



August 1, 2011
Issue 4

RESEARCH BRIEF

Keystone STARS is Pennsylvania's quality improvement system in which early learning programs and providers are encouraged and supported to meet specific, evidence-based quality performance standards. These standards are designed to enrich child development and increase outcomes by improving the quality of early learning childcare programs. The standards of Keystone STARS improve quality by targeting four key content areas:

- Staff qualifications and professional development
- The learning environment
- Partnerships with families and communities
- Leadership and management.

Participants in STARS can earn a quality rating score from a STAR 1 to a STAR 4, where higher STAR levels indicate better quality of childcare at the facility.

STARS Technical Assistance (TA) is an intensive, one-on-one service provided to early learning providers intended to help the facility meet the specific Keystone STARS standards and move up STAR levels. It is administered through the six Regional Keys in partnership with consultants who have the knowledge, skills, and experience necessary to guide Keystone STARS programs in the content areas. In 2009-2010, Pennsylvania

TA and Quality Improvement

Administrative records were analyzed to investigate the relationship between STARS TA and quality improvement. STAR movement of childcare providers receiving TA were compared to movement among providers that did not receive this support. STAR level movement was measured by comparing the STAR level of the provider at the beginning of FY 2009-2010 (or at time of request

fully implemented the Keystone STARS Technical Assistance Quality Assurance and Accountability System to ensure consistency and quality in TA across the state.

The goal of STARS TA is to establish and support the implementation of an action plan that will assist eligible providers in meeting the appropriate standards of quality and in moving up to higher STAR levels. This brief presents research findings which demonstrate that childcare providers receiving TA are more likely to advance STAR levels compared to Keystone STARS providers that did not.

There were 672 providers that received some form of STARS Technical Assistance and participated in Keystone STARS for all of fiscal year 2009-2010. Over half of these providers (365) successfully completed the TA action plan by the end of the fiscal year, averaging just over 18 hours of direct consultation. One third of the providers (218) were still actively receiving technical assistance by the end of the fiscal year, with an average of 16 hours of consultation. The remaining 89 providers had withdrawn or deferred their TA plan after receiving an average of less than eight hours of consultation.

for TA) to the STAR level on June 2011. All childcare providers (78) with an initial STAR level of STAR 4 were not included in the analysis given that they are unable to advance any further. Odds and odds ratios were calculated for STAR level movement for 505 STARS providers receiving TA compared to 2,255 providers not receiving assistance.

We're on the Web!

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Departments of Education and Public Welfare
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www.education.state.pa.us | www.dpw.state.pa.us

Findings

Half of childcare providers (50.5%) receiving TA achieved a higher STAR level compared to one third of all other Keystone STARS providers (32.2%). Table 1 below

presents the odds of moving up a STAR level given receipt of STARS TA.

Table 1: Odds of Moving up a STAR Level after TA in FY 2009-2010

	# Received TA	% Move Up	# Did not Receive TA	% Move Up	Odds Ratio	95% Confidence Limits
Overall	505	50.5%	2255	32.2%	2.2*	(1.8, 2.6)
Completed	317	54.6%	2255	32.2%	2.5*	(2.0, 3.2)
Still active	188	43.6%	2255	32.2%	1.6*	(1.2, 2.2)
Provider Type ^a						
Family	57	70.2%	450	35.8%	4.2*	(2.3, 7.7)
Group	28	53.6%	192	19.3%	4.8*	(2.1, 11.0)
Center	420	47.6%	1613	32.7%	1.9*	(1.5, 2.3)
STAR Level ^{ab}						
Start with STARS	19	94.7%	292	88.7%	2.3	(0.3, 17.7)
STAR 1	178	66.3%	1161	25.3%	5.8*	(4.1, 8.1)
STAR 2	216	41.7%	557	18.5%	3.2*	(2.2, 4.4)
STAR 3	92	31.5%	245	28.6%	1.2	(0.7, 1.9)

Note: ^a Provider Type and STAR Level statistics include providers that completed TA and who were still active at the end of the fiscal year. ^b STAR Level represents STAR rating at the time TA is requested. * $p < 0.01$.

Overall, the findings reveal that childcare providers receiving TA are 2.2 times more likely to advance a STAR level than providers not receiving TA; the odds are higher for those who completed their TA action plan. When examining the odds ratios by provider type and STAR level, the largest effects are found for family and group

childcare providers and those who start at lower STAR levels. The segment of providers with the largest effect was STAR 1 facilities which were nearly six times more likely to move up when receiving TA. Across all provider types and levels, providers receiving TA had higher rates of moving up a STAR level.

TA Sticky Factor 2010-2011

To further assess the effectiveness of TA, Keystone STARS introduced the “sticky factor” to determine how well a childcare facility has retained the knowledge and skills provided by the consultant. Sticky factor is the measure of the change that remains three to six months or longer after the TA consultant has completed services and closed the plan. The Regional Key TA Manager collects this information by conducting a follow-up survey to the

program that has received services to determine if each goal continues to be met/not met at that point in time. Goals marked as “Met” are considered achieved or “sticking” and goals marked as “Not Met” are considered not sticking. Fifty percent or more of all Action Plan goals must be met in order for the action plan to be considered “sticky.”

Table 2: Percent of Action Plans Sticky by STAR Level in FY 10-11

	# Providers evaluated	% Action plans Sticky
Start with STARS	12	75.0%
STAR 1	39	87.2%
STAR 2	64	87.5%
STAR 3	27	92.6%
STAR 4	22	95.5%

Table 2 shows the percentage of TA action plans that were found to be sticky based on 164 plans that were closed and evaluated in the fiscal year 2010-2011. Overall, there is a positive trend based on quality of care. Although lower STAR level providers were more likely to

move up a STAR level when receiving TA, the higher STAR level providers were more likely to meet a greater percent of their TA action plan goals. Future work will use 2011-2012 STAR movement data to examine the relationship of sticky TA to quality improvement.

Appendix (C)(1)-1 Logic Model for Area (C): Promoting Early Learning and Development Outcomes for Children

Vision

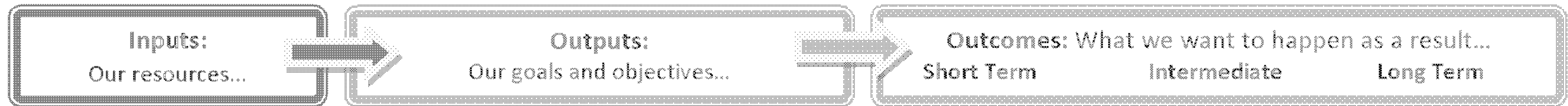
Supporting positive learning and development outcomes to promote Kindergarten readiness and close readiness gaps for Children with High Needs

We Value:

A continuum of learning from birth through grade 12

The connections between standards, curriculum, assessment, instruction and intervention

A broad definition of Kindergarten readiness that includes partnerships among families, schools and communities



- Funding and Staff:**
- Title I, II, IV B & V
 - Accountability Block Grant
 - Maternal, Infant and Early Childhood Home Visitation Grant
 - Researchers & Evaluators
 - Early Childhood Advisors
 - Professional Development Staff & Opportunities
 - Private Foundations & Business Leaders
 - Child Care Development Block Grant
 - Head Start and Early Head Start
 - Family Literacy
 - Individuals with Disabilities Education and Improvement Act (IDEA)
 - Medical Assistance
- Partners:**
- Department of Health
 - Department of Public Welfare (Child Welfare, Medical Assistance)
 - Pediatricians & Health Care Professionals
 - Evidence-based HV model developers
 - Pennsylvania Key
 - Regional Keys
 - Local Education and Resource Network (LEARN) teams
 - School Districts
 - Higher Education
 - Early Intervention
 - Early Childhood Stakeholders
 - Families
 - Department of Education (Family Literacy, Migrant, Elementary & Secondary Education, Teacher Certification)
 - Information Systems
 - Technical Assistance Contractors
 - Professional Development Providers
 - Private Schools
 - Pennsylvania Commonwealth Libraries
 - Performance Learning Systems
 - Fred Rogers Center
- Service Providers:**
- Child Care providers
 - Head Start and Early Head Start grantees
 - School Districts
 - Early Intervention providers
 - Family Support service providers
 - Home Visitation providers
 - Migrant providers
 - Family Literacy
 - Family Centers
 - Project ELECT (Education Leading to Employment and Career Training)
- Resources for Families:**
- Learning Standards for Early Childhood
 - Early childhood promotional materials and activities
 - Standards-based activity guides and resources
 - Early Learning Parent Council
 - Family satisfaction surveys
 - Community-based LEARN teams
 - Web-based information and search tools
 - Child Care Works
 - Pennsylvania Commonwealth Libraries
 - Community-based services/ supports

Criterion (C) (1): Developing and Using Statewide, High-Quality Early Learning and Development Standards

Extend the access and connection of statewide, high-quality early learning standards and curriculum framework to the K-12 Standards Aligned System.

Criterion (C) (2): Supporting Effective Uses of Comprehensive Assessment Systems

Support practitioner and administrative understanding and use of PA's comprehensive assessment system.

Criterion (C) (4): Engaging and Supporting Families

Connect systems in High Need communities that support strong partnerships between child, family, community and school to promote children's school readiness and achievement.

Short Term	Intermediate	Long Term
<ul style="list-style-type: none"> Embed science and social studies standards into SAS Refine the PreK-2 curriculum framework for English Language Arts, Mathematics, Science and Social Studies Identify standards and curriculum framework refinement stakeholder groups for additional learning domains 	<ul style="list-style-type: none"> Review and refine PreK-2 standards for additional learning domains Refine the preK-2 curriculum framework for additional learning domains 	<ul style="list-style-type: none"> Strengthen the early childhood component of the PA comprehensive system which links Standards, Assessment, Curriculum, Instruction, Interventions and Resources from Pre-K to grade 12 Provide professional development
<ul style="list-style-type: none"> Develop a child outcomes reporting framework to be used across state-funded programs Develop a comprehensive set of modules on CAS which includes ongoing practice and feedback Train primary care providers on developmental screening 	<ul style="list-style-type: none"> Develop a comprehensive set of modules on CAS which includes ongoing practice and feedback Implement Keystone Child Outcomes Reporting Framework in all state-funded ELDs Implement screening and referral protocol in primary care practices 	<ul style="list-style-type: none"> Strengthen child outcomes, program quality in state-funded programs that serve those children with highest need Coordinate and streamline child outcomes data collection Assure validity of Keystone Outcomes Reporting Tools Bi-directional communication between primary care providers and early intervention occurs
<ul style="list-style-type: none"> Increase provider awareness, knowledge and attitudes around family support and engagement philosophies and approaches through increased training opportunities Develop an integrated approach to family engagement Provide families with resources and activities that assist in supporting their child's education and development 	<ul style="list-style-type: none"> Implement culturally and linguistically appropriate strategies to more fully engage High Needs Families Deepen the reach of family support and engagement philosophies, approaches and strategies into practice and policy 	<ul style="list-style-type: none"> Implement with fidelity, culturally and linguistically appropriate program standards within early learning and development programs Improved outcomes of High Needs children related to school readiness and achievement through systematic family engagement efforts

Appendix (C)(1)-2: Required Use of Standards in Early Learning and Development Programs

September 2011

Program	Program Standards	Guidance/Policy
<p>Keystone STARS</p> <p>Child Observation, Curriculum and Assessment</p>	<p>STAR 1 Site obtains and maintains copies of the appropriate Learning Standards for all age groups in the program.</p> <p>STAR 2 1. A developmentally appropriate screening of the child is completed and shared with family within 45 days¹ of program entry. 2. Learning Standards are used as a resource for staff in classroom planning and documentation of children’s learning.</p> <p>STAR 3 <i>1. All demographic information, including program and staff information, is recorded accurately and timely in the Early Learning Network (ELN). For infants, toddlers and preschoolers, child and family demographics are entered accurately and timely in ELN and child outcome data is reported electronically using Ounce Scale Online (OSO) and Work Sampling System Online (WSO)^{2,3}</i> 2. Based on ongoing child observations, developmentally appropriate authentic assessments of the child are completed following the established ELN timeframes and shared with the family three times per year.⁴ 3. Results from authentic assessments are used for curriculum, individual child planning, and referral to community resources. 4. Implement a learning curriculum⁵ that incorporates the Learning Standards, including a written curriculum statement.</p> <p>STAR 4 Program crosswalks curriculum²¹ and assessment tools to the Learning Standards.</p>	
<p>Keystone STARS 2, 3, 4</p> <p>Director Qualifications</p>	<p>1. Complete professional development on Continuous Quality Improvement (CQI), the Facility Professional Development (FPD) Plan, and the Learning Standards⁶.</p> <p>2. Complete professional development in the ERS scales appropriate to age groups in the facility.</p> <p>3. Attend child abuse mandated reporter professional development that reflects the most current laws in</p>	

¹ For SACC only programs, a developmentally appropriate screening should be done within 90 days of program entry.

² Child assessments must be completed on all children at the stated data collection points. If the functionality of ELN does not allow for entry of the assessment information into OSO/WSO, demographic information should be collected and child assessments should be completed on paper until the program is able to enter the information online. Attempted compliance should be documented via a record of Help Desk call logs and copies of emails. Upon resolution of the issue, the provider will be responsible for entering all data into ELN and WSO/OSO. Please contact your Regional Key in reference to ELS-KS 10 #02.

³ A child assessment must be completed on school-age children although it is not reported through ELN or WSO.

⁴ For SACC only programs, the assessment should be completed and shared with parents once per year.

⁵ Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

⁶ Refer to the STARS Worksheets for School Age (SACC) for clarifications regarding the SACC requirements.

Appendix (C)(1)-2: Required Use of Standards in Early Learning and Development Programs

Program	Program Standards	Guidance/Policy
	Pennsylvania.	
Keystone STARS 3, 4 Staff Development	1. For each Teacher/ Assistant Teacher ⁷ , 18 annual clock hours of professional development based on PDR ⁸ ; each Aide 12 total hours based on PDR. 2. Annually, all staff involved in 1 professional growth and development activity. 3. All staff must have current pediatric first aid certification. 4. Teachers/Assistant Teachers must attend at least two hours of professional development annually on curriculum, program or child assessment, the age-appropriate Learning Standards and/or ERS. ¹⁶	
Pre-K Counts		PA Pre-K Counts classrooms must utilize a curriculum that is comprehensive in scope, providing content on at least five Key Learning Areas from the Learning Standards for Early Childhood and supporting children’s development in physical, social, emotional, cognitive and linguistic skills. The curriculum must be aligned with the PA Learning Standards for Early Childhood.
Head Start		Head Start State Supplemental Grantees must be able to demonstrate the use of Pennsylvania’s Early Learning Standards in the development of curriculum and assessment plans. The Standards and accompanying recommendations on curriculum and assessment support quality pre-kindergarten programming, best practice and appropriate developmental expectations for pre-kindergarten-aged children.

⁷ The terms “Teacher” and “Assistant Teacher” are equivalent to “Group Supervisor (GS)” and “Assistant Group Supervisor (AGS),” respectively.

⁸ Staff working less than 500 hours per year and volunteers/substitutes working more than 500 hours per year must take 9 annual clock hours.

Appendix (C)(1)-3: Culturally and Linguistically Appropriate Standards in PA's Learning Standards for Early Childhood

September 2011

Location in Standards	Description of Standard
Introduction Connection to Families	Staff must embrace all children’s heritages and provide activities, materials and experiences that help children becomes aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others’. Staff in high quality early education programs know and understand their own attitudes and biases and are culturally sensitive and supportive of diversity.
Guiding Principles	Early childhood care and education programs must address the individual needs of a diverse population of children, e.g., children with special needs, children from diverse cultural backgrounds, children from all social-economic groups.
Approaches to Learning Cover paragraph	There is no greater gift for children’s successful endeavors in school then for schools to create a strong relationship between home and school. The connections that teachers and schools form with parents and guardians, especially in the early childhood years, provide the link for learning and assures that children, teachers and families work together to support children’s growth and development and skill mastery. Families can be invited to participate in many ways – volunteerism, donations of time, resources and materials, shared decision-making about children’s educational goals, support and referrals – but the key is a reciprocal relationship that invites parent input about a child’s school performance and information about the values and home culture, while sharing details of the child’s school routine and perceived successes and challenges in the classroom. Parents who perceive themselves as an integral member of the learning team are more likely to provide ongoing support and encouragement for children’s learning that will carry them through high school.
15.4 Learning Through Experience 15.4.3 Culture	<ul style="list-style-type: none"> • Show pride in belonging to a family unit • Show understanding that family structures may differ from one family to another • Explore unusual materials that represent other cultures <p>Demonstrate awareness of some physical differences among children</p>

Appendix (C)(1)-3: Culturally and Linguistically Appropriate Standards in PA's Learning Standards for Early Childhood

Location in Standards	Description of Standard
Creative Thinking and Expression Cultural Diversity Cover paragraph	<p>Today's early childhood classrooms include an increasingly diverse group of children, families and teachers who represent many cultures, values and lifestyles. Providers have a unique opportunity to create welcoming environments that emphasize respect for diversity and support families' cultural and linguistic differences. Teachers must help assure the preservation of the child's home language while supporting their second language acquisition. Programs that create experiences and opportunities that honor all children's home cultures and values by developing creative strategies for including and expanding the home to school connection and provide children with varied ways to demonstrate their learning and understanding are assuring all children's success in school.</p>
9.1a Production and Performance: Visual Arts 9.1a.2 Exploration	<p>Explore rhythm instruments from different cultures</p>
9.2 Historic and Cultural Context of Works in the Arts 9.2.1 Patterns and Themes	<p>Identify cultures represented by various art forms</p>
7.1 Basic Geography Literacy 7.1.2 Places and Regions	<p>Describe the characteristics of his/her home and frequently visited locations</p>
7.3 Human Characteristics of Places and Regions 7.3.1 Human Characteristics	<ul style="list-style-type: none"> • Identify some similarities and differences of physical and personal characteristics • Demonstrate an appreciation of one's own characteristics and those of others and others' cultures

Appendix (C)(1)-3: Culturally and Linguistically Appropriate Standards in PA's Learning Standards for Early Childhood

Location in Standards	Description of Standard
Language and Literacy Cover Paragraph	<p>Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying classroom experiences alongside their typically developing peers. Teachers, specialists, and families must work together to understand all children’s unique needs while adapting teaching strategies, materials and/or environment to assure that every child can learn and develop to his/her highest potential. Adults must celebrate all children’s accomplishments and</p> <p>Appreciate what children can learn and do.</p>
1.7 Characteristics and Functions of the English Language 1.7.1 Communicating in More Than One Language	<p>Use verbal and nonverbal language to communicate for a variety of purposes</p> <p>Repeat a few words in a language other than native language</p>
20.1 Connections: Shared Understanding of Family and School Values, Philosophies and Cultures 20.1.1 Information Exchange	<p>Identify home culture, language, and routines and how they might impact a child’s adjustment to school</p>

Appendix (C)(1)-3: Culturally and Linguistically Appropriate Standards in PA's Learning Standards for Early Childhood

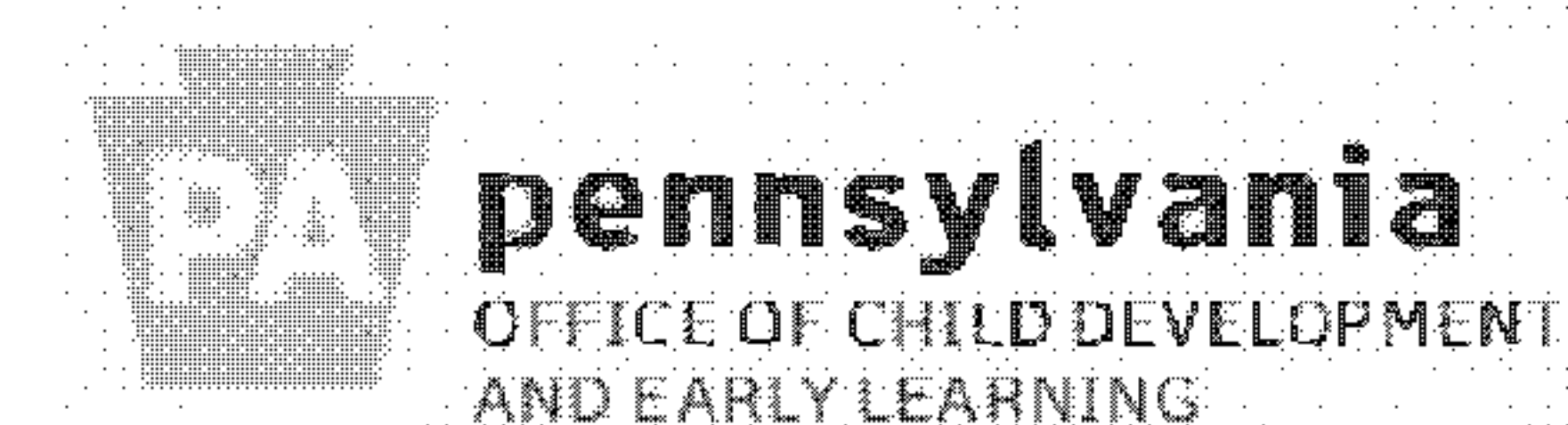
Location in Standards	Description of Standard
20.1 Connections: Shared Understanding of Family and School Values, Philosophies and Cultures 20.1.2 Home to School Connections	Identify family practices and traditions that should be included within the classroom Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly Invite family members into the classroom to discuss cultural information with the children, to participate in classroom life, or to identify community locations or businesses that can be visited
20.1 Connections: Shared Understanding of Family and School Values, Philosophies and Cultures 20.1.3 School to Home Connections	Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers
20.2 Family Engagement 20.2.2 Special Events and Activities	Incorporate unique cultural events or beliefs into classroom life
20.3 Supporting Children's Learning 20.3.1 Screening and Assessment	Identify screening, assessment and referral processes that include families' involvement

September 2011

Curricula Aligned to Pennsylvania Learning Standards for Early Childhood

Curricula	Summary	Aligned with PA Learning Standards for Early Childhood
Children’s Literacy Initiative - Blueprint for Early Language Literacy	CLI's comprehensive pre-kindergarten curriculum, <i>Blueprint for Early Literacy</i> [®] , recognizes that all children need experience with books and structured support to develop oral language and vocabulary and to build background knowledge. It brings proven methods for building the knowledge and literacy skills pre-kindergartners need into its teacher training, lesson plans, and instructional strategies, and it integrates these with quality children’s literature.	X
Empowered Child – The Empowered Child™ Childtime Childcares Pre-Kindergarten Curriculum	At Childtime, children are valued as unique individuals who come from diverse backgrounds, cultures, and experiences. Our teachers understand that children have distinct interests, varying abilities and skills, and different learning styles. The Empowered Child Curriculum™ guides teachers in designing pre-kindergarten programs and environments that promote learning through plenty of opportunities for choice, experimentation, creativity, and problem solving.	X
Abrams Learning Trends - Let’s Begin With the Letter People	Abrams Learning Trends is an innovative, quality–driven, early–childhood–through–grade–5 publisher of supplemental materials based upon the Common Core State Standards, focusing on literacy, reading, language arts, science, math, and social studies.	X
Lifesmart - LifeSmart™ Tutor Time’s Pre-Kindergarten Curriculum	Tutor Time recognizes that families and parents are children’s first teachers. Much emphasis and attention, therefore, is placed on the important interrelationships between child, families, peers, teachers, center, community, culture, and classroom environments and materials. This approach recognizes that children learn within a broad social and cultural context. LifeSmart™ curriculum reflects this philosophy through developmentally appropriate learning objectives as well as activities and program components that were specifically designed to prepare children for future academic success.	X

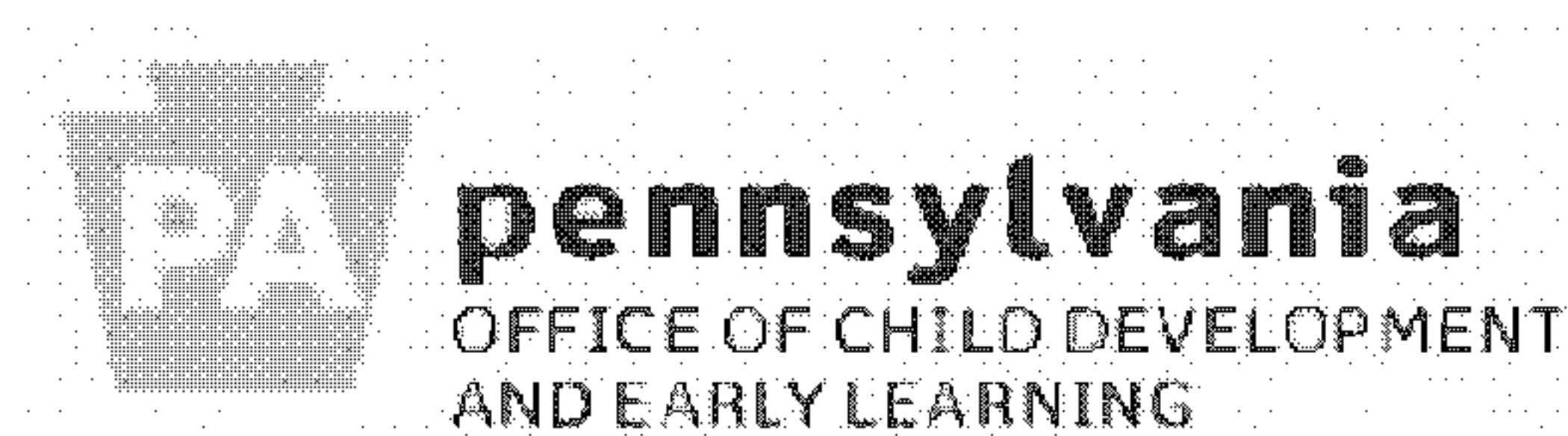
Appendix (C)(1)-4: Alignment of Curricula and Assessments



Mother Goose Time	Mother Goose Time is a professionally designed preschool curriculum for use in preschools, home daycares and childcare centers. Our nationally recognized curriculum nurtures the whole child and supports the child's social, emotional, physical and intellectual growth. Inspire a joy for learning as you and your children explore our monthly theme-based kits.	X
The InvestiGator Club Pre-Kindergarten Learning System	Children are born explorers. Naturally curious, they want to know about the world and their place in it. The InvestiGator Club preschool curriculum taps into this sense of wonder by connecting play, imagination, and content to the real world. "Purposeful inquiry," the heart of The InvestiGator Club, challenges children to use their senses, to ask questions, and to find the answers in a supportive, language- and literacy-rich environment.	X
High Reach Learning, Inc.	HighReach Learning curriculum is based on knowledge of theory and research in early childhood education, coupled with an understanding of valued best practices. Our curriculum incorporates experiences that permit learning through guided play and active discovery. In developing our curriculum, we consider the whole child – cognitively, socially, and physically. By incorporating the latest research on early childhood, including Piaget's Constructivist Theory, Bruner's Theory of Discovery Learning, Bergen's Theory of Play, active exploration, and the most current NAEYC Developmentally Appropriate Practice Guidelines, HighReach Learning has created a truly balanced, innovative, and interest-driven curriculum for children birth to five.	X

Assessments Aligned to Pennsylvania Learning Standards for Early Childhood

Assessment	Summary	Aligned with PA Learning Standards for Early Childhood
Teaching Strategies GOLD	<i>GOLD</i> is an assessment system that helps teachers be intentional in their teaching by accurately pinpointing where children are in their development and learning. It's a teacher-friendly, easy-to-understand approach to observation, documentation, portfolio-building, and reporting--the essential components of a high-quality assessment system.	X
Highscope	Highscope COR, 2 nd edition is divided into 6 major categories that are critical for school success: Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.	X



Pennsylvania Early Learning Standards Alignment Study

by

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Executive Summary 2009

Appendix (C)(1)-5: Alignment Study

Table of Contents

I. Introduction	2
II. Study Questions and Design	2
III. Findings and Observations	3
A. Conclusion	3
B. Broad Based Areas for Improvement	3
C. Balance, Coverage, Depth and Difficulty Findings	4
D. Recommendations by Age	5
E. Recommendations by Assessment	6
IV. Summary	7
About the Authors	8
About the Funder	9

Appendix (C)(1)-5: Alignment Study

I. Introduction

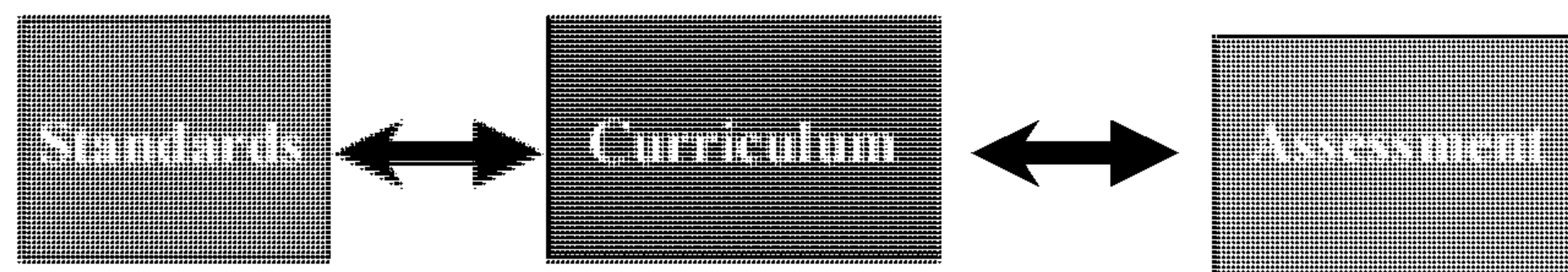
The Pennsylvania Early Learning Standards Alignment Study (“Study”) was commissioned by the Pennsylvania Office of Child Development and Early Learning (OCDEL) of the Departments of Education and Public Welfare, with support from the William Penn Foundation, to support Pennsylvania’s innovative work in the establishment of an effective early childhood accountability system. The Study reviewed the degree of alignment that Pennsylvania’s early childhood standards and assessments demonstrate with each other and with the early grades of the K-12 system, and is intended to be used by OCDEL to revise its standards as necessary in response to the findings.

The Study concluded that, overall, the standards and assessments are strong and show good alignment across the age/grade levels.

II. Study Questions and Design

This study addressed both horizontal and vertical alignment questions.

Horizontal alignment refers to the consistency of standards and assessment *within* a given age cohort (e.g., Pre-K), including to what degree the assessment reflects the learning and development represented in the standards.

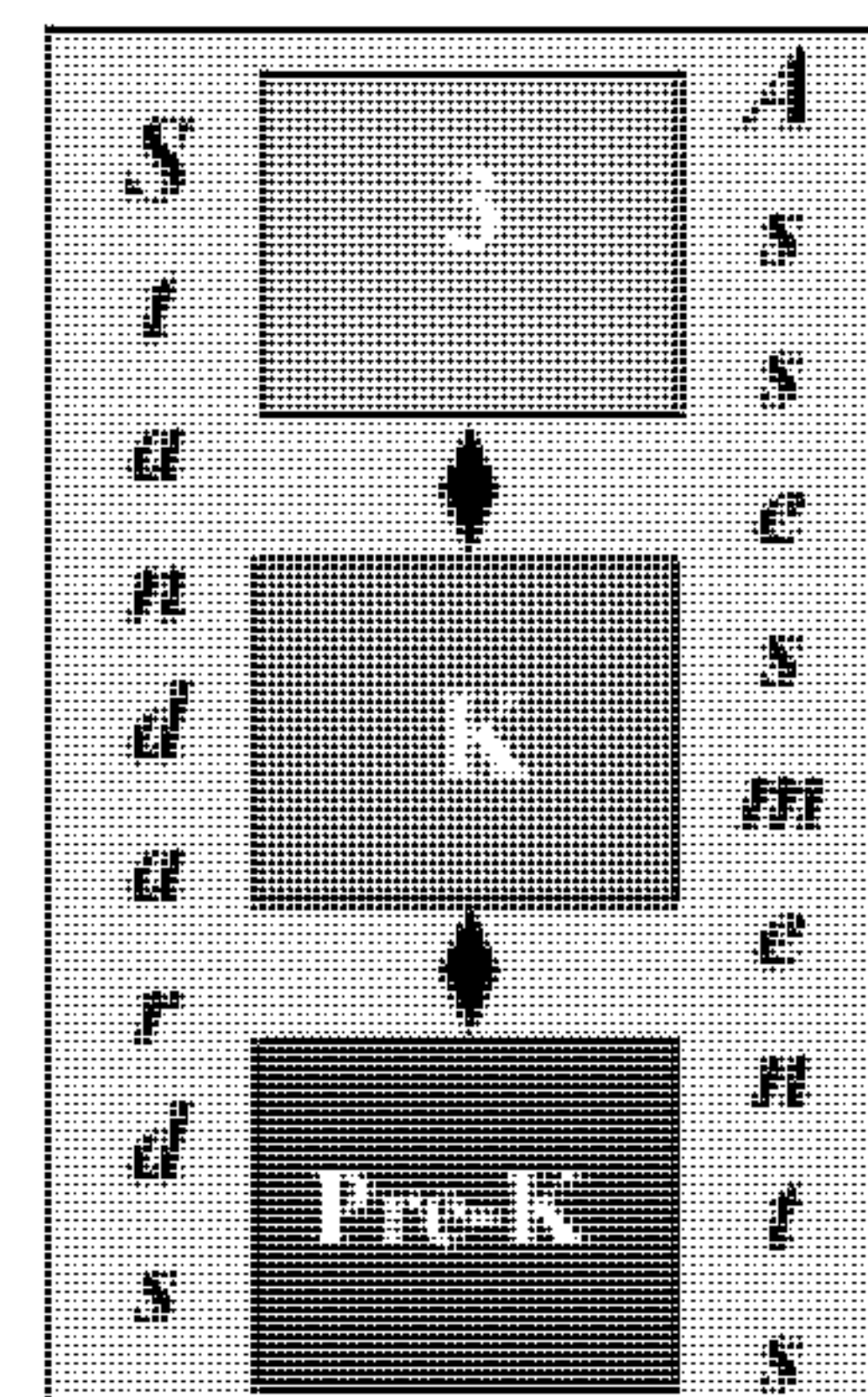


Example: 4-year-olds

In this area, the Study asked:

- To what extent are Pennsylvania’s Infant-Toddler standards aligned with the Ounce Scale assessment that is used for this age group?
- To what extent are Pennsylvania’s Pre-K Standards aligned with the Work Sampling System assessment that is used for this age group?

Vertical alignment refers to the consistency of standards and assessments *between* age cohorts (e.g., Pre-K vs. Kindergarten [*short-term*] and Pre-K vs. Third Grade [*long-term*]), including to what degree the standards and assessments represent a progression of learning and development over time.



Kagan, Scott-Little and Reid, Executive Summary, The Pennsylvania Early Learning Standards Alignment Study 2009

Appendix (C)(1)-5: Alignment Study

In this area, the Study asked:

- To what extent are Pennsylvania’s Infant-Toddler, Pre-K and Kindergarten standards aligned?
- To what extent are Pennsylvania’s standards for Kindergarten through 3rd grade aligned?
- To what extent is the Work Sampling System assessment for pre-k aligned with PA’s PSSA 3rd grade assessment?

Typical analyses conducted on early childhood standards simply look at the extent to which the items in one document “match” the items in another document. This type of low complexity analysis was insufficient for this Study for two reasons: 1) OCDEL needed a more in-depth look at alignment; and 2) the low complexity approach would not work across such a wide age range.

In response, a new and innovative approach to analyzing alignment was developed for this Study. Following a review of alignment studies conducted for K-12 systems and a thorough study of research on early learning and development from birth through age 8, the research team developed a template and coding system that can be used to conduct high complexity alignment analyses. This approach to analyzing alignment addressed both *match* from one document to another and the *quality* of the alignment across documents. This analysis protocol was used to address alignment across the following four parameters:

- 1) Balance: the percentage of all indicators and items devoted to each domain.
- 2) Coverage: the degree to which template constructs are addressed by both documents
- 3) Depth: the percentage of indicators/items found on each template construct within the domain
- 4) Difficulty: the level of cognitive or developmental demand in pairs of indicators and items across documents

III. Summary of Findings and Observations;

A. *Conclusion*

Overall, the standards and assessments are strong and show good alignment across the age/grade levels. Pennsylvania is to be congratulated on developing a cohesive set of standards that address Birth through Second Grade. The vast majority of states have standards that address Infant-Toddler and Pre-Kindergarten, but are separate from the K-12 standards. Pennsylvania’s approach is truly unique and forward thinking. There appears to be a relatively high degree of alignment in the Infant-Toddler through Kindergarten standards. Alignment in the Pre-K through Third Grade standards could be strengthened to provide a stronger framework for children’s transitions and to reflect a more developmental orientation at the upper levels.

B. *Broad Based Areas for Improvement*

Three broad-based areas for improvement emerge from the study for follow-up by the PA Office of Child Development and Early Learning.

Appendix (C)(1)-5: Alignment Study

1. Pennsylvania's early learning standards acknowledge the tension between academic and developmental elements, and have taken steps to minimize the discord beyond what many states have done. Additional attention should be given to bolster the developmental elements in the revisions to the standards.
2. Not all of the items in the standards are addressed by the assessment instruments. Pennsylvania's standards contain more content than is assessed by the assessment instruments. Results from the alignment analyses should be reviewed carefully to ensure that the assessments have addressed all developmentally and academically significant content from the standards, and to determine that the assessment items sufficiently reflect the balance, coverage, depth and difficulty levels of the standards.
3. Some indicators appear across age groups. While it is true that standards can and should transcend age groups, indicators must be age appropriate. In cases where indicators appear for two age groups, the overlaps have been identified and the study recommends that Pennsylvania address all areas of overlap in its revisions in order to ensure that the standards reflect an appropriate progression in the knowledge and skills outlined for each age level and across the age levels.
4. In some cases, there were age gaps where indicators addressed a construct at one age level but no similar indicator was noted in the previous and/or next age level. For example, a construct might have been represented at prekindergarten and then at first grade, with nothing pertinent to the construct at kindergarten. Since continuity of learning is critical, recommendations were made to create indicators for the missing age levels.

C. Balance, Coverage, Depth and Difficulty Findings

Highlights of the findings in the areas of balance, coverage, depth and difficulty are noted below. Each of these findings can be addressed by OCDEL in the standards revisions.

Balance:

The study used the following criterion for balance: At any age level, when less than 10% or more than 50% of indicators focus on a single domain, there is a quality imbalance.

- In the infant-toddler through kindergarten alignment, Approaches to Learning and Physical Development are under-emphasized in some age groups.
- Language & Communication may be over-represented at 24-36 months.
- The Cognitive domain may be over-represented in Kindergarten.
- When compared to the Ounce assessment, the Infant-Toddler standards place a heavier emphasis on Language and Communication Development, and devote fewer indicators to Cognitive Development and General Knowledge, and Social and Emotional Development.

Depth and coverage:

The study identified the extent to which the specific constructs within each domain were addressed and noted:

- The indicators addressed the academic subject area constructs with greater depth than constructs related to cognitive processes.

Appendix (C)(1)-5: Alignment Study

- There is some uneven coverage of the constructs across age groups. There are some mismatches and breaks in coverage that are not developmentally or educationally appropriate which need to be addressed in the revisions.

Difficulty:

When looking at the extent to which paired indicators and items represent equivalent cognitive or developmental demand for what children should know and be able to do, the study found:

- The pairs of indicators in the infant-toddler through kindergarten standards reflected a progression of difficulty from younger to older in most cases. There are a small number of pairs in which indicators at the younger age appeared more difficult than the indicators at older ages, with some pairs showing equal difficulty or unmatched pairs without a corresponding indicator.

D. Recommendations by Age

The following age-specific recommendations are provided to assist OCDEL in its revision process.

Infant-Toddler Standards:

- Consider how play is reflected throughout the document to ensure that the standards communicate the importance of play across developmental domains in a coherent manner. Look across the different areas where play is addressed to ensure that the role play has in all areas of children's development is addressed and that the indicators present a coherent picture of how play develops across the various domains.
- Consider whether the "Red Flags" (select indicators designated within the document as particularly important for identifying children who might need to be screened for potential disabilities) within the standards document are the most effective way to educate caregivers regarding how to discern when children may need a formal screening and/or evaluation for suspected disabilities.
- Review the rationale for the age levels used in the standards document and consider whether it would be helpful to have the age levels used in the standards align more closely with the age levels used in the assessment for Infants-Toddlers.

Pre-Kindergarten Standards:

- Consider how play is reflected throughout the document to ensure that the standards communicate the importance of play across developmental domains in a coherent manner. It may be worthwhile to rethink the conceptualization of play as a fundamental part of the learning process.
- Review the indicators in the pre-kindergarten and kindergarten standards for identical pairs and revise them as appropriate to reflect progression of learning and development over time, with careful consideration of children's learning and development over time.
- Consider adding indicators that address important cognitive processes that develop at this age. These processes include reasoning, perspective taking, reflection on thought processes, planning and intentionality, and adaptability of thought processes.

Appendix (C)(1)-5: Alignment Study

- Consider adding a standard for technology that includes the use of technology and the social, ethical, and human issues related to it.

Kindergarten Standards:

- There is an apparent shift from developmental “domains” to a predominance of subject areas, with an over-emphasis on the Cognitive domain. In the overall domain of Cognitive Development and General Knowledge, the balance percentage is quite high at 59%. Consider whether to increase the relative emphasis on other domains by adding indicators there (such as in the area of play in the Approaches to Learning domain), and/or decreasing the relative emphasis on the Cognitive domain by removing some indicators from Cognitive-related subject areas.
- The content for Kindergarten is quite prescriptive and detailed, often expressed as lists of very specific indicators. Review the indicators to ensure that they address content that is deemed to be developmentally and academically significant.
- The items represented in the Kindergarten document are often quite sophisticated in their content (e.g., *Identify color, line and texture patterns in visual arts* and *Distinguish between scientific fact and a belief through literature*). Consider revising indicators that may presume knowledge that is not age appropriate for Kindergarten children.

First through Third Grade Standards:

The analysis suggests that the standards for grades One and Two are both broad and deep in their treatment of essential elements of early education. Pennsylvania is to be commended for having standards that span infancy through second grade and cover both academic and developmental content. Yet, there is room for important improvement if the standards are to align effectively with those of earlier developmental stages and years. Three areas are noted:

- *Under-emphasis of Specific Domains:* Two domains where additional emphasis is needed are Social and Emotional Development and Approaches to Play and Learning, particularly in Third grade where these domains were absent.
- *Under-emphasis on Cognitive Processes:* Like many states, Pennsylvania has accorded a great deal of attention to subject matter **knowledge** areas in grades One through Three. Sometimes, however, this emphasis comes at the expense of a focus on cognitive **processes**. First, Second, and Third grade standards should be reviewed to accord greater attention to transcendent cognitive process, including such processes as problem solving, hypothesis making, conjecture, and analysis.
- *Missing Subject Area:* The Third grade standards do not include the Science subject area. They should be revised to include standards related to Science, including content related to both the scientific inquiry process and the various Science sub-fields.

E. Recommendations by Assessment

The following assessment recommendations are provided to assist OCDEL in its alignment work.

Appendix (C)(1)-5: Alignment Study

The Ounce Scale for Infants and Toddlers:

- The standards address a broader array of constructs than does the assessment. Results from the analyses should be reviewed to ensure that the assessment addresses all indicators/constructs deemed to be highly significant for this age.

Work Sampling System:

- Overall, the Pre-K standards and Work Sampling assessment are well aligned and when there is misalignment, there are constructs that are addressed in the standards but not on the assessment.

Pennsylvania System of School Assessment (PSSAs):

- The Work Sampling System addresses all domains of children's development (physical, social-emotional, language and cognitive development, as well as approaches toward play and learning), while the Third grade PSSA addresses only reading and mathematics. There is, therefore, significant mis-alignment in the *balance* of the content covered. Within the two areas of literacy and mathematics, however, there was a relatively good degree of alignment in the specific constructs addressed (i.e., the *coverage* and *depth* analyses).
- The Third Grade standards address reading and writing, mathematics, social studies, the arts and humanities, health, safety and physical education, and family and consumer sciences, while the Third grade PSSA addresses only reading and mathematics. Such narrowing of the assessments is problematic. To that end, we strongly recommend that the Department review what is being assessed in the PSSA, with some intention to align its assessment to the standards.
- Such consideration should also focus on critical questions with which the field is grappling:
 1. What is the appropriate balance between the disciplinary areas and the developmental domains in standards and assessments, and how should this balance change over time?
 2. How much of a child's learning should be assessed *before* Third grade?
 3. What would such assessments for children below Third grade entail?
 4. How much of a child's learning should be assessed *at* Third grade?

IV. Summary

Pennsylvania is to be commended for having standards and assessments that form a cohesive framework for education and assessments from birth through second grade. The high complexity alignment analyses conducted in this Study indicate good alignment from infancy through second grade and provide information that can be used to further improve the quality of the standards and assessments. Revisions in the standards will further strengthen the state's innovative approach to implementing an effective early childhood accountability system.

ABOUT THE Authors:

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Co-Director of the National Center for Children and Families, and Associate Dean for Policy at Teachers College, Columbia University and Professor Adjunct at Yale University's Child Study Center. Recognized internationally and nationally for her accomplishments related to the care and education of young children, Kagan is the author of over 200 articles and 13 books. A leader in shaping the American early childhood agenda, her work focuses on the care and education of low-income children and their families. Specifically, she focuses on the application of research to public policies related to early childhood programs and policies, standards and accountability, transition to school, family-school relationships, and infrastructure development including governance, finance, regulations and professional development and leadership for early childhood practitioners.

Dr. Kagan is the only woman in the history of American Education to receive its three most prestigious awards: the 2004 Distinguished Service Award from the Council of Chief State School Officers (CCSSO), the 2005 James Bryant Conant Award for Lifetime Service to Education from the Education Commission of the States (ECS), and the Harold W. McGraw, Jr. Prize in Education.

A former Head Start teacher and Director, and public school administrator, Dr. Kagan is Past President of the National Association for the Education of Young Children and Family Support America. She was a member of President Clinton's education transition team and has served on countless national panels, including those sponsored by the National Academy of Sciences, the US Department of Education, and the US Administration for Children and Families. She chaired the National Education Goals Panel Technical Planning Group for Goal One, and was the early childhood Distinguished Fellow for the Education Commission of the States. Currently, she is a member of over forty national boards or panels, and is conducting research on Head Start, child care, early learning standards and educational transitions, She is working with over 30 countries around the globe to establish early learning standards, public policies, and teacher education, including Armenia, Brazil, Cambodia, China, Egypt, Ghana, Georgia, Jordan, Laos, Mongolia, Paraguay, South Africa, Tajikistan, Turkmenistan, Uzbekistan, and Vietnam.

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Catherine Scott-Little is an Associate Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Working with Sharon Lynn Kagan of Teachers College, Catherine has completed several national studies on state-level early learning standards from over 45 states. She has served as an advisor on early learning standards in numerous states. Catherine has co-authored several publication on the topics of early learning standards and assessments, including *Inside the Content: The Depth and Breadth of Early Learning Standards* and, most recently *Inside the Content of Infant-Toddler Early learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*.

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Appendix (C)(1)-5: Alignment Study

Jeanne Reid is a Graduate Research Fellow at the National Center for Children and Families and a doctoral candidate at Teachers College in early childhood policy. She received her master's in public administration from the Kennedy School at Harvard University

ABOUT THE FUNDER:

The William Penn Foundation, founded in 1945 by Otto and Phoebe Haas, is dedicated to improving the quality of life in the Greater Philadelphia region through efforts that foster rich cultural expression, strengthen children's futures, and deepen connections to nature and community. In partnership with others, the Foundation works to advance a vital, just, and caring community. Learn more about the Foundation online at www.williampenfoundation.org.



WILLIAM PENN
FOUNDATION

Standards and Resources Appendices

September 2011

Learning Standards for Early Childhood

	English	Spanish
Pennsylvania Infant/Toddler Learning Standards for Early Childhood	X	X
Pennsylvania Prekindergarten Standards for Early Childhood	X	X
Pennsylvania Kindergarten Standards for Early Childhood	X	X
Pennsylvania Continuum of Learning	X	X

Learning Standards Resources for Families

	English	Spanish
Every Day I Learn through Play	X	
Learning is Everywhere!	X	
Kindergarten, Here I Come!	X	
Kindergarten, Here I Am!	X	
Learning Standards Wheel	X	X
Recipes for Readiness	X	X

September 2011

Pennsylvania’s Health Initiatives

Initiative	Summary	Aligned with PA Learning Standards for Early Childhood
Keystone Kids Go (KKG)	Keystone Kids Go is an initiative in Pennsylvania focused on improving young children’s nutrition and physical activity.	Yes. Learning Standards for Early Childhood are incorporated into the various Keystone Kids Go Modules and activities.
I Am Moving, I Am Learning (IMIL)	I am Moving I am Learning (IMIL) is a proactive approach for addressing childhood obesity while enhancing school readiness in young children birth to five within Early Care and Education settings	Yes. Learning Standards for Early Childhood are incorporated in all of the IMIL training sessions. Large Learning Standards posters are present at the training sessions as well and addressed throughout. Learning Standards for Early Childhood will be included in IML newsletters which are set to roll out this Winter.
Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)	NAP SACC is a research-tested intervention designed to enhance policies, practices, and environments in child care by improving the nutritional quality of food served; the amount and quality of physical activity and facility nutrition and physical activity policies and practices.	NAP SACC is being piloted to 250 early care and education programs this Spring. OCDEL is currently working on a crosswalk of NAP SACC to the Learning Standards for Early Childhood. This crosswalk will be included on the Food and Nutrition’s NAP SACC webpage.
PA ECE Go Green Initiative	PA ECE Go Green Initiative is designed to put early learning programs on a path towards achieving excellence in environmental health and conservation.	Yes. Alignment to the Learning Standards for Early Childhood is a requirement for any Environment and Ecology Curricula that desire to be posted on Pennsylvania’s “approved list” for Environment and Ecology Curricula. Learning Standards for Early Childhood will frame the Go Green PDII for roll out to practitioners in 2013.

September 2011

KINDERGARTEN AND PRE-K ASSESSMENT FRAMEWORK

Approaches to Learning

- Constructing Knowledge
- Organizing and Understanding Knowledge
- Applying Knowledge
- Learning Through Experience

Cognitive Thinking and General Knowledge: Mathematical Thinking

- Numbers, Number Systems and Relationships
- Computation and Estimation
- Measurement and Estimation
- Geometry

Cognitive Thinking and General Knowledge: Scientific Thinking

- Biological Sciences
- Physical Sciences
- Environment and Ecology

Health, Wellness and Physical Development

- Health and Safety Practices
- Physical Activity: Gross Motor Coordination
- Concepts, Principles and Strategies of Movement: Fine Motor Coordination

Language and Literacy Development

- Learning to Read Independently
- Reading, Analyzing and Interpreting Text
- Reading, Analyzing and Interpreting Literature
- Types and Quality of Writing
- Speaking and Listening

Social and Emotional Development

- Self-concept/identity
- Self-regulation
- Pro-social Relationships with Adults
- Pro-social Relationships with Peers

Appendix (C)(2)-1: Domains and Standards of the Keystone Child Outcomes Framework

INFANT/TODDLER ASSESSMENT FRAMEWORK

Approaches to Learning

- Constructing Knowledge
- Organizing, Understanding and Applying Knowledge
- Learning Through Experience

Cognitive Thinking

- Mathematical Thinking and Expression
- Scientific Thinking

Health, Wellness and Physical Development

- Health and Safety Practices
- Physical Activity : Gross Motor Coordination
- Concepts, Principles and Strategies of Movement: Fine Motor Coordination

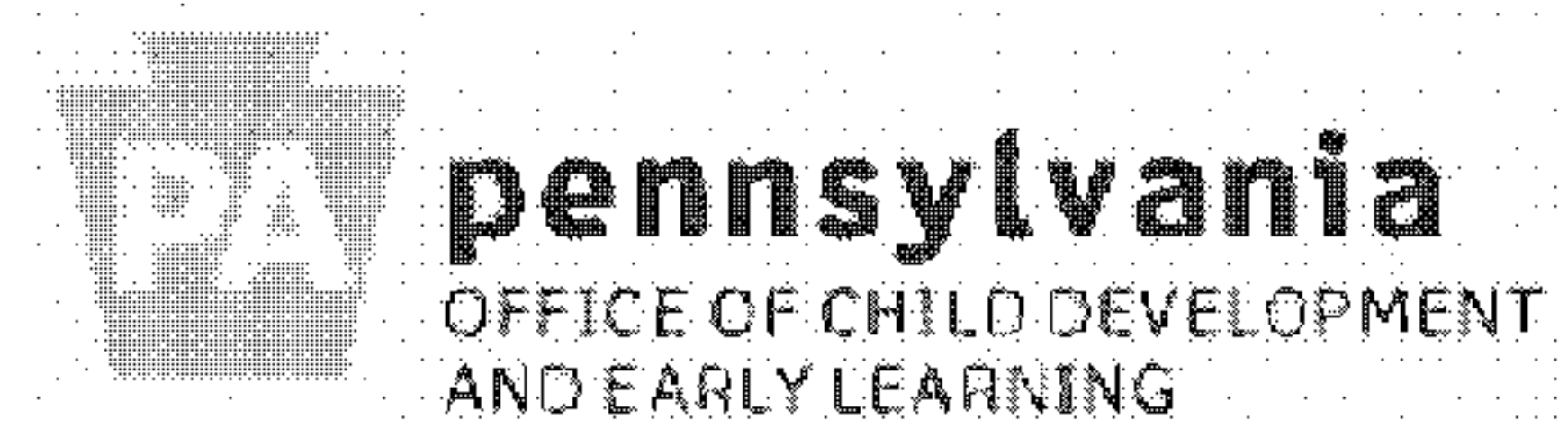
Language and Literacy Development

- Literacy Development
- Language Development

Social and Emotional Development

- Self-concept/identity
- Self-regulation
- Pro-social Relationships with Adults
- Pro-social Relationships with Peers

September 2011



Appendix XX – (C2) Initial Outline of Assessment Training Modules for Keystone Child Outcomes Framework

To be reviewed and refined by key stakeholder group

Module 1: Introduction to the Keystone Child Outcomes Framework

Essential Questions: What is the purpose of reporting child outcomes? How does the framework relate to the previous reporting requirements? How does the framework work across the birth to Kindergarten continuum? How do I report outcomes into the data system?

Module 2: What is assessment?

Essential Questions: What is assessment? What are the different types of assessment? What are the purposes for assessment? How is assessment linked to standards, curriculum, and instruction?

Module 3: Child Assessment: Screening

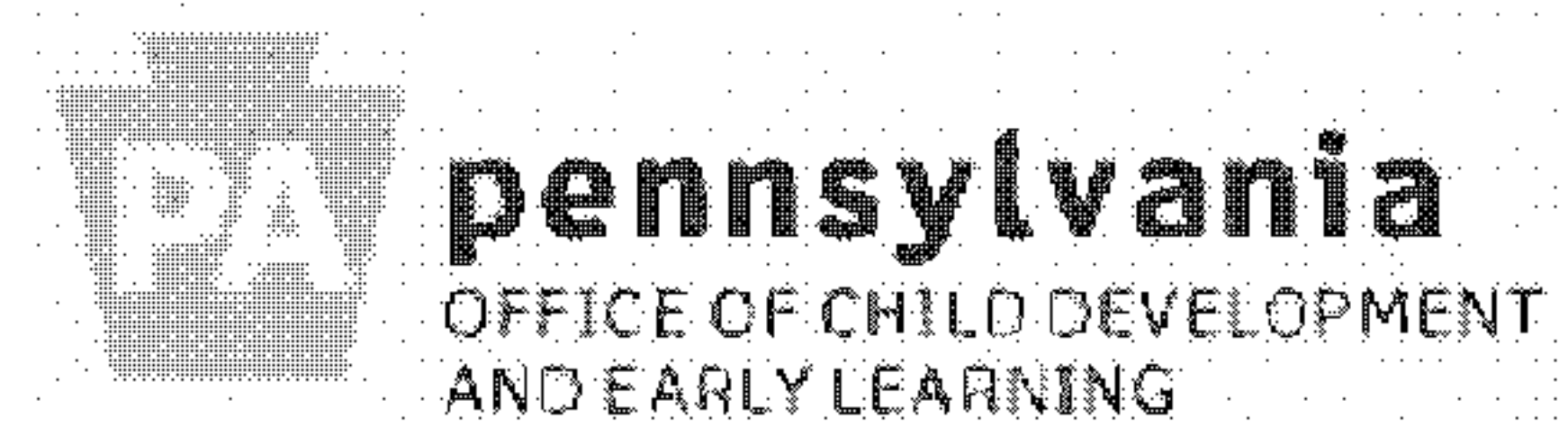
Essential Questions: What is screening? What should I consider when selecting a valid and reliable tool (culturally, linguistically, developmentally appropriate/ what tools do you want/ cost/ training/effective implementation)? What do I do with this information?

Module 4: Child Assessment: Formative assessment/ Part 1

Essential Questions: What are the similarities/ differences between direct assessment and authentic assessment? What should I consider when selecting a valid and reliable tool (culturally, linguistically, developmentally appropriate/ what tools do you want/ cost/ training/effective implementation)? Which tools can I choose from, i.e which measures have been aligned to the Keystone Child Outcomes Framework?

Module 5: Child Assessment: Formative assessment/ Part 2

Essential Questions: What are the components of authentic assessment (observation, work samples, checklists, matrices, etc)? How do I complete an objective observation?



How do I choose work samples? What information should I include with a work sample?
When and how should I complete skills checklists/matrices? How do I organize collected information? What do I do with the collected information?

Module 6: Introduction to Program Assessment

Essential Questions: In what ways can “quality” be defined? Why is it important to assess the quality of my program? What should I consider when selecting a valid and reliable tool (culturally, linguistically, developmentally appropriate/ what tools do you want/ cost/ training/ effective implementation)? What measures of program quality are available (ERS, CLASS, PAS, etc.)?

Module 7: Environmental Rating Scales

Essential Questions: What rating scales are available? Who should complete an assessment? What areas are assessed? How does the scoring work? What do scores mean? How can I use this tool to improve classroom quality? How can I use this too to improve overall program quality? How are the results entered into the statewide data system and how are these results used at the state level?

Module 8: Additional Measures of Program Quality

Essential Questions? What assessments are available to measure teacher effectiveness? How can these tools be used to improve overall program quality? What additional measures are available to assist program administrators to make informed decisions about quality improvement?

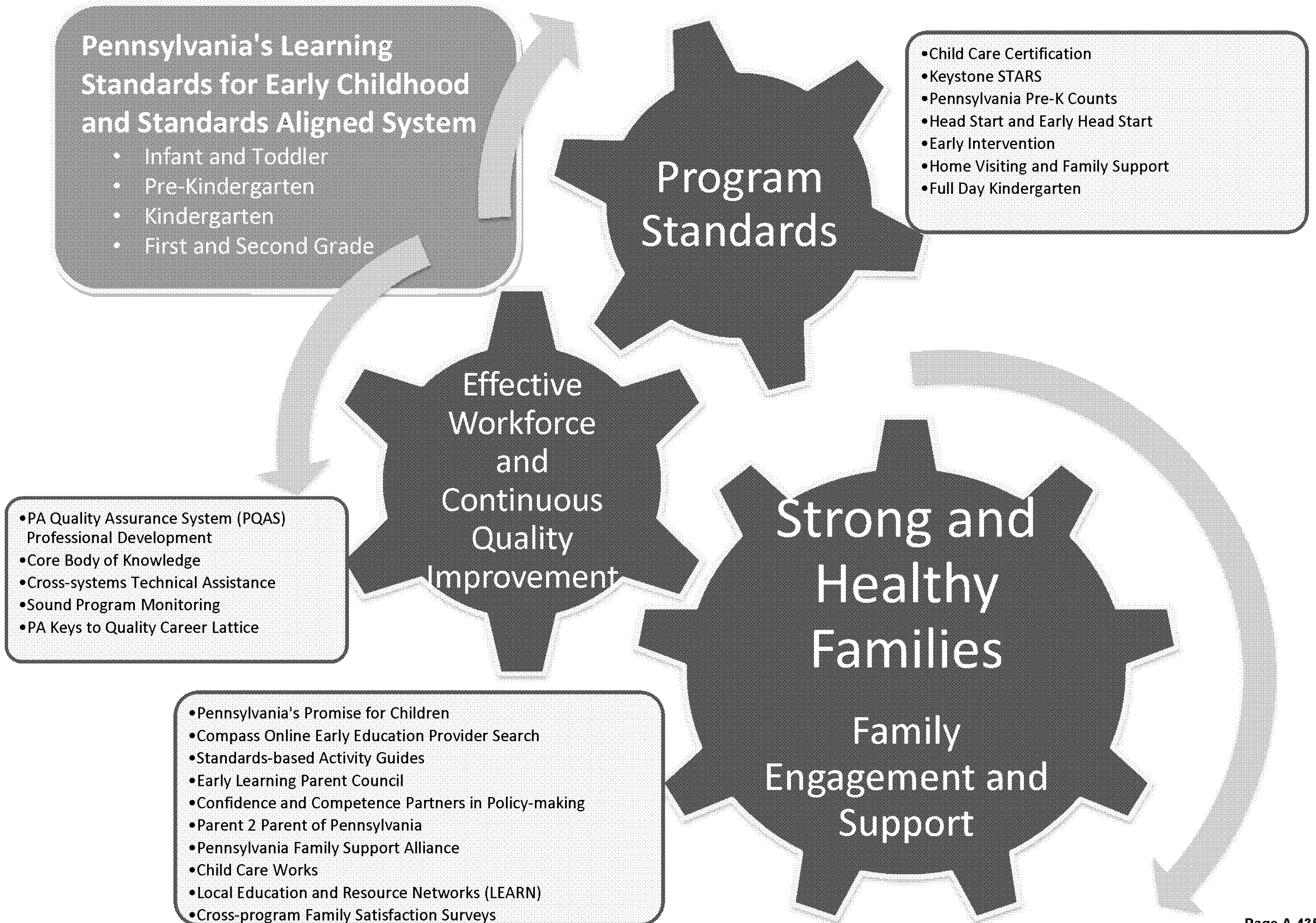
Module 9: Comprehensive Assessment System (CAS)/ Part 1

Essential Questions: What are the components of a comprehensive assessment system? How do these components work together within the system to help me make informed decisions at the child level, program level, community level, state level?

Module 10: Comprehensive Assessment System (CAS) Part 2

Essential Questions: How is information gained from the CAS shared with stakeholders (families, community, and policy maker)? What is my role in sharing this information? What resources are available to support my effective use of CAS?

Appendix (C)(4)-1: Family Engagement in Pennsylvania



Appendix (C)(4)-2: LEARN Team Grantees

Local Education and Resource Network (LEARN) Teams (Grantees) 2011-2012

*denotes grantee serves more than one county

Adams:	United Way of Adams County (Ready 2 Learn)
Allegheny:	Pittsburgh Association for the Education of Young Children (PAEYC)
Armstrong:	ARIN Intermediate Unit 28
Beaver:	Beaver County Early Care and Education Council, Beaver Co. Cooperative Ext.
Bedford:	Allegheny Lutheran Social Ministries
Berks:	United Way of Berks County
Blair:	United Way of Blair County
Bradford:	Partners in Family & Community Development*
Bucks:	Bucks County Quality Child Care Coalition
Butler:	Lifesteps, Inc.
Cambria:	Office of Community Health
Cameron:	Northern Tier Community Action Corporation*
Carbon:	Lehigh Carbon Community College
Centre:	Smart Start-Centre County
Chester:	Childhood Education Coalition of Chester County
Clearfield:	Clearfield County League on Social Services Inc.*
Clarion:	Community Action Inc.*
Clinton:	Clinton County Cooperative Extension
Columbia:	Columbia Child Development Program
Crawford:	Family & Community Christian Association
Cumberland:	United Way of Carlisle and Cumberland County, Success By Six
Dauphin:	The Foundation for Enhancing Communities
Delaware:	YMCA of Philadelphia and Vicinity
Elk:	Northern Tier Community Action Corporation*
Erie:	Early Connections
Fayette:	Private Industry Council of Westmoreland/Fayette Inc.
Forest:	Warren-Forest Economic Opportunity Council*
Franklin:	South Central Community Action Programs
Fulton:	Fulton County Center for Families
Greene:	Greene County Human Services
Huntingdon:	Huntingdon County Child and Adult Development Corp.
Indiana:	Indiana County Department of Human Services
Jefferson:	Community Action Inc.*
Juniata:	United Way of Mifflin-Juniata*
Lackawanna:	United Way of Lackawanna County
Lancaster:	United Way of Lancaster County
Lawrence:	Lawrence County Community Action Partnership (LCCAP)
Lebanon:	Quality Early Learning of Lebanon County Intermediate Unit 13
Lehigh:	United Way of Greater Lehigh Valley*
Luzerne:	United Way of Wyoming Valley, Success By 6
Lycoming:	Lycoming County United Way
McKean:	Northern Tier Community Action Corp.*

Appendix (C)(4)-2: LEARN Team Grantees

Mercer: Penn State Cooperative Extension, Mercer County
Mifflin: United Way of Mifflin-Juniata*
Monroe: Poconos Health Community Alliance (PHCA)
Montgomery: Montgomery County Child Care Consortium (MC4)
Montour: Danville Child Development Center
Northampton: United Way of Greater Lehigh Valley*
Northumberland: Greater Susquehanna Valley United Way
Perry: Perry County Literacy Council
Philadelphia: Federation Early Learning Services
Pike: Early Care and Education Coalition of Pike County
Potter: Northern Tier Community Action Corp.*
Schuylkill: Child Development Inc.
Snyder: Union County Cooperative Extension*
Somerset: Community Action Partnerships for Somerset County
Sullivan: Partners in Family & Community Development*
Susquehanna: Susquehanna County CARES
Tioga: Tioga County Partnership for Community Health
Union: Union County Cooperative Extension*
Venango: Community Services of Venango County
Warren: Warren Forest Economic Opportunity Council*
Washington: Washington Family Center
Wayne: Wayne County Children's Coalition
Westmoreland: United Way of Westmoreland County
Wyoming: Wyoming County HANDS
York: United Way of York County

Appendix (C)(4)-3: PA Home Visiting Programs

County	Home Visiting Program				
	Early Head Start	Nurse Family Partnership	Healthy Families America	Parents As Teachers*	Parent-Child Home Program
Adams		Family First Health			
Allegheny	Council of Three Rivers American Indian Center	Allegheny County Health Dept.		Allegheny IU 3	
	University of Pittsburgh, Office of Child Development			Homewood Brushton YMCA	
	Allegheny Intermediate Unit #3				
	Pittsburgh Public Schools				
Armstrong					ARIN Intermediate Unit 28
Beaver	CDI, Inc.				
Bedford	Allegheny Lutheran Social Ministries, Inc.			Allegheny Lutheran Social Ministries	
Berks	Community Prevention Partnership	Community Prevention Partnership		Berks Community Action Program	
Blair		Home Nursing Agency		United Way of Blair County	
Bradford	North Penn Comprehensive Health Services, Inc.	Wyoming County Human Services			
Bucks				Family Service Association of Bucks County	
Butler	Butler County Children's Center, Inc.				
Cambria	Professional Family Care	Home Nursing Agency			
Cameron				Cameron County Commissioners	
Carbon	Pathstone	Visiting Nurse Association of St. Luke's			
Centre	Cen-Clear Child Services, Inc.	Home Nursing Agency			

* State-Funded Family Centers and Maternal, Infant and Early Childhood Home Visiting Program MIECHV Grantees

Appendix (C)(4)-3: PA Home Visiting Programs

County	Home Visiting Program				
	Early Head Start	Nurse Family Partnership	Healthy Families America	Parents As Teachers*	Parent-Child Home Program
Chester	Pathstone	Chester County Health Dept.		Community, Youth and Womens Alliance	
				Maternal & Child Health Consortium	
Clarion	Jefferson Clarion Head Start			AC Valley School District	
Clearfield	Cen-Clear Child Services, Inc.	Peritech Home Health		Cen-Clear Child Services, Inc.	
Clinton	Lycoming/Clinton County Commission for Community Action			Infant Development Program	Lycoming/Clinton County Commission for Community Action
Columbia		Columbia Montour Home Health		Columbia County Commissioners	
Crawford	Community Services of Venango County				
Cumberland	Keystone Service Systems, Inc.	Sadler Health Center NFP			
Dauphin	Keystone Service Systems, Inc.	Pinnacle Health		Tri County Community Action Commission	
Delaware		Crozer Keystone Health System		Delaware County Intermediate Unit	
Elk		Peritech Home Health			
Erie	Benedictine Sisters of Erie, Migrant Seasonal HS/EHS	Erie County Health Dept.	School District of the City of Erie/Erie Family Center	School District of the City of Erie/Erie Family Center	
Fayette	Private Industry Council of Westmoreland/Fayette	Fayette County Community Action Agency			
Forest					
Franklin	Franklin County Head Start	Pinnacle Health			
Fulton	Central Fulton School District			Central Fulton School District	
Greene	Community Action Southwest			Community Action Southwest	
Huntingdon	Huntingdon County Child & Adult Development	Home Nursing Agency			

Appendix (C)(4)-3: PA Home Visiting Programs

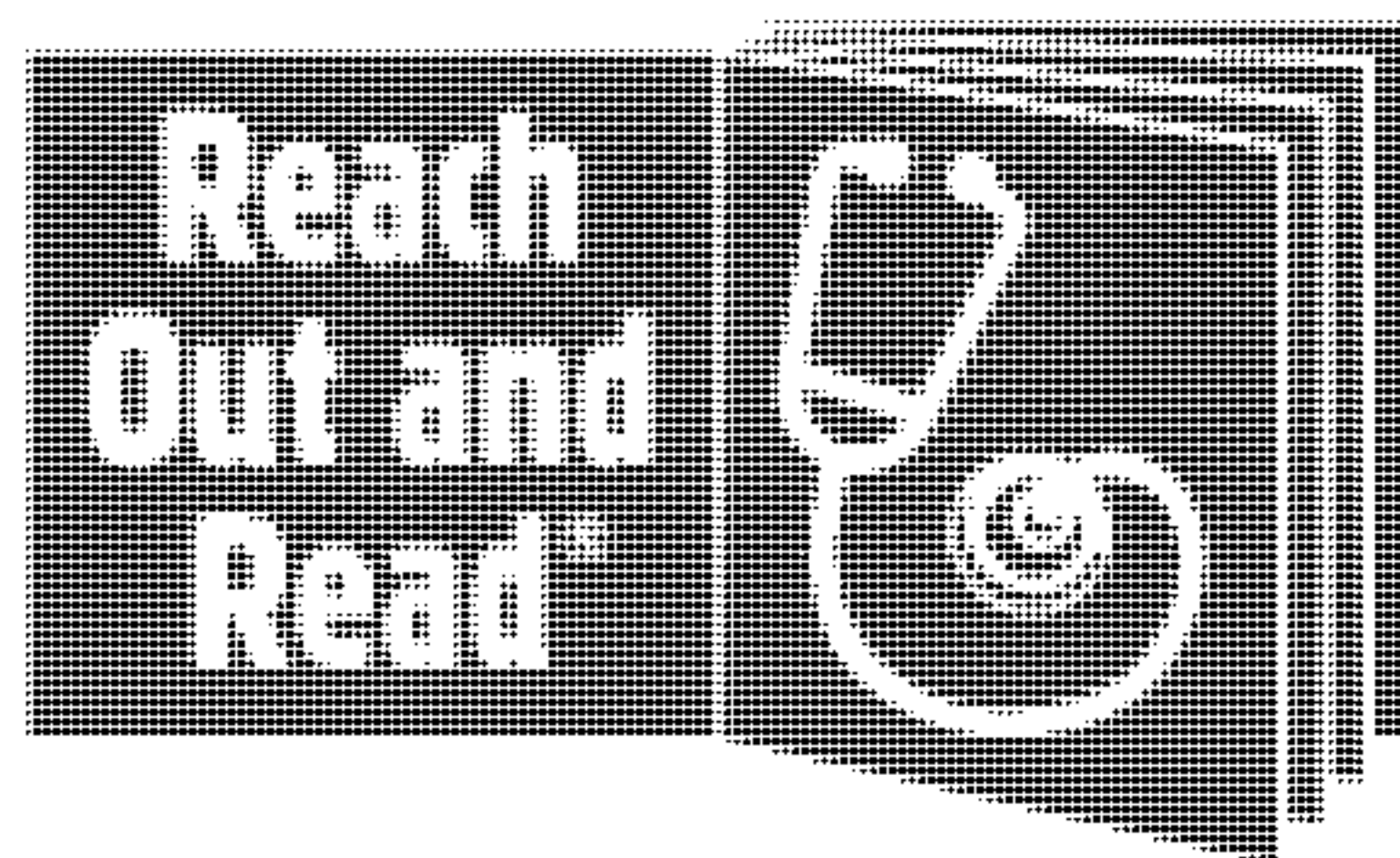
County	Home Visiting Program				
	Early Head Start	Nurse Family Partnership	Healthy Families America	Parents As Teachers*	Parent-Child Home Program
Indiana	Indiana County Head Start				ARIN Intermediate Unit 28
Jefferson	Jefferson Clarion Head Start	Peritech Home Health		The Guidance Center	
Juniata	Tuscarora Intermediate Unit 11				Tuscarora Intermediate Unit 11
Lackawanna	Scranton/Lackawanna Human Development Agency, Inc.	Maternal and Family Health Services		Employment Opportunity & Training	
Lancaster		Lancaster General Hospital		Community Action Program of Lancaster County	
Lawrence	Children's Advocacy Center	Children's Advocacy Center		Children's Advocacy Center	
Lebanon	Lancaster-Lebanon Intermediate Unit				
Lehigh	Community Services for Children, Inc	Visiting Nurse Association of St. Luke's		Allentown School District	
Luzerne	Luzerne County Head Start, Inc.	Maternal and Family Health Services		Greater Nanticoke Area SD	
	Luzerne County Head Start, Inc.			Pittston Area School District	
Lycoming	Lycoming/Clinton County Commission	Susquehanna Home Health Care			Lycoming/Clinton County Commission for Community Action
McKean				The Guidance Center	
Mercer	Community Action Partnership of Mercer County			Greenville School District	
				Farrell Area School District	
				Sharon School District	
Mifflin	Snyder Union Mifflin Child Development, Inc.		Snyder Union Mifflin Child Development, Inc.		Tuscarora Intermediate Unit 11
Monroe		PMC Learning Institute			

Appendix (C)(4)-3: PA Home Visiting Programs

County	Home Visiting Program				
	Early Head Start	Nurse Family Partnership	Healthy Families America	Parents As Teachers*	Parent-Child Home Program
Montgomery	Maternity Care Coalition	Montgomery County Health Dept.		Family Services of Montgomery County	
				Carson Valley Children's Aid	
Montour		Columbia Montour Home Health			
Northampton	Community Services for Children, Inc	Visiting Nurse Association of St. Luke's		Bethlehem Area School District	
Northumberland	Central Susquehanna IU 16				
Perry	Keystone Service Systems, Inc.	Sadler Health Center NFP		Perry County Family Center, Inc.	
Philadelphia	Special People In Northeast, Inc. (SPIN)	National Nursing Centers Consortium			
	Temp:YMCA of Philadelphia & Vicinity/CDI				
	Health Federation of Philadelphia				
	Philadelphia Parent Child Center, Inc.				
	Children's Hospital of Philadelphia				
	Maternity Care Coalition				
Pike	Scranton/Lackawanna Human Development Agency, Inc.	PMC Learning Institute			
Potter					
Schuylkill		Schuylkill County Drug and Alcohol			
Snyder	Snyder Union Mifflin Child Development, Inc.	Columbia Montour Home Health			
Somerset				Community Action Partnership for Somerset County	

Appendix (C)(4)-3: PA Home Visiting Programs

County	Home Visiting Program				
	Early Head Start	Nurse Family Partnership	Healthy Families America	Parents As Teachers*	Parent-Child Home Program
Sullivan		Wyoming County Human Services			
Susquehanna	Scranton/Lackawanna Human Development Agency, Inc.	Maternal and Family Health Services			
Tioga	North Penn Comprehensive Health Services, Inc.				
Union	Snyder Union Mifflin Child Development, Inc.				
Venango	Community Services of Venango County				
Warren					
Washington	Community Action Southwest				
Wayne	Scranton/Lackawanna Human Development Agency, Inc.	Maternal and Family Health Services		Wallenpaupack Area School District	
Westmoreland	Private Industry Council of Westmoreland/Fayette, Inc.			Southwestern PA Human Services	
	Seton Hill Child Services, Inc./ and WHO, Inc.				
Wyoming	Luzerne County Head Start, Inc.	Wyoming County Human Services			
York	Community Progress Council	Family First Health			

Reach Out and Read: The Evidence

reachoutandread.org

Research shows that when pediatricians promote early literacy according to the Reach Out and Read model, there is a significant effect on parental behavior, beliefs, and attitudes towards reading aloud, as well as improvements in the language scores of at-risk young children who participate. These effects have been found in ethnically diverse low-income families, in all areas of the country, regardless of parental literacy.

The body of published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics.

The following studies have been published in peer-reviewed medical journals:

STUDY	MAIN FINDINGS
Needman et al. 1991	Parents who had received a book as part of Reach Out and Read were more likely to report reading books with their children, or to say that reading was a favorite activity. The benefits of Reach Out and Read were larger for families receiving Aid to Families with Dependent Children.
High et al. 1998	Parents whose children (under 3 years) had received books and educational materials during well-child visits were more likely than parents in a control group to report that they shared books with their children, and to cite sharing books as a favorite activity or a child's favorite activity.
Golova et al. 1999	Hispanic parents whose children had received bilingual books, educational materials, and literacy-promoting anticipatory guidance were more likely to report reading books with their child at least three days per week (66% vs. 24%), and that reading books was one of their three favorite things to do with their child (43% vs. 13%) than parents in a control group. Parents participating in the Reach Out and Read-model intervention also tended to have more books in the home (for children and adults).
High et al. 2000	Families participating in the Reach Out and Read model were more likely to read to their children (4.3 vs. 3.8 days per week), and their toddlers' receptive and expressive vocabulary scores were higher, even when adjusting for parental education, foreign-born, and language proficiency.
Sanders et al. 2000	Hispanic parents participating in Reach Out and Read were more likely to report reading to their children compared to non-Reach Out and Read parents. When parents read more frequently to their children, they were also more likely to read frequently themselves.
Jones et al. 2000	Parents participating in Reach Out and Read were more likely to rate their child's pediatrician as helpful than those not participating in Reach Out and Read. Pediatricians in the Reach Out and Read group were more likely to rate parents as receptive than those in the non-Reach Out and Read group. Mothers in the Reach Out and Read group were two times more likely to report enjoyment in reading together with their child than those in the non-Reach Out and Read group.
Mendelsohn et al. 2001	High-risk urban families participating in Reach Out and Read read more frequently to their children. Children exposed to Reach Out and Read had higher receptive language scores (mean: 94.5 vs. 84.8) and expressive language scores (mean: 84.3 vs. 81.6). Increased exposure to Reach Out and Read led to larger increases in language scores (receptive and expressive).
Sharif et al. 2002	Children participating in Reach Out and Read had higher receptive vocabulary scores (mean: 81.5 vs. 74.3). They also had higher scores on the Home Literacy Orientation (measured reading to child and number of books in the home) than children not participating in Reach Out and Read.
Silverstein et al. 2002	English and non-English speaking families who participated in the Reach Out and Read model increased their weekly bedtime reading, and more parents reported reading as their own or their child's favorite activity. For non-English speaking families the number of children's books in the home also increased as a result of the Reach Out and Read model.
Theriot et al. 2003	Among children age 33 to 39 months attending a well-child clinic in Louisville, KY, expressive and receptive language scores were significantly associated with both the number of Reach Out and Read-enhanced well-child visits they had attended, and with the number of books purchased for them by their parents. This finding supports a "dose effect" for the Reach Out and Read intervention: the more Reach Out and Read, the higher the score.

Appendix (C)(4)-4: Reach Out and Read Research

STUDY	MAIN FINDINGS
Weitzman et al. 2004	In a study using direct observation of children's homes, parents were more likely to read aloud to their children and enjoy reading together when their families had more encounters with the Reach Out and Read program.
Needlman et al. 2005	In a multicenter study, families exposed to Reach Out and Read were more likely to report reading aloud at bedtime, to read aloud three or more days per week, mention reading aloud as a favorite parenting activity, and own 10 or more children's books.
Byington et al. 2008	This qualitative study examined the thank-you notes sent to staff at a Reach Out and Read clinic by Hispanic families. Families expressed thanks for the books received, as well as the literacy advice given by doctors and nurses. Many families believed that the books and advice promoted the habit of reading, and demonstrated respect the staff held for the families and their children.
King et al. 2009	Successful implementation of the Reach Out and Read Program was related to the culture of the clinic. Staff at clinics that struggled to implement Reach Out and Read found their jobs burdensome and reported lacks in communication. Staff at successful Reach Out and Read sites worked as a team and expressed strong commitments to their communities.

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Page A-444

Pennsylvania's One Book Distribution

	Title	Author	Paperbacks	Hardbacks	Big Books
2006	Inside Mouse Outside Mouse	Lindsey Barrett George	50,000	3,500	1,500
2007	A Splendid Friend Indeed	Suzanne Bloom	75,000	3,500	
2008	Up, Down and All Around	Kathryn Ayres	80,000	3,800	1,800
2009	If You Were a Penguin	Florence and Wendell Minor	90,000	4,000	1,800
2010	What a Treasure	Will Hillenband	85,000	4,000	
2011	Whose Shoes	Stephen Swinburne	86,000	3,800	1,950

Appendix (D)(1)-1: Logic Model for Area (D): A Great Early Childhood Education Workforce

Vision

All Pennsylvania families will have access to high quality care and education for their children, fostering successful futures in school and in life.

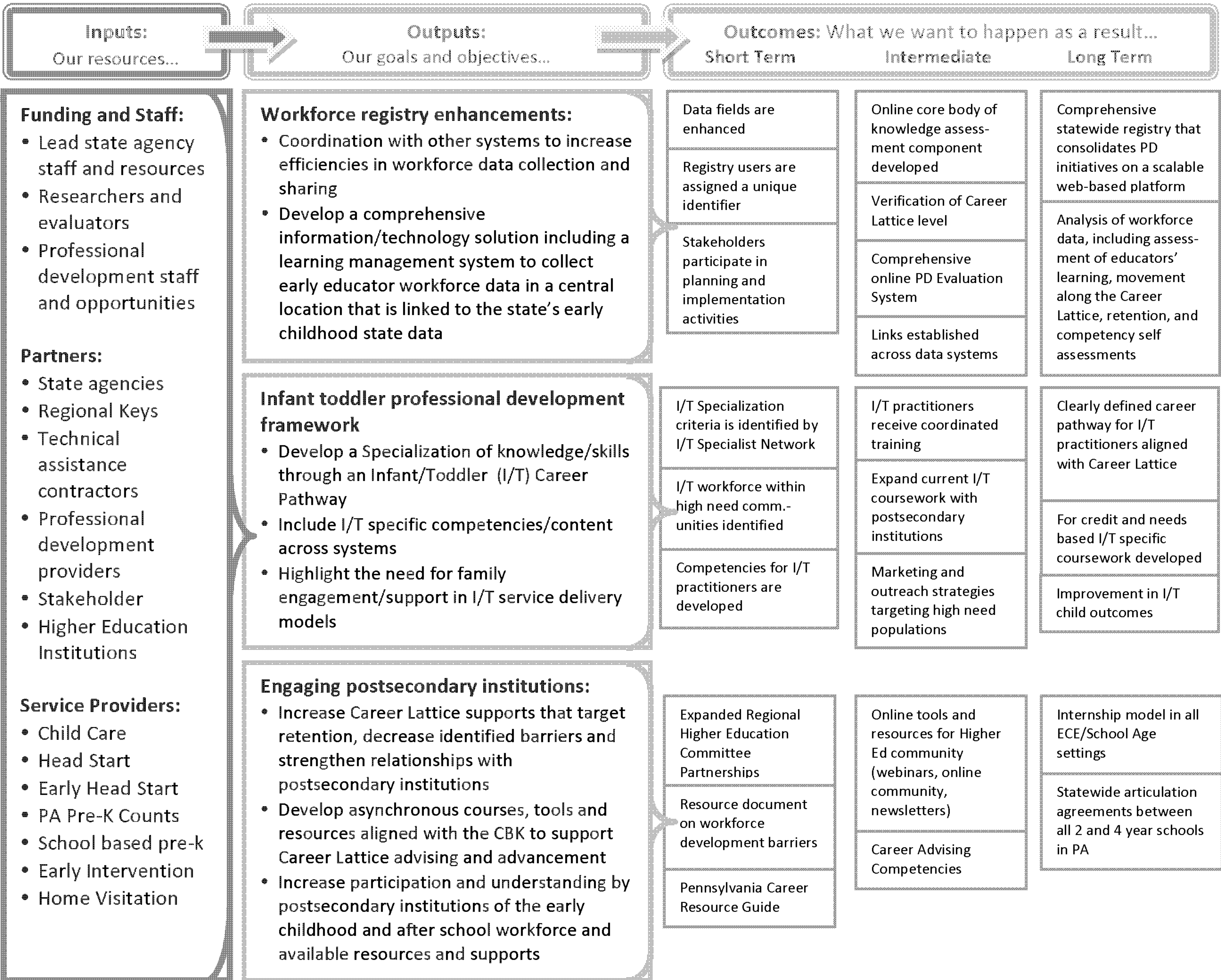
Values

A Great Early Childhood Workforce System:

- Supports early childhood professionals at all levels, progress along diverse career pathways as defined by the career lattice
- Strengthens the capacity of early childhood professionals to support children’s development and learning through high quality, developmentally, culturally, and linguistically appropriate instruction that is child-centered, inclusive, family-focused, and built on the foundation of the Core Body of Knowledge
- Is comprehensive, coordinated, and responsive to the diverse needs of early childhood professionals serving all children and their families
- Uses data to inform practice

Professional development

- Is accessible through a variety of formats, locations, times, and accommodates the learning needs of the profession, including individual learning abilities, technology usage, and geography
- Aligns with standards and evidence-based practice; supports the application of theory and professional philosophy to practice; promotes lifelong learning



Core Body of Knowledge

PROFESSIONAL DEVELOPMENT RECORD



Pennsylvania Early Learning Keys to Professional Development

INTRODUCTION

DRAFT

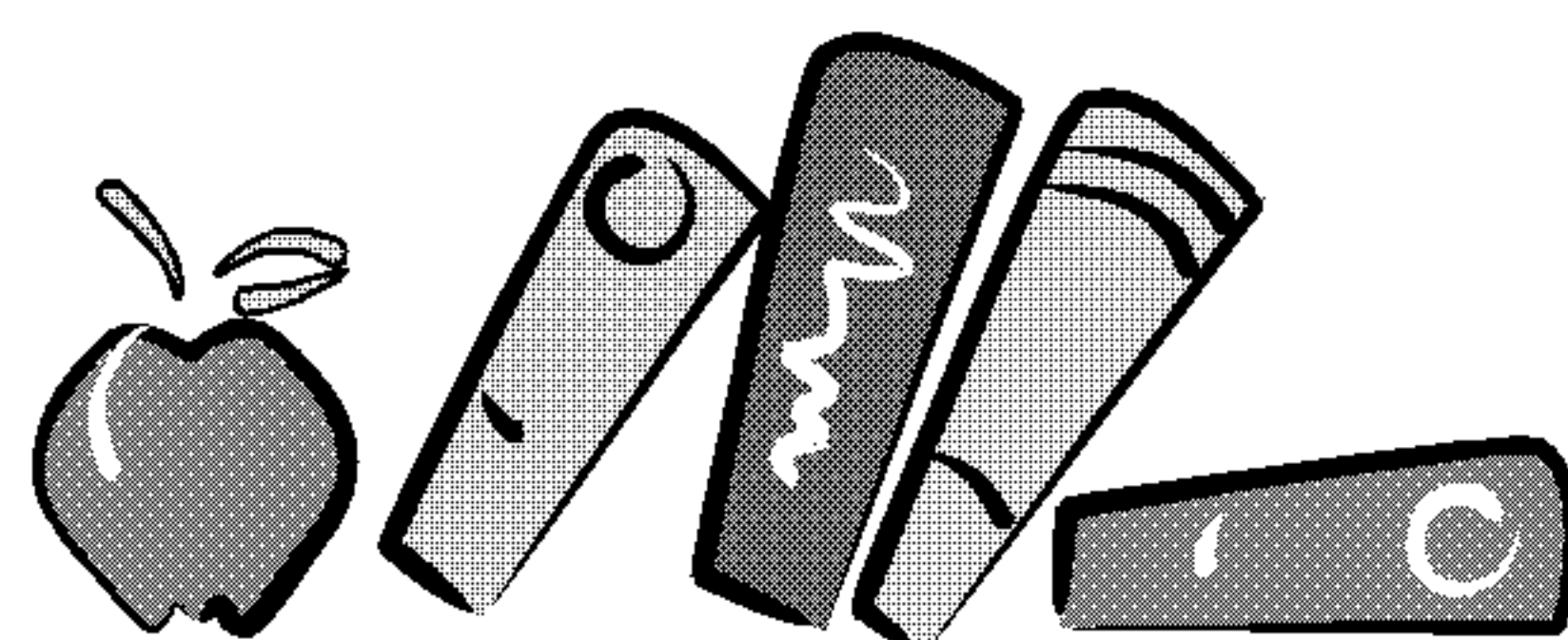
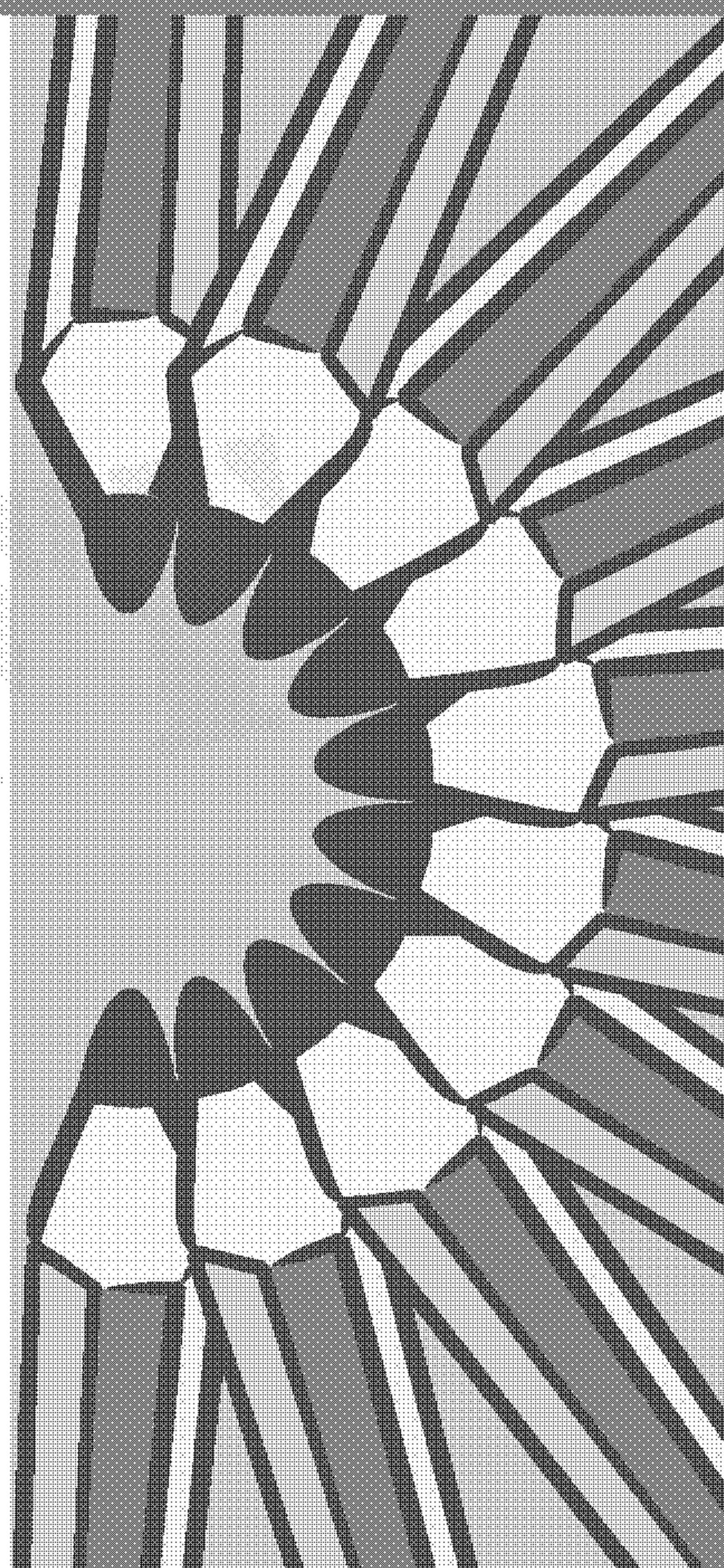


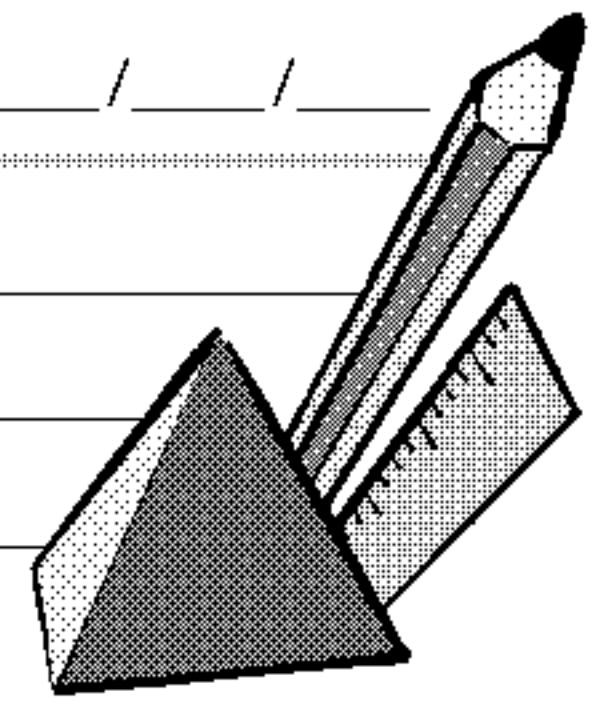
TABLE OF CONTENTS

Knowledge 1: Child Growth and Development	4
Knowledge 2: Curriculum and Learning Experiences	7
Knowledge 3: Families, Schools and Community Collaboration and Partnerships	14
Knowledge 4: Child Assessment	18
Knowledge 5: Communication	22
Knowledge 6: Professionalism and Leadership	26
Knowledge 7: Health, Safety and Nutrition	31
Knowledge 8: Program Administration and Organization	34



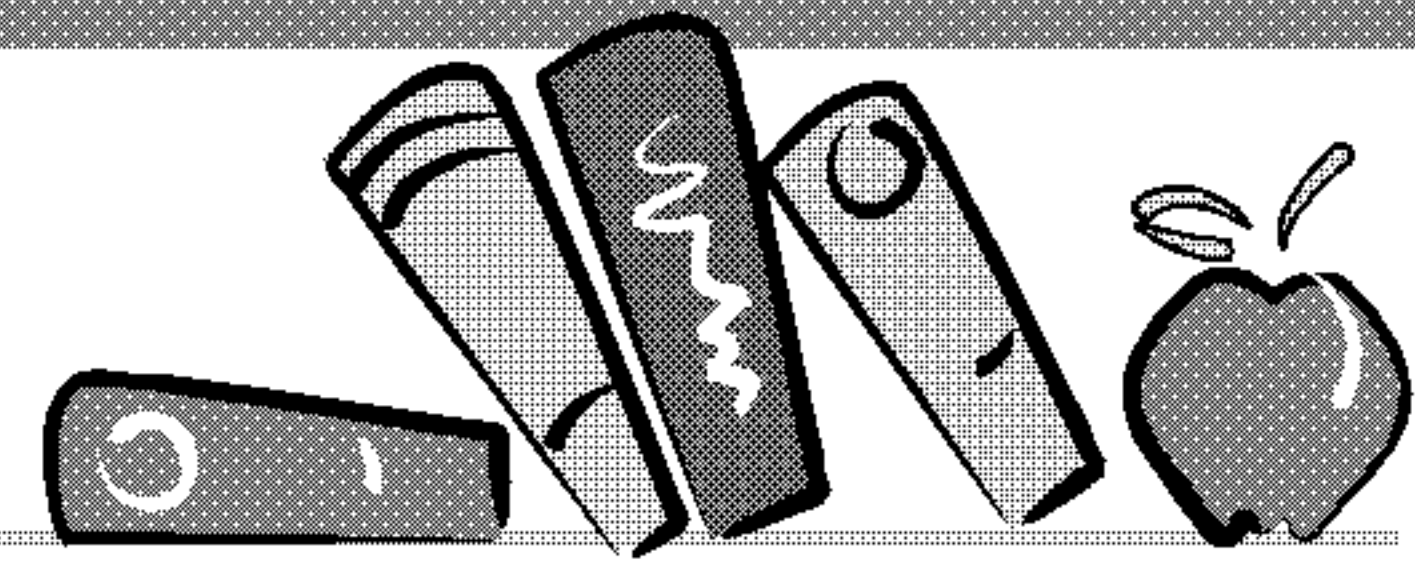
COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K1C1.11 Identify the developmental patterns of growth that occur from birth through middle childhood, which support competence and self-confidence.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.11 Develop environments that foster competence and self-confidence birth to middle childhood.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.11 Analyze how the program supports nurturing in an environment that fosters self-concept development in children birth to middle childhood.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K1C1.12 Identify the adult factors/interactions that influence a child's development of good communication (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.12 Communicate effectively with children (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.12 Assess strategies and skills that employ effective communication practices with children (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K1C1.13 Identify the multiple interacting influences on the developmental patterns of change from birth through middle childhood.</p> <ul style="list-style-type: none"> • Biological • Psychological • Social • Environment <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.13 Use knowledge of the multiple interacting influences on the developmental patterns of change from birth through middle childhood and adapt practices to meet developmental needs.</p> <ul style="list-style-type: none"> • Biological • Psychological • Social • Environment <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.13 Evaluate the use of research-based practices to address the multiple interacting influences on the developmental patterns of change from birth through middle childhood and modify practices to meet developmental needs.</p> <ul style="list-style-type: none"> • Biological • Psychological • Social • Environment <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K1C1.14 Define the need for using program activities that meet the needs and interests of children from birth through the middle years.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.14 Implement program activities that meet the needs and interests of children from birth through the middle years to promote successful outcomes in school and in life.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.14 Analyze the range of programming goals to meet the individual needs of children and adapt strategies which promote responsive and successful outcomes in school and in life.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K1C1.15 Link Learning Standards with knowledge of child development for appropriate age levels and grades.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.15 Demonstrate how supportive practices in the Learning Standards are adapted based on the child's development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.15 Analyze program activities and opportunities for children in light of all Key Learning Areas in the appropriate Learning Standards document and adapt as needed based on the child's development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K1C1.16 Describe how the Learning Standards demonstrate the continuum of learning across age levels and grades.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C2.16 Implement planned activities and assessments that reflect the sequence of development as articulated in the Learning Standards across age levels and grades.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K1C3.16 Analyze and assess the extent to which activities and assessments reflect the sequence of development in the Learning Standards across age levels and grades.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

ACCOMPLISHMENTS: _____



Knowledge Area 2: CURRICULUM AND LEARNING EXPERIENCES

The adult working in the early childhood and school age field will be able to:



COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p><i>Example: Define ways in which physical space and materials influence children.</i></p>	<p>All of Level 1</p>	<p>All of Level 1 and Level 2</p>
<p>K2C1.1 Describe the components of a responsive learning environment:</p> <ul style="list-style-type: none"> • Setting • Relationships • Space • Schedule • Resources <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.1 Arrange a responsive learning environment (setting, space, resources, relationships and schedules) based on ages, abilities, culture, and interests of children and which is linked to the PA Learning Standards.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.1 Evaluate the components of a responsive learning environment (setting, space, resources, relationships and schedules) to determine if the environment meets the ages, abilities, culture, and interests of children and which is linked to the PA Learning Standards.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.2 Name ways in which the environment and instruction support the needs and interests of all learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.2 Apply research-based practices to modify the environment and instruction based on assessment data to accommodate the needs and interests of all learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.2 Evaluate environments, instruction and learning experiences to determine the degree to which individual needs are accommodated and modify for continuous quality improvement (Principles of Universal Design).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.3 Describe ways that a prepared physical environment promotes positive behavior and encourages supportive relationships, including, room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.3 Sketch a physical environment, which promotes positive behavior and encourages supportive relationships, including, room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.3 Assess the physical environment to determine the ways in which positive behavior and supportive relationships are facilitated for diverse learners (room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.4 Describe ways in which a match between the environment, and a child's needs, (biology, age, temperament, physical needs) promote positive learning outcomes.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.4 Implement appropriate strategies to meet individual learning outcomes based on a child's needs (biology, age, temperament, physical needs), which promote positive learning outcomes.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.4 Analyze the extent to which individual learning outcomes are achieved with intentional program decisions that align a child's needs with the classroom environment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

COMPETENCY LEVEL 1

K2C1.5 Identify interaction strategies to support a classroom culture that promotes positive behavior and develops supportive relationships (child to child, child to adult, adult to adult) as defined in the PA Learning Standards. *Examples*—modeling positive interaction, responding to requests, acknowledgement of effort, encouragement, providing choices, mutual respect, partnerships with families, etc.

____/____/____ ____/____/____ ____/____/____

K2C1.6 Identify strategies designed to help children develop the essential skills of self-regulation. For example, self talk, delayed gratification, and emotional literacy.

____/____/____ ____/____/____ ____/____/____

K2C1.7 Identify strategies designed to help children develop the essential skills of conflict resolution and social problem solving.

____/____/____ ____/____/____ ____/____/____

K2C1.8 Discuss ways that mutual respect (listening and responding, taking turns, providing a welcoming environment, acceptance and appreciation, etc.) among children and adults support positive behavior.

____/____/____ ____/____/____ ____/____/____

KSC1.9 Define how indoor and outdoor space and materials support development and learning outcomes.

____/____/____ ____/____/____ ____/____/____

K2C1.10 Define learning as a process that integrates all domains of development (emotional, social, language, cognitive, physical, and creative).

____/____/____ ____/____/____ ____/____/____

8

K2C1.11 List ways to intentionally prepare indoor and outdoor environments which support responsibility and self-regulation.

____/____/____ ____/____/____ ____/____/____

K2C1.12 Define the variety of ways children approach learning through play: constructing, organizing and applying knowledge.

____/____/____ ____/____/____ ____/____/____

K2C1.13 Name the elements of the Standards Aligned System: clear standards, fair assessments, instruction, curriculum framework, interventions and materials and resources and how they support student success.

____/____/____ ____/____/____ ____/____/____

K2C1.14 Name the components of a curriculum framework as defined in the Standards Aligned System. (Big Idea, Essential Questions, Concepts and Competencies).

____/____/____ ____/____/____ ____/____/____

K2C1.15 Describe components and use of a defined curriculum as one that is powerful, accessible, and free of biases related to ethnicity, religion, gender, or ability status, and which actively counters such biases.

____/____/____ ____/____/____ ____/____/____

K2C1.16 Define curriculum as: coherent, integrated learning activities which build on home experiences and in which children engage individually and/or with teachers and peers.

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 2

K2C2.5 Use recommended interaction strategies to foster a classroom culture that promotes positive behavior and supportive relationships as defined in the PA Learning Standards.

____/____/____ ____/____/____ ____/____/____

K2C2.6 Implement guidance strategies designed to facilitate and support child development of self-regulation.

____/____/____ ____/____/____ ____/____/____

K2C.7 Implement guidance strategies designed to facilitate and support child development of conflict resolution and social problem solving.

____/____/____ ____/____/____ ____/____/____

K2C2.8 Implement strategies for all children to learn appropriate social skills, make friends and feel valued in the group to support positive behavior.

____/____/____ ____/____/____ ____/____/____

K2C2.9 Plan for appropriate use of indoor and outdoor physical space and materials to support comprehensive, developmental learning outcomes.

____/____/____ ____/____/____ ____/____/____

K2C2.10 Modify the environment to support learning and development in all domains (emotional, social, language, cognitive, physical, and creative).

____/____/____ ____/____/____ ____/____/____

K2C2.11 Use the intentionally prepared indoor and outdoor environments to support responsibility and regulation.

____/____/____ ____/____/____ ____/____/____

K2C2.12 Use a wide array of effective approaches, strategies and tools, including play, which positively influence the way in which children construct, organize and apply knowledge in each of the content areas.

____/____/____ ____/____/____ ____/____/____

K2C2.13 Interpret how the elements of the Standards Aligned System relate to early childhood and school age practices.

____/____/____ ____/____/____ ____/____/____

K2C2.14 Utilize the components of the curriculum framework in the development of lesson plans.

____/____/____ ____/____/____ ____/____/____

K2C2.15 Use a defined curriculum that is powerful, accessible, and free of biases related to ethnicity, religion, gender, or ability status, and which actively counters such biases.

____/____/____ ____/____/____ ____/____/____

K2C2.16 Modify curricular activities to engage children in learning activities which build upon home experiences and facilitate individual child interactions with materials, teachers and peers.

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 3

K2C3.5 Analyze children's interactions and adult use of positive guidance strategies to foster a positive classroom culture as defined in the PA Learning Standards.

____/____/____ ____/____/____ ____/____/____

K2C3.6 Analyze the extent to which the use of guidance strategies facilitates and supports child development of self-regulation.

____/____/____ ____/____/____ ____/____/____

K2C3.7 Analyze the extent to which the use of guidance strategies facilitates and support child development of conflict resolution and social problem solving.

____/____/____ ____/____/____ ____/____/____

K2C3.8 Build intentional, respectful adult-child, child-child and adult-adult relationships to support cooperation, mediate conflict and encourage collaboration to facilitate positive behavior support.

____/____/____ ____/____/____ ____/____/____

K2C3.9 Modify indoor and outdoor environments based on assessment information, using a variety of assessment tools (ERS, TPOT, TPITOS, CLASS, ELCO, APAS, etc.) that are appropriate for assessing learning.

____/____/____ ____/____/____ ____/____/____

K2C3.10 Assess ways to intentionally support individual and group growth and learning in each of the domains (emotional, social, language, cognitive, physical, and creative).

____/____/____ ____/____/____ ____/____/____

K2C3.11 Analyze the extent to which intentionally prepared indoor and outdoor environment support learning experiences and relationships that encourage responsibility and self-regulation.

____/____/____ ____/____/____ ____/____/____

K2C3.12 Connect classroom play, materials, experiences and instruction, with PA Learning Standards to optimize children's learning outcomes and demonstrate their application of knowledge.

____/____/____ ____/____/____ ____/____/____

K2C3.13 Design curriculum using the resources in the Standards Aligned System portal.

____/____/____ ____/____/____ ____/____/____

K2C3.14 Analyze: how the curriculum framework is an integral part of curriculum development and individualization for children.

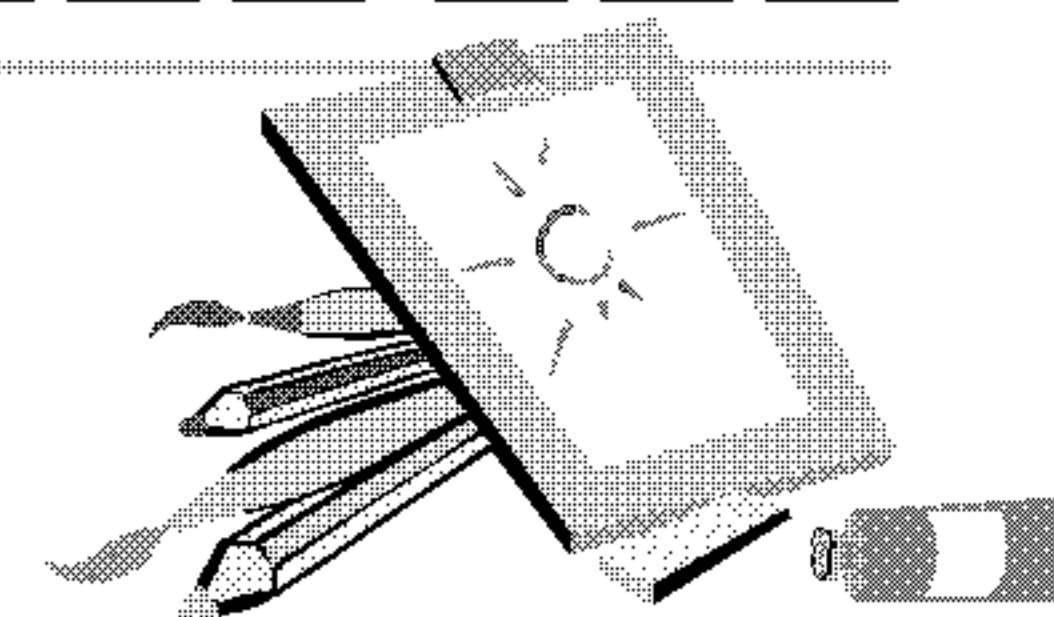
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K2C3.15 Assess and modify curriculum to ensure that it is powerful, accessible, and free of biases related to ethnicity, religion, gender, or ability status, and which actively counters such biases.

____/____/____ ____/____/____ ____/____/____

K2C3.16 Construct curriculum which mirrors home and classroom experiences.

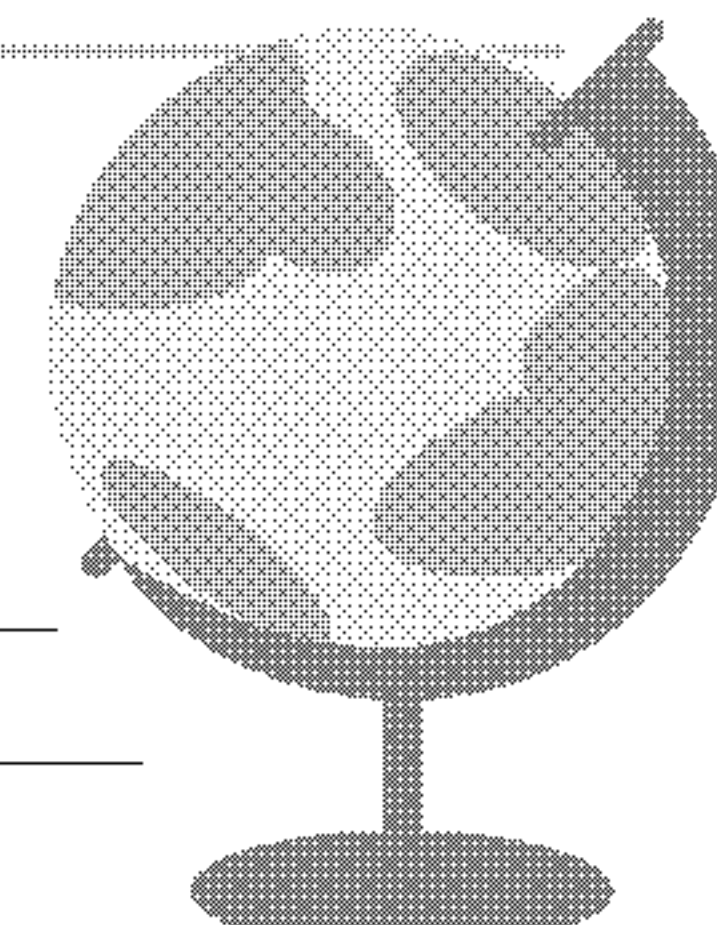
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COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K2C1.17 Define the programmatic elements of curriculum including:</p> <ul style="list-style-type: none"> • Arrival and departure processes, routines, schedules, procedures, activities, meals and all engagements, both indoors and outdoors, from opening through closing. • What is taught and assessed • The materials used to teach and to learn • The environment in which teaching and learning occurs • Intentional adaptation, modification and accommodation of materials and teaching strategies to meet the needs of individual children. 	<p>K2C2.17 Employ the programmatic elements of the curriculum to provide content information as defined in PA Learning Standards and the Guiding Principles including:</p> <ul style="list-style-type: none"> • Arrival and departure processes, routines, schedules, procedures, activities, meals and all engagements, both indoors and outdoors, from opening through closing. • What is taught and assessed. • The materials used to teach and learn. • The environment in which teaching and learning occurs. • Intentional adaptation, modification and accommodation of materials and teaching strategies to meet the needs of individual children. 	<p>K2C3.17 Evaluate the programmatic elements of the curriculum to gain knowledge about the effectiveness of providing content information as defined in PA Learning Standards and the Guiding Principles, including:</p> <ul style="list-style-type: none"> • Arrival and departure processes, routines, schedules, procedures, activities, meals and all engagements, both indoors and outdoors, from opening through closing. • What is taught and assessed. • The materials used to teach and learn. • The environment in which teaching and learning occurs. • Intentional adaptation, modification and accommodation of materials and teaching strategies to meet the needs of individual children.
<p>K2C1.18 Define the development of early foundational knowledge in the content areas as a critical prerequisite for understanding the development of thinking in these content areas.</p>	<p>K2C2.18 Implement the development of early foundational knowledge in the content areas as a critical prerequisite for understanding the development of thinking in these content areas.</p>	<p>K2C3.18 Assess the development of early foundational knowledge in the content areas as a critical prerequisite for understanding the development of thinking in these content areas.</p>
<p>K2C1.19 Name the content areas addressed by the curriculum and as defined in PA Learning Standards and the Guiding Principles including:</p> <ul style="list-style-type: none"> • Cognitive Thinking and General Knowledge <ul style="list-style-type: none"> ◦ Math—Mathematical Thinking and Expression: Early Math Foundations Exploring, Processing and Problem Solving ◦ Science—Scientific Thinking and Technology: Early Science Foundations, Exploring, Inquiry and Discovery ◦ Social Studies—Social Studies Thinking: Early Social Studies Foundations, Connecting to Communities • Language and Literacy Development: Early Literacy Foundations, Reading, Writing, Speaking and Listening • Arts and Humanities—Creative Thinking and Expression: Communicating through the Arts • Motor Development and Health—Health, Wellness and Physical Development: Learning about my Body • Social and Emotional Development: Learning about Myself and Others 	<p>K2C2.19 Implement curriculum content and lessons based on research, an understanding of children's development and the ways in which children learn as defined in the PA Learning Standards and the Guiding Principles, including:</p> <ul style="list-style-type: none"> • Cognitive Thinking and General Knowledge <ul style="list-style-type: none"> ◦ Math—Mathematical Thinking and Expression: Early Math Foundations Exploring, Processing and Problem Solving ◦ Science—Scientific Thinking and Technology: Early Science Foundations, Exploring, Inquiry and Discovery ◦ Social Studies—Social Studies Thinking: Early Social Studies Foundations, Connecting to Communities • Language and Literacy Development: Early Literacy Foundations, Reading, Writing, Speaking and Listening • Arts and Humanities—Creative Thinking and Expression: Communicating through the Arts • Motor Development and Health—Health, Wellness and Physical Development: Learning about my Body 	<p>K2C3.19 Articulate priorities for high quality, meaningful experiences in each content area, cognizant of the fact that each child constructs knowledge in personally and culturally familiar ways as defined in the PA Learning Standards and the Guiding Principles, including:</p> <ul style="list-style-type: none"> • Cognitive Thinking and General Knowledge <ul style="list-style-type: none"> ◦ Math—Mathematical Thinking and Expression: Early Math Foundations Exploring, Processing and Problem Solving ◦ Science—Scientific Thinking and Technology: Early Science Foundations, Exploring, Inquiry and Discovery ◦ Social Studies—Social Studies Thinking: Early Social Studies Foundations, Connecting to Communities • Language and Literacy Development: Early Literacy Foundations, Reading, Writing, Speaking and Listening • Arts and Humanities—Creative Thinking and Expression: Communicating through the Arts • Motor Development and Health—Health, Wellness and Physical Development: Learning about my Body
<p>(See PA Learning Standards for your age group for range of concepts available to be addressed.)</p>	<ul style="list-style-type: none"> • Social and Emotional Development: Learning about Myself and Others <p>(See PA Learning Standards for your age group for range of concepts available to be addressed.)</p>	<ul style="list-style-type: none"> • Social and Emotional Development: Learning about Myself and Others <p>(See PA Learning Standards for your age group for range of concepts available to be addressed.)</p>
<p>K2C1.20 Define curriculum planning as:</p> <ul style="list-style-type: none"> • Establishing clear and developmentally, culturally and individually appropriate learning outcomes for all children • Defining expectations and roles for instructional staff • Employing developmentally appropriate strategies and materials with the PA Learning Standards. 	<p>K2C2.20 Use the well developed curriculum to effectively:</p> <ul style="list-style-type: none"> • Implement clear and developmentally, culturally and individually appropriate learning outcomes for all children. • Explain expectations and roles for instructional staff • Execute developmentally appropriate strategies and materials linked to the PA Learning Standards. 	<p>K2C3.20 Integrate multiple areas of knowledge in effective curriculum design focusing on:</p> <ul style="list-style-type: none"> • Analyze the extent to which clear and developmentally, culturally and individually appropriate learning outcomes for all children are implemented. • Create expectations and roles for instructional staff • Analyze the extent to which developmentally appropriate strategies and materials are linked to the PA Learning Standards.
<p>K2C1.21 Describe how the curriculum must communicate high expectations, provide strong support, use positive experiences and promote equity for all children.</p>	<p>K2C2.21 Use curriculum content and activities to promote high standards, positive experiences, and support equity for all children.</p>	<p>K2C3.21 Analyze, reflect on, evaluate and execute meaningful, challenging standards based curriculum that supports equity for all children.</p>
<p>K2C1.22 Recognize the components of an appropriate curriculum based on children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.</p>	<p>K2C2.22 Implement the components of an appropriate curriculum based on children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.</p>	<p>K2C3.22 Analyze the extent to which the curriculum is appropriate, positive and is executed based on children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.</p>
<p>K2C1.23 Define how a curriculum encompasses children's social and emotional development and academic subjects, as well as the essential concepts and tools of inquiry related to the content areas that considers building security and self regulation, problem solving and thinking skills.</p>	<p>K2C2.23 Organize the curriculum to support children's social and emotional development and academic subjects, as well as the essential concepts and tools of inquiry related to the content areas. related to the content areas that considers building security and self regulation, problem solving and thinking skills.</p>	<p>K2C3.23 Produce curriculum, which addresses children's social and emotional development and academic subjects, as well as the essential concepts and tools of inquiry related to the content areas. related to the content areas that considers building security and self regulation, problem solving and thinking skills.</p>
<p>K2C1.24 Give examples of effective, appropriate content area teaching practices, which are defined by a body of research.</p>	<p>K2C2.24 Explore and employ effective, developmentally appropriate, research based teaching practices in the content areas.</p>	<p>K2C3.24 Evaluate the research base, which informs effective, developmentally appropriate teaching practices in the content areas.</p>

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K2C1.25 Identify the roles of assessment in curriculum planning, design and implementation.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.25 Employ effective curriculum assessment procedures, including technology assessment relative to issues of economic and gender equality in distribution of technology resources.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.25 Assess the ways in which curriculum evaluation drives instruction.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.26 Describe how the learning environment is an integral part of the subject content (key learning areas) which is delivered through the curriculum.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.26 Use the learning environment as a tool to deliver content through the curriculum.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.26 Analyze the effectiveness of the learning environment as a tool for curriculum implementation.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.27 Make connections between the schedule of activities in the curriculum and individual children's:</p> <ul style="list-style-type: none"> • Level of development • Level of interest • Level of participation • Level of engagement • Level of capacity <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.27 Connect and employ curriculum activities and individual children's:</p> <ul style="list-style-type: none"> • Level of development • Level of interest • Level of participation • Level of engagement • Level of capacity <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.27 Assess how curriculum connections impact successful levels of participation, interest and engagement, and promote positive developmental outcomes.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.28 Identify the ways in which the PA Learning Standards and the Guiding Principles align with the curriculum.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.28 Align the curriculum with PA Learning Standards and the Guiding Principles.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.28 Evaluate the degree to which the curriculum is aligned with the PA Learning Standards and the Guiding Principles.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.29 Define appropriate service learning opportunities for preschool and school age children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.29 Provide activities that engage preschool and school-age children in service learning opportunities and leadership roles.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.29 Assess the effectiveness of the opportunities provided for preschool and school-age children to engage in service learning.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.30 Identify ways in which play (construction, organizing and applying knowledge) facilitates learning outcomes for children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.30 Provide opportunities for children to approach learning through play (constructing, organizing and applying knowledge).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.30 Evaluate the extent to which intentional play opportunities (constructing, organizing, and applying knowledge) facilitate the achievement of learning outcomes for children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.31 Name the experiences children need for successful outcomes in school and in life as outlined in the PA Learning Standards and the Guiding Principles:</p> <ul style="list-style-type: none"> • Define the knowledge of the content areas rooted in child development to provide high quality experiences for children. • Identify meaningful curriculum based on children's identified individual needs. <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.31 Use knowledge of the content areas rooted in child development to provide high quality experiences for children as outlined in the PA Learning Standards and the Guiding Principles:</p> <ul style="list-style-type: none"> • Build meaningful curriculum based on children's identified individual needs. • Provide intentional activities that support children in making connections between previous learning experiences and new knowledge. <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.31 Assess the experiences provided for children to determine the achievement of designated outcomes in school and in life as outlined in the PA Learning Standards and the Guiding Principles:</p> <ul style="list-style-type: none"> • Organize knowledge of the content areas rooted in child development to provide high quality experiences for children. • Design meaningful curriculum based on children's identified individual needs. <p>____/____/____ ____/____/____ ____/____/____</p>
<ul style="list-style-type: none"> • Name meaningful activities that support children in making connections between previous learning experiences and new knowledge. • List learning activities and provide differentiated learning opportunities to meet the needs of children in line with learning goals. • Identify instructional practices that promote competence in the content areas and facilitate successful learning. • Define essential concepts, inquiry, tools and structure of content areas including resources to deepen children's understanding. • Define understanding in the content areas develops through: <ul style="list-style-type: none"> ◦ Interaction with materials ◦ Interaction with peers ◦ Supportive adults ◦ Settings where children have opportunities to construct their own new learning. • Identify the benefits and potential risks of technology in the curriculum • Name appropriate technology software with other teaching tools to integrate and reinforce learning. • Describe how engagement in challenging content areas builds children's confidence in their ability to be successful in all content areas. <p>____/____/____ ____/____/____ ____/____/____</p>	<ul style="list-style-type: none"> • Sequence learning activities and provide differentiated learning opportunities to meet the needs of children in line with learning goals. • Use instructional practices that promote competence in the content areas and facilitate successful learning. • Adopt essential concepts, inquiry, tools and structure of content areas including resources to deepen children's understanding. • Illustrate that understanding in the content areas develops through: <ul style="list-style-type: none"> ◦ Interaction with materials ◦ Interaction with peers ◦ Supportive adults ◦ Settings where children have opportunities to construct their own new learning. • Illustrate the benefits and potential risks of technology in the curriculum • Combine appropriate technology software with other teaching tools to integrate and reinforce learning. • Model engagement in challenging content areas to build children's confidence in their ability to be successful in all content areas. <p>____/____/____ ____/____/____ ____/____/____</p>	<ul style="list-style-type: none"> • Construct intentional activities that support children in making connections between previous learning experiences and new knowledge. • Produce learning activities and provide differentiated learning opportunities to meet the needs of children in line with learning goals. • Design instructional practices that promote competence in the content areas and facilitate successful learning. • Compare essential concepts, inquiry, tools and structure of content areas including resources to deepen children's understanding. • Analyze understanding in the content areas as it develops through: <ul style="list-style-type: none"> ◦ Interaction with materials ◦ Interaction with peers ◦ Supportive adults ◦ Settings where children have opportunities to construct their own new learning. • Assess the benefits and potential risks of technology in the curriculum • Plan appropriate uses for technology software with other teaching tools to integrate and reinforce learning. • Assess engagement in challenging content areas to build children's confidence in their ability to be successful in all content areas. <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K2C1.32 Define strategies that build linkages with the community, local schools, and other agencies use community resources to create curricular connections as defined in the PA Learning Standards and the Guiding Principles.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C2.32 Implement strategies that build linkages with the community through developing relationships with local schools and agencies which use community resources to create curricular connections.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K2C3.32 Evaluate the extent to which strategies that build linkages with the community through local schools and agencies which use community resources produces curricular connections.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

ACCOMPLISHMENTS: _____

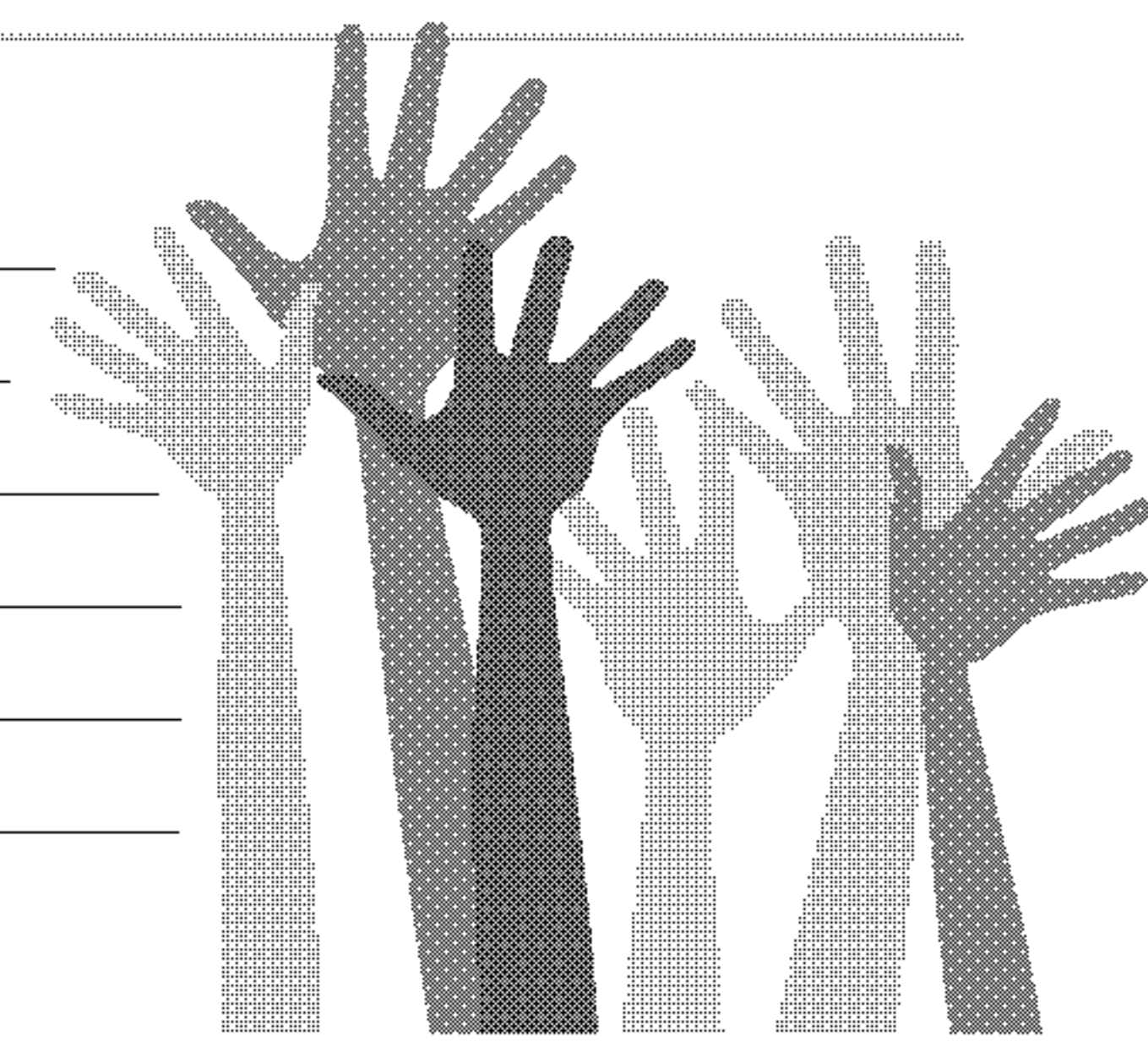


COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K3C1.10 Discuss intentional practices designed to acknowledge and value the strengths of families and create positive relationships with diverse families such as but not limited to:</p> <ul style="list-style-type: none"> Value the strength, knowledge and passions that families bring to the Early Learning and school age program Greeting families by name at arrival and departure Using a warm tone of voice Welcoming body language with children and families, including smiling Communicating regularly about their child in positive, non-judgmental, linguistically and culturally appropriate and encouraging formats Requesting that families share information about their experiences with their child Providing opportunities to participate in evaluation and decision making Providing opportunities for families to share their skills, talents and strengths Providing opportunities for families to get to know and support each other. Providing opportunities for regularly scheduled conferences with families to discuss their child's progress Identify other programs and services that are important to the child and/or family Working with families on mutually agreed upon practices and goals Thanking families regularly for their contributions to their child and your program. Include families in goal planning for children 	<p>K3C2.10 Construct connections among the families of the children in care, which are valuing and promote the development of relationships particularly across characteristics that may be perceived as barriers such as race, language, disability/special needs, socio-economic status, etc.</p> <ul style="list-style-type: none"> Engage families as primary teachers of their children Invite families to participate in program activities. Communicate in culturally sensitive ways. Use body language that conveys value. Use a variety of communication techniques including listening to engage in mutually sharing information. Listen carefully as families share information about their child, Structure opportunities and invite families to participate in child and program evaluation, Organize gatherings for families to share talents and skills. Schedule family activities that promote relationship building. Schedule conferences with families based on knowledge of their ability to participate. Build collaborations with other programs Invite families to participate in goal planning for children 	<p>K3C3.10 Analyze approaches to working with diverse families (based on an understanding of family structures and systems) which are aimed at valuing the strengths of families and creating positive relationships through partnerships targeting shared evaluation of the incorporation of the strengths based model in working with diverse families from the following perspectives:</p> <ul style="list-style-type: none"> Participation Goal planning Collaboration Program Evaluation
<p>K3C1.11 List examples of ways to assist children and families in making a variety of transitions.</p>	<p>K3C2.11 Employ appropriate strategies involving schools and community agencies to assist children and families in making a variety of transitions.</p>	<p>K3C3.11 Assess the transition activities employed to provide families and children with appropriate assistance in making a variety of transitions.</p>
<p>K3C1.12 Define personal biases and societal stereotypes.</p>	<p>K3C2.12 Apply knowledge about how personal biases and societal stereotypes may influence perception of children's abilities and expectations for children's success.</p>	<p>K3C3.12 Analyze ethical dilemmas in family support, engagement, and partnerships influenced by personal biases, societal stereotypes and expectations for children.</p>

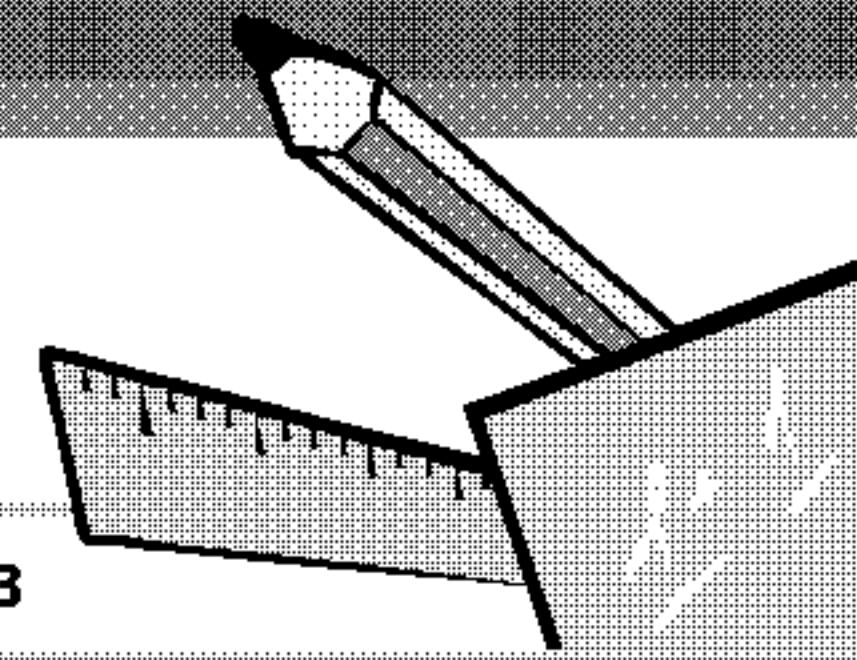
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<p>K3C1.13 List reasons to foster continuity between home and early learning programs, schools, and after school programs, etc.</p>	<p>K3C2.13 Use various forms of communication to build linkages, which will foster continuity between home and early learning programs, schools, and after school programs, etc.</p>	<p>K3C3.13 Evaluate and adjust professional practices employed to improve family communication and build partnerships between home and early learning programs, schools, and after school programs, etc.</p>
<p>K3C1.14 Identify the ethical and legal reasons to respect family privacy.</p>	<p>K3C2.14 Apply understanding of ethical and legal issues related to privacy and confidentiality issues to real-life situations, including reporting signs of child abuse and neglect.</p>	<p>K3C3.14 Assess efforts to maintain privacy and confidentiality in line with ethical and legal guidelines.</p>
<p>K3C1.15 Identify the connections between the appropriate PA Learning Standards for the age group with which you work, and the Key Learning Area—Family and Community Collaboration Partnerships.</p>	<p>K3C2.15 Employ various strategies identified in the PA Learning Standards for the age group with which you work and the Key learning Area-Family and Community Collaboration Partnerships.</p>	<p>K3C3.15 Assess supportive practices employed by the program, addressing each of the age-appropriate PA Learning Standards in the Key Learning Area that relates to Family and Community Collaboration Partnerships.</p>
<p>K3C1.16 List signs of abuse and neglect.</p> <ul style="list-style-type: none"> Identify mandated reporter responsibilities Identify laws which govern reporting 	<p>K3C2.16 Apply understanding of ethical and legal responsibilities in reporting child abuse and neglect as required by law.</p>	<p>K3C3.16 Evaluate program practices and staff understanding that supports knowledge of the signs, symptoms and reporting procedures of child abuse and neglect as required by law.</p>
<p>K3C1.17 Define the importance for maintaining strong, respectful, reciprocal relationships that support and empower families from diverse backgrounds, cultures and communities.</p>	<p>K3C2.17 Apply intentional practices designed to maintain strong, respectful, reciprocal relationships that support and empower families from diverse backgrounds, cultures and communities.</p>	<p>K3C3.17 Assess strategies and planning methods to determine the degree to which the program respects, supports and empowers families from diverse backgrounds, cultures and communities.</p>

ACCOMPLISHMENTS: _____



17



Knowledge Area 4: CHILD ASSESSMENT

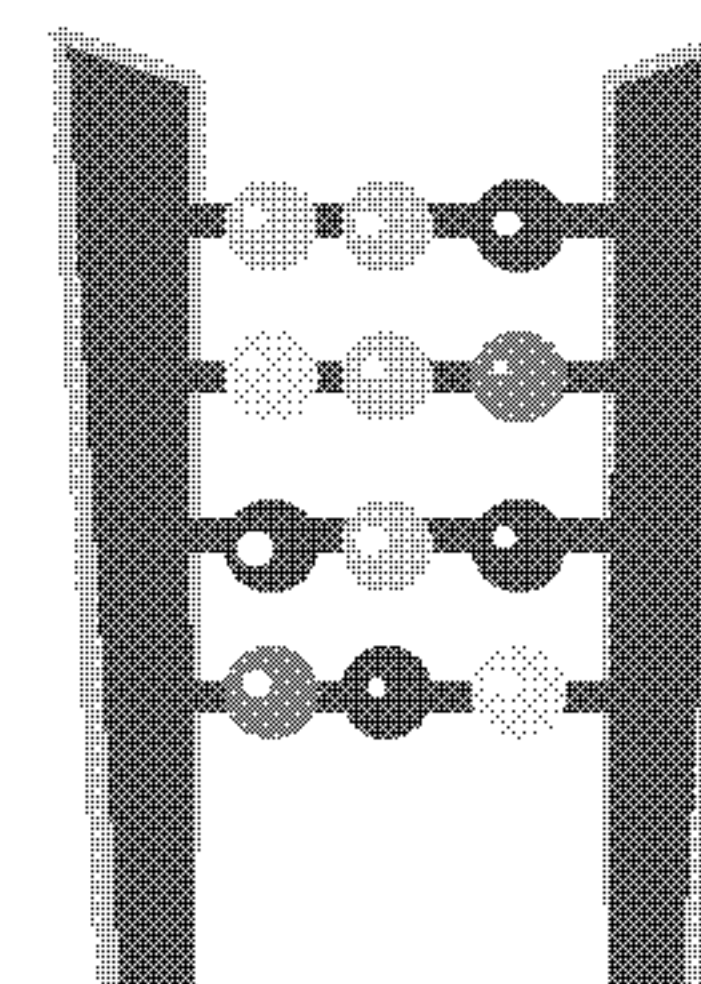
The adult working in the early childhood and school age field will be able to:

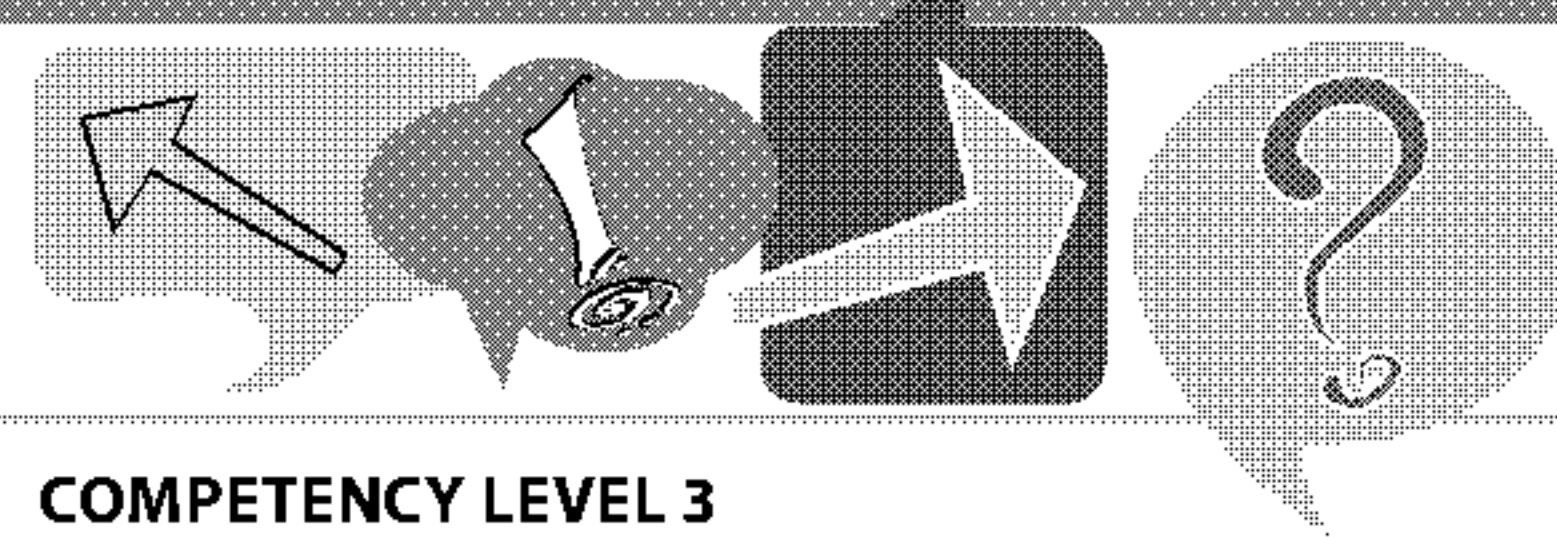
COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p><i>Example: List reasons to keep written records of observations of children.</i></p>	<p>All of Level 1</p>	<p>All of Level 1 and Level 2</p>
<p>K4.C1.1 Define assessment as the process of collecting, analyzing and interpreting information to inform decision-making about children's development and learning.</p> <p>____/____/____</p>	<p>K4.C2.1 Collect assessment data required for monitoring children's development and learning.</p> <p>____/____/____</p>	<p>K4.C3.1 Analyze and interpret assessment data to inform decision making about children's development and learning.</p> <p>____/____/____</p>
<p>K4.C1.2 Identify ways in which assessment is used to make instructional, environmental and relational decisions.</p> <p>____/____/____</p>	<p>K4.C2.2 Use assessment data to inform decision making for instructional, environmental, relational purposes.</p> <p>____/____/____</p>	<p>K4.C3.2 Synthesize and analyze assessment data for making instructional, environmental and relational decisions for continuous quality improvement.</p> <p>____/____/____</p>
<p>K4.C1.3 Define ethical practices for assessment and confidential management of information.</p> <p>____/____/____</p>	<p>K4.C2.3 Practice ethical assessment and confidential management of information.</p> <p>____/____/____</p>	<p>K4.C3.3 Analyze the degree to which assessment information is used and managed in appropriate ways.</p> <p>____/____/____</p>
<p>K4.C1.4 Identify the purpose of assessment in the PA Standards Aligned System (SAS).</p> <p>____/____/____</p>	<p>K4.C2.4 Use the components of the PA Standards Aligned System (SAS) to observe, document, assess and monitor children's performance in responsible ways.</p> <p>____/____/____</p>	<p>K4.C3.4 Evaluate the degree to which all components of the SAS are employed in monitoring, instructing and assessing children responsibly.</p> <p>____/____/____</p>
<p>K4.C1.5 Describe the elements of the PA Standards Aligned System (SAS):</p> <ul style="list-style-type: none"> • Clear Standards • Fair Assessments (Formal and Informal) <ul style="list-style-type: none"> ◦ Diagnostic ◦ Formative ◦ Summative ◦ Benchmark. • Curriculum Framework • Instruction and Intervention • Materials and Resources • Safe and Supportive Schools <p>____/____/____</p>	<p>K4.C2.5 Use the elements of the PA Standards Aligned System (SAS) to effectively carry out the daily program operations with children:</p> <ul style="list-style-type: none"> • Clear Standards • Fair Assessments (Formal/Informal) <ul style="list-style-type: none"> ◦ Diagnostic ◦ Formative ◦ Summative ◦ Benchmark. • Curriculum Framework • Instruction and Intervention • Materials and Resources • Safe and Supportive Schools <p>____/____/____</p>	<p>K4.C3.5 Analyze the ways in which the elements of the PA Standards Aligned System (SAS) inform practice and optimize opportunities for planning appropriate programming.</p> <ul style="list-style-type: none"> • Clear Standards • Fair Assessments (Formal/ Informal) <ul style="list-style-type: none"> ◦ Diagnostic ◦ Formative ◦ Summative ◦ Benchmark. • Curriculum Framework • Instruction and Intervention • Materials and Resources • Safe and Supportive Schools <p>____/____/____</p>
<p>K4.C1.6 Explain the critical importance of authentic assessment in guiding decisions around young children's development, and learning.</p> <p>____/____/____</p>	<p>K4.C2.6 Arrange and modify the environment, materials and activities to provide opportunities for gathering authentic information about the ways in which children develop, learn and progress.</p> <p>____/____/____</p>	<p>K4.C3.6 Evaluate authentic assessment techniques and select those most suited to particular children, situations, and goals to inform intentional teaching practices.</p> <p>____/____/____</p>
<p>K4.C1.7 Describe the components of quality assessment:</p> <ul style="list-style-type: none"> • Multiple dimensions of experiences including prior learning, interests, learning styles and skills, (cognitive, emotional, physical and language skills) • Multiple sources including families, teachers, child report • Multiple instruments and opportunities to demonstrate knowledge • Multiple points of assessment (not a single point in time, but instead occurs via observation over time) <p>____/____/____</p>	<p>K4.C2.7 Implement assessment as part of the teaching team in:</p> <ul style="list-style-type: none"> • Multiple dimensions • Multiple sources • Multiple instruments • Multiple points <p>to obtain information about children's development and learning, and to determine children's strengths and needs.</p> <p>____/____/____</p>	<p>K4.C3.7 Synthesize information about student learning gathered from assessment data collected from:</p> <ul style="list-style-type: none"> • Multiple dimensions • Multiple sources • Multiple instruments • Multiple points <p>to adapt curriculum to positively influence children's development and learning and to monitor children's performance.</p> <p>____/____/____</p>
<p>K4.C1.8 Identify the types of valid and reliable education assessments and their uses for obtaining information about children.</p> <p>____/____/____</p>	<p>K4.C2.8 Employ valid and reliable education assessments to collect data for making decisions about children.</p> <p>____/____/____</p>	<p>K4.C3.8 Create program plans for collecting valid and reliable data to make decisions about children.</p> <p>____/____/____</p>
<p>K4.C1.9 Describe the value of objective observation of children as a foundational component of assessment.</p> <p>____/____/____</p>	<p>K4.C2.9 Use observation as the primary tool of assessment to understand the multiple and varied ways in which children develop, learn and progress.</p> <p>____/____/____</p>	<p>K4.C3.9 Create instructional plans using observation assessment information related to individual student achievement.</p> <p>____/____/____</p>
<p>K4.C1.10 Identify ways in which teachers' observations of children's experiences can be used to document growth and learning.</p> <p>____/____/____</p>	<p>K4.C2.10 Employ various forms of recording observation information such as anecdotal records, running records, checklists, video or audio recording and others to document growth and learning.</p> <p>____/____/____</p>	<p>K4.C3.10 Design methods for improving observation assessment procedures and for using observation assessment to modify and improve successful teaching strategies and professional practices.</p> <p>____/____/____</p>
<p>K4.C1.11 List the individuals and entities to which data should be reported using the appropriate procedures.</p> <p>____/____/____</p>	<p>K4.C2.11 Report data to appropriate individuals and entities using the required or recommended instruments and processes.</p> <p>____/____/____</p>	<p>K4.C3.11 Establish and sustain partnerships with families, other professionals, programs, and schools to share assessment data in line with defined procedures.</p> <p>____/____/____</p>

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K4.C1.12 Define how observation and recording techniques can be free of bias and culturally and linguistically sensitive to recognize the abilities of all children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.12 Use observation and recording techniques that are culturally and linguistically sensitive, reduce bias, and recognize the abilities of all children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.12 Evaluate assessment techniques, and modify if necessary, to ensure cultural and linguistic sensitivity, reduction of bias, and recognition of the abilities of all children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.13 Name artifacts that can be used for informal and formal assessment (work and play samples, portfolios, digital cameras, digital videos, documentation panels, checklists, observational schemes, and non-traditional means) of children's learning and development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.13 Implement informal and formal assessments, including portfolios (work and play samples, digital cameras, digital videos, documentation panels, checklists, observational schemes, and non-traditional means) to monitor children's learning and development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.13 Evaluate informal and formal assessments, including portfolios (work and play samples, digital cameras, digital videos, documentation panels, checklists, observational schemes and other non-traditional means) to determine the effectiveness of these tools in assessing children's learning and development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.14 Define portfolio assessment as an intentional process to document children's development and learning.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.14 Use portfolio assessment strategies to document children's development and learning.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.14 Evaluate portfolio artifacts to determine if changes in portfolio assessment practices are needed.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.15 Describe how portfolio artifacts connect to assessment standards and curriculum.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.15 Collect portfolio artifacts which reflect children's development and learning.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.15 Defend the collection of portfolio artifacts that reflect children's development and learning.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.16 Describe ways to use information from child assessment in planning children's environments and learning experiences.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.16 Interpret information from child assessment data to scaffold learning, recognize students having difficulty, identify student challenges and strengths, and plan appropriate interventions in collaboration with colleagues.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.16 Evaluate and adjust professional practices to modify environments and maximize children's learning based on child assessment and shared decision making.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.17 Name ways of engaging children in self-assessment activities.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.17 Execute opportunities for children to engage in self assessment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.17 Evaluate the value of child self assessment in the assessment process.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.18 Recognize an IEP, IFSP, or care plan for a child with special needs, know its purpose, and how it links with assessment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.18 Use the components of the IFSP/IEP process, including measurable goals, specially designed instruction, adaptations, accommodations, and supplementary aids, services, and supports, to assess children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.18 Evaluate methods used for sharing IFSP/IEP assessment data with families, including time allocated for information sharing and acknowledgment of family perspectives about assessment data.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

<p>K4.C1.19 List professional reasons for receiving and sharing child assessment and IFSP/IEP information with families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.19 Compare the ways in which information about child assessment and the IFSP/IEP is shared with families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.19 Evaluate program involvement with a multi-disciplinary team for collecting and sharing child assessment information including IFSP/IEP information when cultural, economic, linguistic or ability differences are present to avoid biased assessment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.20 Define why it is important to actively participate as part of the IEP and IFSP planning process.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.20 Participate as part of a team in the development, implementation and monitoring of an IEP, IFSP, or care plan for children with special needs with the permission of the family.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.20 Advocate for participation as a member of the IFSP, IEP, or care plan team, pending parental approval.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.21 Differentiate between achievement tests, aptitude tests and observational data.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.21 Interpret achievement tests, aptitude tests, and observational data when making in educational decisions.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.21 Analyze the degree to which data from various assessments is being used for the purpose intended.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K4.C1.22 Define effective age, individual and developmentally appropriate assessment strategies.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C2.22 Select and use appropriate developmental assessment strategies.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K4.C3.22 Advocate for effective use of age, individual and developmentally appropriate strategies to prepare children to meet identified educational outcomes.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

ACCOMPLISHMENTS:





Knowledge Area 5: COMMUNICATION

The adult working in the early childhood and school age field will be able to:

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
	All of Level 1	All of Level 1 and Level 2
<p>K5.C1.1 Define communication as a process in which messages (verbal or non-verbal) are sent and received to facilitate the development of positive relationships between and among staff, children, families and community, including:</p> <ul style="list-style-type: none"> • Reflective listening • Requesting feedback from parents, coworkers and supervisors • Responsiveness of children to adult's bids for communication (directions, questions, conversations) • Responsiveness of adults to children's request for communication 	<p>K5.C2.1 Use communication as a process in which messages (verbal or non-verbal) are sent, received, processed and perceived as the basis for facilitating ongoing relationships between and among staff, children, families and community members, including:</p> <ul style="list-style-type: none"> • Reflective listening • Requesting feedback from parents, coworkers and supervisors • Responsiveness of children to adult's bids for communication (directions, questions, conversations) • Responsiveness of adults to children's requests for communication 	<p>K5.C3.1 Evaluate personal communication effectiveness with practitioners, children, families and community members by formally and informally requesting feedback about the congruency between the messages sent and messages received, including:</p> <ul style="list-style-type: none"> • Reflective listening • Requesting feedback from parents, coworkers and supervisors • Responsiveness of children to adult's bids for communication (directions, questions, conversations) • Responsiveness of adults to children's requests for communication
<p>K5.C1.2 Define the elements that characterize effective verbal (including sign, picture exchange, assistive technology) and non-verbal (tactile, gestures, visual, assistive technology) communication, including interactions that are:</p> <ul style="list-style-type: none"> • Respectful • Clear • Culturally responsive • Age-appropriate • Individually-appropriate • Values the language of the receiver • Non-sexist • Non-stereotypical • Non-biased • Sensitive to ability differences 	<p>K5.C2.2 Communicate effectively by using spoken and written language, sign, and/or assistive devices, as appropriate to ensure:</p> <ul style="list-style-type: none"> • Family value and family strength are communicated • Consistency in communication • Cultural appropriateness • Developmental appropriateness 	<p>K5.C3.2 Evaluate program communication effectiveness between and among practitioners, children, families and community members by formally and informally requesting feedback about the congruency between the messages (spoken, written, sign, assistive devices) sent and messages received including:</p> <ul style="list-style-type: none"> • Requesting feedback from constituents about written communication (newsletters, notes home, marketing materials, etc.) • Requesting feedback about curricular communication (Braille materials, communication devices, language specific materials)
<p>K5.C1.3 Describe the ways in which communication style and vocabulary must be adapted to meet the needs of the listener based on:</p> <ul style="list-style-type: none"> • Culture • Primary language • Cognitive strengths and/or limitations 	<p>K5.C2.3 Adapt a communication style and vocabulary to meet the needs of the listener based on:</p> <ul style="list-style-type: none"> • Culture • Primary language • Cognitive strengths and/or limitations 	<p>K5.C3.3 Analyze feedback data to determine developmental and cultural appropriateness of communication and adapt approaches to meet individual needs of each participant based on:</p> <ul style="list-style-type: none"> • Culture • Primary language • Cognitive strengths and/or limitations
<p>K5.C1.4 Define the ways in which the environment (physical, temporal, human/nurturing) communicates messages to children, families and practitioners including elements which convey:</p> <ul style="list-style-type: none"> • Acceptance • Choice • Warmth • Openness • Welcoming atmosphere • Physical comfort • Amount and condition of appropriate resources • Timing/schedule of activities and transitions 	<p>K5.C2.4 Organize the environment to communicate:</p> <ul style="list-style-type: none"> • Acceptance • Choice • Warmth • Openness • Welcoming atmosphere • Physical comfort • Amount and condition of appropriate resources. • Timing/schedule of activities and transitions 	<p>K5.C3.4 Design strategies for evaluating the environment to determine the degree to which the environment successfully communicates:</p> <ul style="list-style-type: none"> • Acceptance • Choice • Warmth • Openness • Welcoming atmosphere • Physical comfort • Amount and condition of appropriate resources. • Timing/schedule of activities and transitions
<p>K5.C1.5 Participate in discussions about planning programs to meet children's communication needs by providing a communication rich environment that seeks:</p> <ul style="list-style-type: none"> • Input and feedback • Reflective listening • Reciprocal feedback • Sensitive responses • Visual, verbal and physical cues • Cultural acknowledgement of language variations and communication styles (colloquialisms and localisms) 	<p>K5.C2.5 Implement programs which provide children with varied opportunities to communicate in a rich communication environment that seeks:</p> <ul style="list-style-type: none"> • Input and feedback • Reflective listening • Reciprocal feedback • Sensitive responses • Visual, verbal and physical cues • Cultural acknowledgement of language variations and communication styles (colloquialisms and localisms) 	<p>K5.C3.5 Evaluate the quality of the communication environment using recognized assessment tools in relation to:</p> <ul style="list-style-type: none"> • Input and feedback • Reflective listening • Reciprocal feedback • Sensitive responses • Visual, verbal and physical cues • Cultural acknowledgement of language variations and communication styles (colloquialisms and localisms)
<p>K5.C1.6 Describe how practitioners can support communication that can be understood by each child through:</p> <ul style="list-style-type: none"> • Talking with children at eye level • Encouraging children to communicate to express reflexively through: <ul style="list-style-type: none"> ◦ Crying ◦ Cooing ◦ Body movements ◦ Facial movements • Extending reflexive communication by identifying emotions being expressed and shaping sounds into words, words into sentences and sentences into conversations • Intentionally using a complex and content-rich vocabulary to name, label, define, request, describe and explain • Using vocabulary to facilitate concept development 	<p>K5.C2.6 Implement programs which support, extend and scaffold communication (receptive and expressive) that is understood by each child through:</p> <ul style="list-style-type: none"> • Talking with children at eye level • Encouraging children to communicate to express reflexively through: <ul style="list-style-type: none"> ◦ Crying ◦ Cooing ◦ Body movements ◦ Facial movements • Extending reflexive communication by identifying emotions being expressed and shaping sounds into words, words into sentences and sentences into conversations • Intentionally using a complex and content-rich vocabulary to name, label, define, request, describe and explain • Using vocabulary to facilitate concept development 	<p>K5.C3.6 Analyze communication components aimed at supporting, extending and scaffolding communication to determine outcomes for each child in the program by:</p> <ul style="list-style-type: none"> • Talking with children at eye level • Encouraging children to communicate to express reflexively through: <ul style="list-style-type: none"> ◦ Crying ◦ Cooing ◦ Body movements ◦ Facial movements • Extending reflexive communication by identifying emotions being expressed and shaping sounds into words, words into sentences and sentences into conversations • Intentionally using a complex and content-rich vocabulary to name, label, define, request, describe and explain • Using vocabulary to facilitate concept development

COMPETENCY LEVEL 1

K6C1.9 Describe the basic components of ethical codes of conduct (NAEYC, DEC, Therapy-specific codes) and other professional standards for early childhood and school-age programs that:

- Defines behavior that is sensitive and responsible to the needs of individuals in the work environment
- Protects confidentiality:
 - Value all children's and families' privacy by not sharing information about any of them in the presence of others
 - Keep information about a child and family private
 - Respect a child's concept of his/her value by not sharing negative information about the child in the child's presence
- Communicates in a respectful, effective and culturally appropriate manner with children, families, colleagues and the community
- Acknowledges the ethical implications of collecting, analyzing and reporting data
- Recognizes relevant laws and reporting procedures such as those pertaining to child abuse, the rights of children with disabilities, and school attendance

COMPETENCY LEVEL 2

K6C2.9 Comply with the code of ethics within your scope of practice (NAEYC, DEC, Therapy-specific codes) that: Models ethical standards of behavior and other professional dispositions:

- Implements protocols and practices that that protects confidentiality by maintaining an environment that guards communication about children, families, colleagues, and other stake-holders to ensure privacy, confidentiality and respect
- Uses age, individually, culturally and developmentally appropriate communication and programming for all children which considers:
 - Race and ethnicity
 - Language
 - Religion
 - Gender
 - Full range of ability and/or disability
 - Socio-economic status
 - Sexual orientation
- Maintains the integrity/ethics of data management at all stages
- Uses the program's defined procedures and standards for responsible use of data
- Use the program's defined procedures for informing families about informal and formal data collection and sharing including:
 - What data is collected and reported
 - When data is collected and shared
 - By whom the data is shared
 - To whom the data is reported

COMPETENCY LEVEL 3

K6C3.9 Apply relevant codes of ethical conduct and other professional standards to evaluate and resolve professional ethical dilemmas, including:

- Defending and justifying resolutions of ethical dilemmas
- Applying legal standards and other relevant guidelines in multiple situations of early childhood practice

K6C1.10 Identify relevant professional guidelines, position statements, evidence based practices and state and federal regulatory processes, including:

- National, state, or local standards for curricular and program content and child outcomes and reporting
- Linguistic and cultural guidelines

K6C2.10 Demonstrate high standards of competence and integrity, and exercise sound judgment in the practice of the profession by using professional guidelines and regulatory processes:

- Implement strategies to remain current regarding national, state and local standards
- Demonstrate sensitivity for the cultural diversity of children, families and colleagues
 - Value the language spoken in the home
 - Acknowledge the variety of family structures and roles
 - Explore family preferences related to belief systems, traditions, goals, food, daily routines, pets, immediate and extended families, communities, habits, leisure time activities, child-rearing practices, behavioral expectations, celebrations, etc.
 - Consider the impact of family loss such as death, deployment, change of location, illness, unemployment, homelessness, etc.

K6C3.10 Analyze data and reflect upon the relevant professional guidelines and regulatory processes which govern your professional role to plan for continuous program improvement including:

- Access current research and policy relevant to child and youth development
- Justify the use of information to inform programming

K6C1.11 Identify ways to develop quality professional practices in early childhood education and school age programs:

- List ways to improve practices through individual needs assessment
- Participate in professional development and growth activities based on needs assessment
- Find resources to stay current with early childhood research and practice

K6C2.11 Engage in continual professional development by engaging in inquiry in writing, discussion, and actions relative to early childhood education and school age programs:

- Use self reflection to conduct a individual needs assessment and develop a Professional Development Plan
- Demonstrate self-motivation and purposeful learning that influences quality practices
- Use current professional research to inform practice
- Illustrate involvement in the profession by membership in associations and other activities

K6C3.11 Synthesize information and participate in interdisciplinary collaboration, including engagement with a variety of practitioners and organizations involved in early childhood education and school age programs to share new ideas and perspectives including:

- Special educators
- Reading specialists
- Speech and hearing specialists
- Physical and occupational therapists
- School psychologists
- Learning coaches
- Libraries and museums
- Health care providers
- Social workers
- Support staff
- Parks and recreation staff

COMPETENCY LEVEL 1

K6C.12 Define the role of the early childhood professional as an advocate that:

- Complies with the federal, state, local and programmatic limits on advocacy within your program
- Uses opportunities to develop early childhood advocacy skills across ages, program settings, experiences and abilities
- Identifies central policy issues in the field
- Promotes support for early childhood education

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 2

K6C2.12 Participate in informed and ethical advocacy activities in the community and professionally that:

- Articulate well-developed perspectives on the challenges facing the early childhood profession including the impact of public policy
- Advocate for sound educational practices and policies
- Advocate for appropriate services and funding

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 3

K6C3.12 Synthesize multiple sources of knowledge and multiple perspectives to engage in ethical advocacy to ensure best practices to meet the needs of young children.

____/____/____ ____/____/____ ____/____/____

K6C1.13 Define cultural competence in educational programming in the context of standards, guidelines and codes of ethics to improve learning outcomes for children that consider:

- Race and ethnicity
- Language
- Religion
- Gender
- Full range of ability and/or disability
- Socio-economic status
- Sexual orientation

____/____/____ ____/____/____ ____/____/____

K6C2.13 Demonstrate cross cultural collaboration across disciplines and settings in an ethical manner to improve learning outcomes for children that consider:

- Race and ethnicity
- Language
- Religion
- Gender
- Full range of ability and/or disability
- Socio-economic status
- Sexual orientation

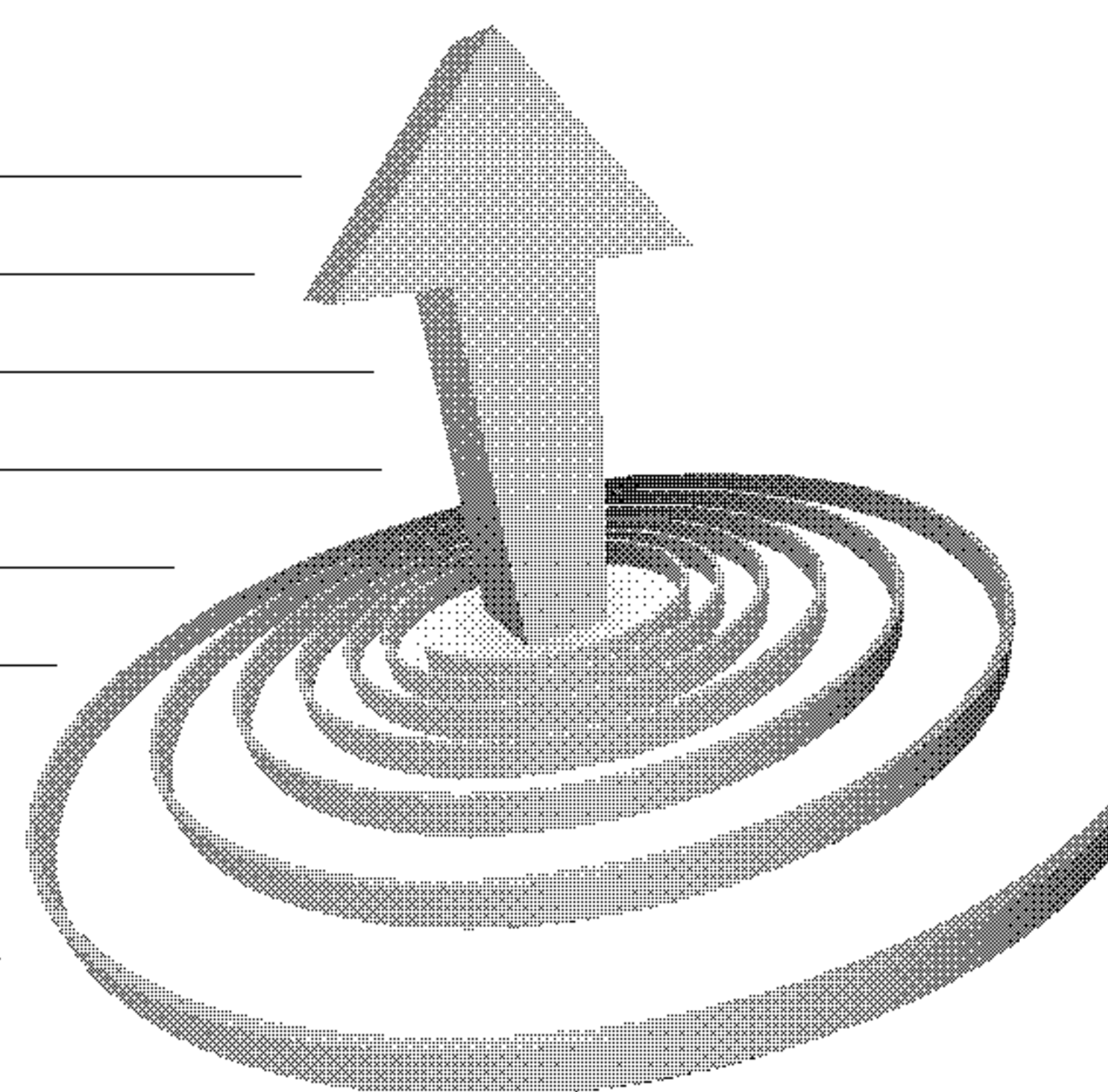
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K6C3.13 Transmit cross cultural knowledge, skills and dispositions in ethical, collaborative ways through modeling, motivating and mentoring, and analyze the effect that knowledge transmission has on learning outcomes for children considering.

- Race and ethnicity
- Language
- Religion
- Gender
- Full range of ability and/or disability
- Socio-economic status
- Sexual orientation

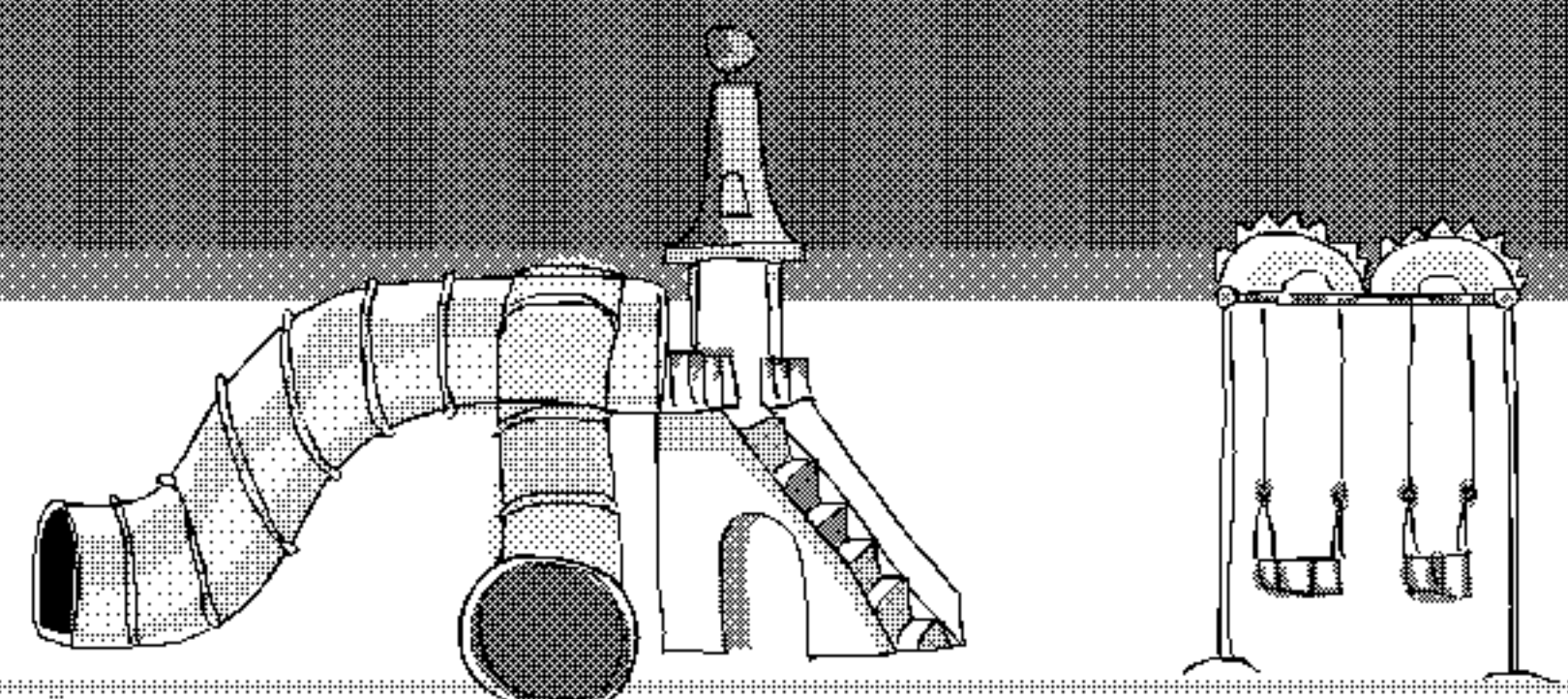
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ACCOMPLISHMENTS:



Knowledge Area 7: HEALTH, SAFETY AND NUTRITION

The adult working in the early childhood and school age field will be able to:



COMPETENCY LEVEL 1

K7C1.1 Identify the sources of health and safety standards that apply to the early childhood or school-age program. Applicable mandates and resources may include, but not be limited to:

- DPW Certification Regulations
- Labor and Industry Standards
- NAEYC Standards
- Caring for Our Children Standards
- National Playground Standards
- Head Start Performance Standards
- Keystone STARS Standards
- PDE Teacher Certification Guidelines
- PA Learning Standards
- ECELS

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 2

K7C2.1 Systematically review health and safety practices for compliance with applicable mandates and standards which may include, but are not limited to:

- DPW Certification Regulations
- Labor and Industry Standards
- NAEYC Standards
- Caring for Our Children Standards
- National Playground Standards
- Head Start Performance Standards
- Keystone STARS Standards
- PDE Teacher Certification Guidelines
- PA Learning Standards
- ECELS

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 3

K7C3.1 Evaluate the current practices for effectiveness and compliance with applicable health and safety mandates and standards through instituting corrective actions in areas of need and consulting outside experts as needed or required.

____/____/____ ____/____/____ ____/____/____

K7C1.2 Describe the critical role the practitioner plays in the supervision (to see, hear, direct, and assess) of each child:

- Know the names of the children in your care
- Count children in your care frequently
- Know where the children in your care are at all times

____/____/____ ____/____/____ ____/____/____

K7C2.2 Supervise children at all times to protect children and minimize risk.

____/____/____ ____/____/____ ____/____/____

K7C3.2 Assess child supervision practices and make changes as needed and required.

____/____/____ ____/____/____ ____/____/____

K7C1.3 Identify and report hazards in the program environment in line with reporting procedures. Resources may include:

- DPW Certification Regulations
- Health and Safety Checklists
- Incident Reports

____/____/____ ____/____/____ ____/____/____

K7C2.3 Use knowledge of safety standards and practices to reduce hazards in the program environment.

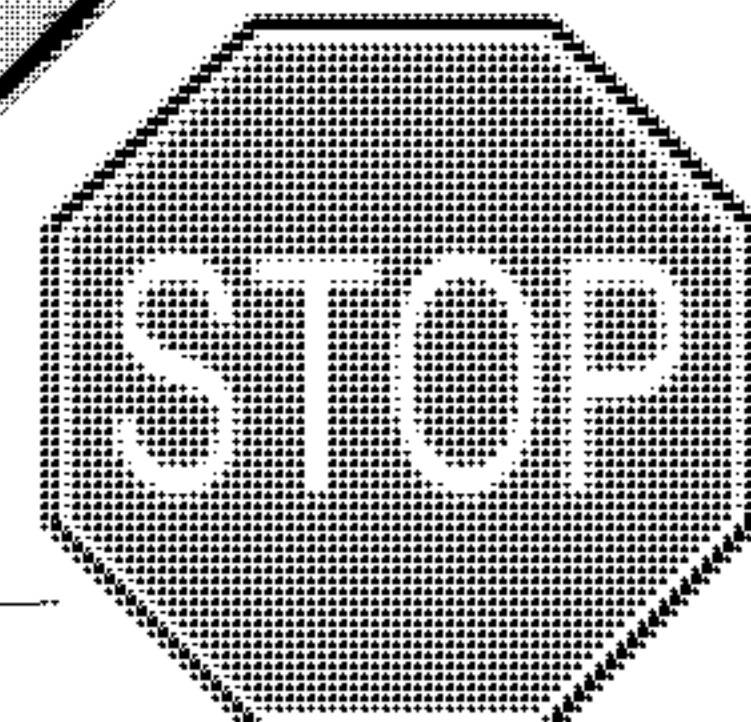
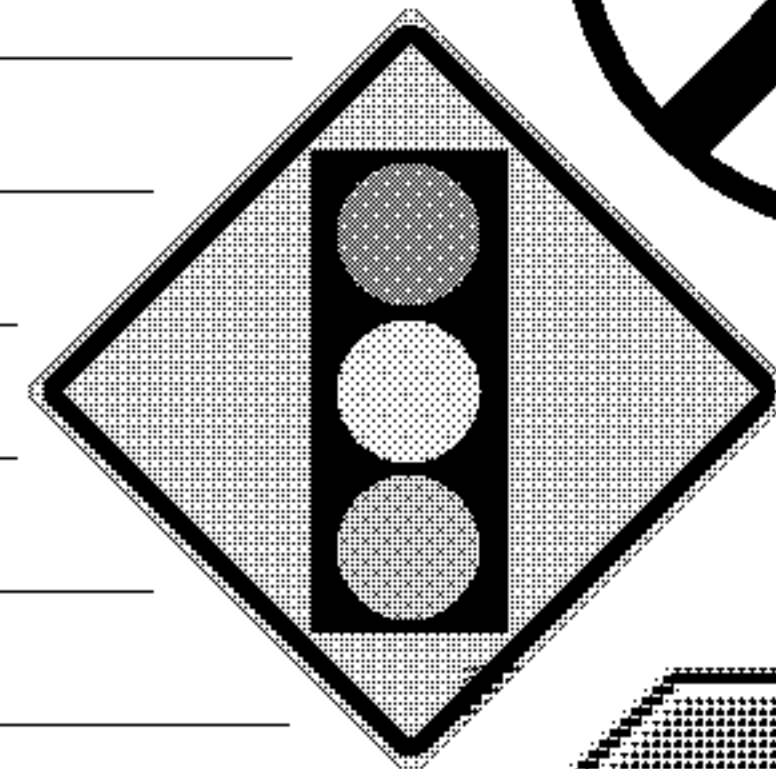
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K7C3.3 Analyze observational data and incident reports in the program environment; take corrective action through adaptations and modifications.

____/____/____ ____/____/____ ____/____/____

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
<p>K7C1.4 Describe recommended sanitation practices that reduce the spread of germs that can cause disease.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.4 Demonstrate prescribed sanitation practices related to the reduction of the spread of disease.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.4 Evaluate current sanitation practices for effectiveness in minimizing transmission of disease and make modifications as needed.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.5 Identify, describe, update, and maintain all elements that should be contained in children's health records.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.5 Maintain confidentiality and use established procedures when sharing health information with families and staff in accordance with Health Insurance Portability and Accountability Act of 1996 (HIPAA), Family Educational Rights and Privacy Act (FERPA), and the 55 PA Code; as part of an identified health care plan.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.5 Analyze and assess processes used to exchange health information with families and staff in accordance with national standards (as defined by resources such as: <i>Caring for Our Children</i>, and <i>Model Childcare Health Policies</i>, HIPAA, FERPA, and the 55 PA Code) in cooperation with external experts as needed and required.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.6 List health care prevention practices and discuss accepted measures for managing acute and chronic illnesses in children including but not limited to:</p> <ul style="list-style-type: none"> • Universal Precautions • Immunization schedules • Well child check-ups • Medication and Administration • Child Specific Medical Needs <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.6 Demonstrate the use of preventive practices and management of acute and chronic illnesses in children including but not limited to:</p> <ul style="list-style-type: none"> • Universal Precautions • Immunization schedules • Well child check-ups • Medication and Administration • Child Specific Medical Needs <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.6 Develop and evaluate individualized plans that meet the health related needs of children in cooperation with families and external authorities.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.7 Identify ways to support the social, emotional, and physical health of children and their families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.7 Prepare and encourage families to utilize community, physical, and mental health resources when needed.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.7 Assess the provision of physical, emotional and social supports provided to families including the appropriateness of referrals made to external experts or community resources.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.8 Name and help children practice essential daily health habits that are individually, age, and ability appropriate.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.8 Incorporate health, nutrition and fitness activities as part of the daily routine.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.8 Evaluate implementation and support of practices around health, nutrition and fitness activities as part of the daily routine in the curriculum and develop a plan for expanding activities based on current best practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
32		
<p>K7C1.9 Define the elements of an emergency preparedness plan and participate in emergency drills.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.9 Systematically implement emergency drills according to the emergency preparedness plan.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.9 Evaluate the implementation of the emergency preparedness plan to determine if the process used is feasible and appropriate for evacuation of all children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.10 Identify the signs and symptoms of child abuse and neglect.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.10 Differentiate between physical, sexual and emotional abuse and/or neglect.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.10 Assess the ability of staff to recognize the signs and symptoms of child abuse and neglect.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
<p>K7C1.11 Name and adhere to the responsibilities associated with being a mandated reporter for suspected child abuse and neglect.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C2.11 Examine the challenges associated with being a mandated reporter for suspected child abuse and neglect.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>K7C3.11 Develop strategies to effectively report suspected child abuse and neglect in compliance with mandated reporting requirements.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

ACCOMPLISHMENTS:



Director/Administrator Knowledge Area 8: PROGRAM ADMINISTRATION AND ORGANIZATION
In addition to all knowledge areas and competencies of the CBK/PFR, the director/administrator will be able to:

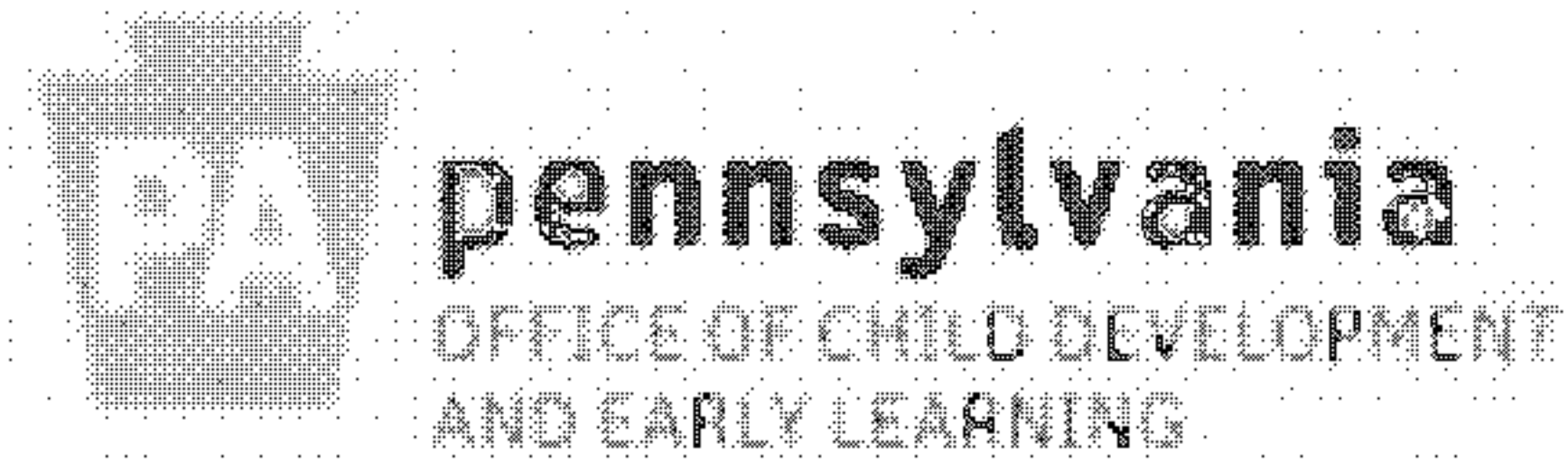
	COMPETENCY LEVEL 2	COMPETENCY LEVEL 2
	<p>D1C2.1 Demonstrate knowledge of the domains of child development to meet the developmental needs of all children, including early childhood age, school-aged, children with special needs and diverse backgrounds.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.1 Develop and evaluate program curriculum and environments using the PA Learning Standards as a framework based on the developmental needs of the children in your care.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.2 Employ knowledge of brain development to facilitate children's learning, socio-emotional development and self-regulation.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.2 Assess strategies for ways to continuously improve instructional practices to support children's learning, socio-emotional development and self-regulation.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.3 Adopt programmatic systems to support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.3 Assess and modify methods to support reciprocal communication strategies with families about child development, including individual abilities, interests and needs, which facilitate continuous quality improvement.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.4 Develop program schedules and implement curriculum to ensure responsiveness to individual needs of children and families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.4 Create a system to assess the effectiveness of program schedules and curriculum to ensure responsiveness to individual needs of all children and families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.5 Apply strategies that support evidence-based child development practices through program scheduling and adoption, adaptation or creation of responsive curriculum and play in alignment with PA Learning Standards.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.5 Analyze the strategies which support evidence based child development practices through program scheduling and adoption, adaptation or creation of responsive curriculum and play in alignment with PA Learning Standards.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.6 Select appropriate grouping of children, staff assignments, and transitions based on children's age, development, culture, language, and ability differences.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.6 Assess decisions made in selection of appropriate grouping of children, staff assignments, and transitions to ensure practices are based on children's age, development, culture, language, and ability differences.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

	<p>D1C2.7 Adopt program curriculum that supports developmental needs in all areas of child development, and is aligned with the PA Learning Standards and the components of the Standards Aligned System (SAS).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.7 Evaluate appropriateness of program curriculum in terms of PA Early Learning Standards and the Standards Aligned Systems (SAS).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D1C2.8 Monitor the implementation of instructional practices that support the development of communication skills, problem-solving, and knowledge of the arts in all children within the program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D1C3.8 Assess the expressive experiences that are implemented, which foster development in communications, problem solving and the arts.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.1 Adopt intentional, evidence-based frameworks to design environments, curriculum, and teaching strategies or modify existing ones based on the PA Learning Standards and Standards Aligned Systems (SAS), targeting children's approaches to learning through play, social interactions, creativity, initiative, persistence, problem solving, and decision making.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.1 Assess intentional, evidence-based frameworks to design environments, curriculum and teaching strategies or modify existing ones based on the PA Learning Standards and Standards Aligned Systems (SAS).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.2 Provide opportunities for teaching staff to implement the intervention strategies and content goals in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs), daily activities and routines; and cooperate with early intervention and special education personnel in support of children with differing abilities.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.2 Assess and build additional opportunities for teaching staff to deepen their knowledge of working with children with differing abilities and expand their implementation of the intervention strategies and content goals in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs), through daily activities and routines; working closely with early intervention and special education personnel.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.3 Document and communicate the ways in which environment and curriculum support play and enhance children's connectedness, pro-social development, and foster children's self esteem, confidence, competence, and self regulation.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.3 Evaluate the ways in which program environment and curriculum support play and enhance children's connectedness, pro-social development, and foster children's self-esteem, confidence, competence, and self-regulation and modify for continuous quality improvements.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.4 Mentor and coach staff in using observation and assessment data to select individual, age and developmentally appropriate learning goals for children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.4 Assess the ways in which staff generate individual, age and developmentally appropriate learning goals for children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>

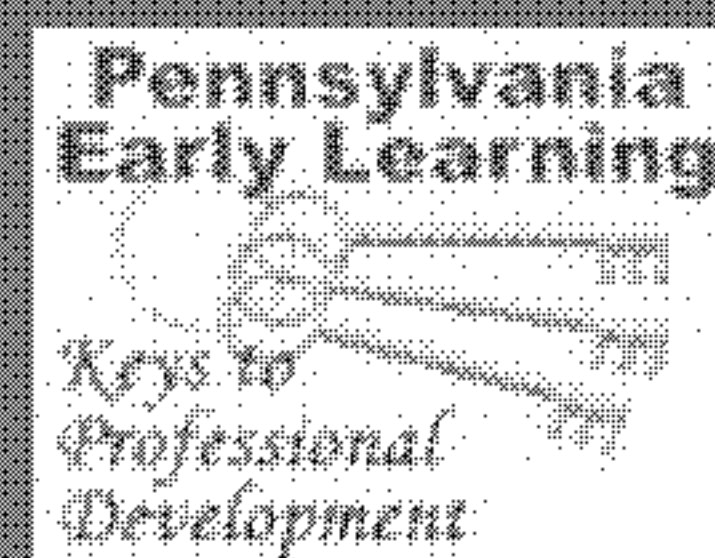
	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
	<p>D2C2.5 Collaborate with staff to implement learning environments, which provide accommodations and adaptations consistent with the needs of all learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.5 Collect data and analyze learning environments to ensure that accommodations and adaptations are consistent with the needs of all learners.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.6 Adopt play-based curriculum that supports positive learning outcomes for all children in all developmental domains of child development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.6 Analyze a variety of curriculum models and advocate for developmentally appropriate and evidence-based programming</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.7 Communicate and document to staff and families the importance of making continuous quality improvements to instructional content, practices and materials.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.7 Create supportive systems for ongoing evaluation and continuous quality improvements to the curriculum, including the learning environment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.8 Illustrate to teaching staff flexible, creative ways to support learning outcomes through learning environments that are responsive to children's ages, abilities, interests, home culture, and language and support the adaptations and accommodations of children's IEPs and IFSPs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.8 Design and implement learning environments based on principles of universal design that are responsive to children's ages, abilities, interests, home culture, and language and support the adaptations and accommodations of children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs).</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D2C2.9 Promote the importance of research-based teaching-learning skills and dispositions among program staff and discuss individual needs in professional development opportunities such as; coaching, shadowing, modeling and observations.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D2C3.9 Evaluate program staff current teaching-learning skills, dispositions, and strategies; cooperatively design ways to support professional development, extend learning and enhance teaching-learning effectiveness.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D3C2.1 Implement multiple strategies and create varied opportunities to work collaboratively with families, school districts and other stakeholders.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D3C3.1 Evaluate the multiple strategies to involve and work collaboratively with diverse families including: engaging families, addressing barriers, facilitating referrals to schools, responding to diverse community interests, and mobilizing community resources.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D3C2.2 Create a culture of communication to address issues and impact of poverty, diversity and disability on child development and family systems to provide quality services.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D3C3.2 Create and utilize multiple, strength-based strategies to educate families and staff with challenging issues such as divorce, abuse, unemployment, deployment, and inclusion.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
36		
	<p>D3C2.3 Communicate to stakeholders and document the importance of involving families in the program through implementing a variety of methods to achieve inclusion of families within program operations and practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D3C3.3 Evaluate and modify the multiple strategies to involve families in the program, including, but not limited to, conferences, parent handbooks, group activities, and community events.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D3C2.4 Create systems to inform families about appropriate social, mental health, educational wellness and medical services.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D3C3.4 Analyze the plan for including families in the referral process to appropriate social, mental health, educational wellness and medical services.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D3C2.5 Support ways to enrich program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies which promote diverse family cultures represented within the program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D3C3.5 Evaluate the supportive strategies of program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D4C2.1 Support teaching staff in the use of appropriate methods of child assessment in line with the PA Learning Standards and Standards Aligned Systems (SAS) and Pennsylvania required child assessment systems.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.1 Design and implement professional development offerings based on individual PDRs to improve staff assessment skills and implement assessment procedures to improve program quality and teaching/learning practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D4C2.2 Assist staff in utilizing child assessment data in curriculum planning with reference to the PA Learning Standards and (SAS).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.2 Create a system to review staff curriculum implementation for consistent inclusion of data collected from child assessments and observations within the framework of the PA Learning Standards and SAS.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D4C2.3 Communicate to staff the importance of using assessment tools and practices that are free of cultural and stereotypical biases.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.3 Evaluate assessment tools and practices to ensure that they are fair and free of cultural and stereotypical biases.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D4C2.4 Promote ways to partner with families for effective and informed child assessment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.4 Evaluate and modify strategies to build partnerships with families for effective child assessment.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
37		

	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
	<p>D4C2.5 Support staff in attaining required skills to use screening and assessment tools to collect data on all children.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.5 Evaluate child assessment data to recognize when further evaluation by another professional is indicated.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D4C2.6 Provide instructional activities to assist staff in acquiring a working knowledge of formative, summative, benchmark and diagnostic assessments, including child observation practices to support informed curriculum development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D4C3.6 Evaluate the strategies used to support staff use of formative, summative, benchmark and diagnostic assessments, including child observation, in making decisions about curriculum design and teaching strategies based on assessment data</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D5C2.1 Navigate Pennsylvania's diverse systems of communicative technologies which provides practitioners with professional data such as: Early Learning Network (ELN) system and the Pennsylvania Key website, www.pakeys.org.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.1 Assess program and staff technological abilities to access and use the diverse professional technology-based communication systems and support continuous improvements to program and staff capabilities.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D5C2.2 Apply effective techniques and resources to communicate and negotiate across potential cultural and linguistic barriers (e.g. both verbal and print messages, translations into primary family language, signing and/or assistive devices as appropriate).</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.2 Analyze program approaches with sensitivity to meeting the needs of diverse families including ELL, families with low socio-economic opportunities, families from various cultures, families leading alternative lifestyles, and families who have ability differences to refine, modify, and improve communication.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D5C2.3 Communicate and document regular collaborative discussions and decision-making among staff and families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.3 Assess the strategies used to provide opportunities for team discussion and decision-making with staff and families.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D5C2.4 Initiate professional practices, which promotes diversity among families, staff, children, schools, and communities in which various communication styles are addressed.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.4 Evaluate and modify professional practices, designed to promote diverse families, staff, children, schools, and communities which consider various communication styles, elaborates resources, recognizes barriers, uses current technology, and models cooperative communication for mediating challenging situations.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
38		
	<p>D5C2.5 Develop a framework for reciprocal communication with families to learn about children's individual abilities, interests, and needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.5 Implement program practices that provide opportunities for families to communicate information about children's abilities, interests and needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D5C2.6 Utilize various program communication methods and collect data on the functionality, patterns, opportunities and barriers to the methods used.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D5C3.6 Analyze and evaluate program communication components to determine systems functionality, communication patterns, opportunities, and barriers, and continuous improvement strategies.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.1 Establish a framework for professional behaviors and skills and provide appropriate models for staff.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.1 Evaluate professional behaviors and skills through periodic staff performance evaluations.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.2 Demonstrate ethical behavior, set standards and expectations for staff and act as role model.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.2 Evaluate and modify written program policies using applicable codes of ethical conduct as a reference to outline expectations for all program staff, modeling ethical behavior at all times.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.3 Use available local, state and national resources that establish regulatory and professional standards that support continuous quality improvement that may include, but are not limited to:</p> <ul style="list-style-type: none"> • Program Quality Indicators • NAEYC Program and Accreditation Standards • Council for Exceptional Children/Division for Early Childhood(CEC/DEC) Recommended Practices • National Head Start Performance Standards • Council on Accreditation (COA) After School Standards <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.3 Evaluate program use of applicable regulatory and professional standards to support continuous quality improvement.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.4 Apply multiple strategies to promote professionalism among staff, including participatory management style that values knowledge and experience of all staff members.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.4 Create, analyze, and maintain a professional, inclusive, collaborative and trusting environment in the workplace.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
39		

	COMPETENCY LEVEL 2	COMPETENCY LEVEL 3
	<p>D6C2.5 Encourage collaborative working relationships among teaching staff, families and early education staff (early intervention, special education personnel, child care, school-age, etc.) to further support children's developmental needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.5 Develop and sustain reciprocal relationships among leaders in related agencies to facilitate interagency support of children's individual developmental needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.6 Apply privacy and confidentiality protocols and practices including, but not limited to, developing program policy, staff professional development and record keeping systems.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.6 Continuously monitor policies and procedures to ensure that privacy and confidentiality rights are protected for all program staff, children, and families in every aspect of program operations and practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.7 Demonstrate the ability to design and use action research to facilitate continuous quality improvement.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.7 Assess the need for additional inquiry steps to ensure that continuous quality program improvements are implemented.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.8 Apply organizational theory to the processes of program evaluation, continuous quality improvement, and professional development.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.8 Prioritize continuous quality improvement goals through consistent program evaluation and ongoing professional development based upon the PDR and needs and aspirations of the program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.9 Implement Career Advising strategies to promote staff professional development and achievement of individual goals.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.8 Use knowledge of credentialing, teacher certification and induction, PDR and Career Lattice to assist staff in analyzing professional development needs in order to meet individual goals.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.10 Collect and review research-based articles, publications and resources on child development and family issues to stay informed on current best practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.10 Create a program philosophy based on current child development and family research, and best practices.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.11 Create a vision and mission, in collaboration with staff, families and other stakeholders, for a high quality program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.11 Evaluate programmatic policies, practices and goals to ensure alignment with the vision and mission of the program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
40		
	<p>D6C2.12 Practice self-reflection skills to support continuous quality improvement.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.12 Evaluate the effectiveness of personal values, skills, and leadership styles.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D6C2.13 Communicate support in a variety of ways for the children and families being served, as well as the community at large.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D6C3.13 Prioritize advocacy efforts based on the specific needs of enrolled children, families, and the community at large.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D7C2.1 Implement an evidenced based framework to ensure compliance with current health, safety, and nutrition standards including, but not limited to:</p> <ul style="list-style-type: none"> • monitoring health and safety • mandated reporting • nutrition records and practices • identifying community health resources • ensuring appropriate exchange of staff and child health information • preparing safety and emergency management plans <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D7C3.1 Create an infrastructure aimed at continuous quality improvement that utilizes the expertise and resources of the community, including health specialists.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D7C2.2 Identify and use community health resources to benefit children, families, staff and the program.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D7C3.2 Develop a plan to infuse community health resource information into various areas of the program to deepen knowledge and more fully support children, families and staff needs.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D7C2.3 Implement procedures to ensure appropriate exchanges and maintenance of staff and child health information.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D7C3.3 Assess and modify procedures collaboratively with staff to ensure appropriate exchanges and maintenance of staff and child health information.</p> <p>____/____/____ ____/____/____ ____/____/____</p>
	<p>D7C2.4 Collect program data on regulatory practices that are compliant with local, state, and national standards, and best practices and include health activities in curriculum.</p> <p>____/____/____ ____/____/____ ____/____/____</p>	<p>D7C3.4 Assess and modify programs and policies that are compliant with local, state, and national standards, and best practices and include health activities in daily curriculum for every child.</p> <p>____/____/____ ____/____/____ ____/____/____</p>



Early Childhood Education Teacher Quality: Recognizing High Quality Core Content in Pennsylvania



Early Childhood Education Teacher Quality in PA

2

RATIONALE: Why is the study of Early Childhood Education core content important for early childhood educators, professional development/PQAS Instructors, other professionals, and most importantly, for children and families?

The research about outcomes for children when teachers have professional development in Early Childhood content is compelling. Working with young children is a profession that requires knowledge of how children grow and develop as well as the skills to communicate effectively with children and families. Research compiled in the last fifteen years underscores two essential findings: 1.) that high quality early learning programs are important for good child outcomes, and 2.) that practitioner education and training are keys in providing good early learning experiences. Some research references:

1. Practitioner/teacher preparation (both pre-service and in-service) significantly predicts program quality. Research provides compelling evidence of the value added to children's development and experiences by high quality programs in such areas as vocabulary, mathematics, print awareness and concepts, all critical for later school and life success (NIEER Report, December 2005).
2. The education and specialized professional development opportunities of practitioners are critical to sustaining high quality early learning experiences for children. Early childhood practitioners provide more sensitive and appropriate experiences for children if they have completed more years of formal education and have received specialized training in early childhood education or child development (C.M. Connors, et.al. 2005).
3. Experience alone is not a predictor of effective care-giving. Practitioner formal education and specialized training are among the most critical elements in ensuring positive outcomes for children (W.S. Barnett, 2004; Burchinal, et.al, 2002).
4. Highly trained and qualified practitioners providing high quality early learning and developmental experiences for children translates into long term economic and social benefits as well as less crime on children as they grow into adulthood (The High/Scope Perry Preschool Study, 2004).

A key component of any professional development system is the creation of a core body of knowledge, which identifies a set of content areas that help define the knowledge expectations for all practitioners in a given field. The Pennsylvania Core Body of Knowledge (CBK) is a set of early childhood core competencies linked to the learning standards and aligned with PA PreK- 4 Program Framework Guidelines that need to be mastered by all those working with children; the primary focus of the CBK is to facilitate child learning and development and to work effectively with families.

Early Learning Keys to Quality establishes guidelines related to professional development. The program and professional development-based quality improvement content is research based, incorporates state and national research

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

3

and best practices, and builds upon current standards including: the Pennsylvania Early Learning Standards (ELS), PreK-4 guidelines, the Standards Aligned System (SAS), the Pennsylvania Core Body of Knowledge, the Keystone STARS Program Standards, NAEYC Accreditation Standards

Why do we want to count ECE credits?

1. To align course work with Pennsylvania’s definition of Early Childhood as birth through nine years of age;
2. To establish a practitioner’s placement on the PA Early Childhood Career Lattice;
3. To help develop a plan for further study, filling educational gaps and gaining additional ECE content knowledge in order to better inform practice and enhance child positive outcomes;
4. To account for Early Childhood credits for eligibility for Education and Retention Awards (ERA) for highly qualified staff in child care in the Keystone STARS program. **Policy around ERA eligibility requirements has not changed.**

While Career Lattice placement is the primary intent of the protocol, eligibility for Keystone STAR Education and Retention Award (ERA) is a secondary consideration. A practitioner may meet a Career Lattice Level and not be eligible for an ERA. Please contact the appropriate Regional Key for additional guidance.

TRANSCRIPT REVIEW: Methodology of Core Content ECE Credit Verification

1. **Verify that college/university attended is accredited.** Institutions of higher education must be accredited by one of the six accrediting bodies for credits to be considered. Please go to the Department of Education website at <http://ope.ed.gov/accreditation/> for additional information regarding higher education accreditation. Additionally, many colleges and universities identify all accreditations on their websites. The six regional accrediting organizations for institutions of higher education in the United States are:
 - Middle States Commission on Higher Education
 - New England Association of Schools and Colleges, Commission on Institutions of Higher Education
 - North Central Association of Colleges and Schools, The Higher Learning Commission
 - Northwest Commission on Colleges and Universities
 - Southern Association of Colleges and Schools, Commission on Colleges
 - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
 - Accrediting Council for Independent Colleges and Schools

Early Childhood Education Teacher Quality in PA

4

Online Degrees: Distance Education and Training Council (DETC) is a recognized accrediting organization for distance learning courses. [Click here](#) to link to the DETC website or go to: http://www.detc.org/search_schools.php

Foreign Degrees: Practitioners who obtained a degree outside of the United States should have their degree translated and reviewed by World Education Services (WES). [Click here](#) to link to the WES website or have a letter from the institution of higher education attended that translates the degree earned and the courses taken so that ECE content can be determined. Or go to: <http://www.wes.org/students/icap.asp>

Transcript Documentation Support: The National Student Clearinghouse (NSC) is another source for practitioners to utilize to provide documentation of degree(s) and transcripts. [Click here](#) to link to the NSC website or go to: <http://www.studentclearinghouse.org/>

2. **Call the College for a Transcript Review** – To request a transcript review, the practitioner should contact the conferring institution and request a letter that states the number of ECE core content credits awarded to applicant. This letter will serve as **the source of evidence. No credits will need to be counted by the Regional Key, the PA Key or the ECE Credit Advisory Group.**
3. **Visit the College/University Website** – To obtain information about core coursework identified on the transcript, the practitioner should review the course listings for the ECE/Equivalency Degree to see which courses are listed under the major (as specific courses) and compare this list to the transcript. Attach information that supports the counting of credits to the transcript prior to review by the Regional Key.
4. **Visit the PA College Transfer Website** – Go to www.PATRAC.org to see if the college/university’s syllabi are listed there. The website is updated yearly and is a valuable resource tool on transfer institutions and course equivalencies for colleges and universities that are participating members.
5. **Compare the ECE course selection from the college to the transcript** – This comparison can help the practitioner understand if a class is required for specific ECE content and count those credits.

Courses in or directly related to ECE core content areas might begin with:

CHD	Child Development	ECE	Early Childhood
CFA	Child and Family Studies	ECED	Early Childhood Education
EARL	Early Childhood Education	HDFS	Human Development and Family Studies (specific to young children)
EC	Early Childhood		
ECH	Early Childhood		

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

5

Courses with other prefixes may contain ECE core content (or School-age specific content). Examples include:

EDUC	Education	SED	Special Education
ED	Education	ASE	After School Education
MUSI	Music for Early Childhood	EDA	Special Education, Education of Differing Abilities
EDTF	Instructional Media for Early Childhood Education	EDR	Literacy
PSYC	Psychology of Early Childhood	EDSP	Special Education
PSY	Child Psychology	EDA	Special Education, Education of Differing Abilities
HSR	Management & Administration in Human Services	EDR	Literacy
EI	Strategies for Early Intervention	HDFS	Human Development and Family Studies (specific to young children)
YW	Youth Work		

Additionally, courses with 'Early Learning,' 'Young Child', 'Primary Child' etc. in the title may also contain ECE core content.

Additional Examples of Class Titles in Early Childhood

(This is not an exhaustive list, but provides guidance to reviewers.)

Infant Toddler Content Focus

- Child Development: Birth to Three
- Programming for Infants and Toddlers
- Attachment Theory
- Assessment of Infants and Toddlers
- Family Focused Infant and Toddler Care
- Infant & Toddler Development /lab
- Techniques of Parent Education
- Infant and Toddler Care and Education

Preschool or General ECE Content Focus

- EC Leadership
- Health, Safety, Nutrition in the ECE Environment
- Play and the Young Child
- EC Exceptionalities
- Including Children with Special Needs in EC
- Inclusion Practices in EC Settings
- Curriculum in EC
- Observation & Assessment in ECE
- Child Psychology
- Emergent Literacy
- Language and Literacy in ECE
- Partnering with Parents
- Family Systems and Child Rearing
- Families and Early Childhood Education
- Creative Experiences with Young Children
- Child Growth & Development
- Art for the Developing Child
- Teaching Young Children - An Introduction to Early Childhood
- Cultural Diversity in ECE
- Diversity Perspectives in Early Childhood Education
- Cross-cultural Perspective in Child Rearing
- Social Studies for Young Children
- Social-Emotional Development in Young Children 0-8
- History & Trends in ECE
- Using Technology to Support Classroom Learning in ECE

Early Childhood Education Teacher Quality in PA

6

- Instructional Media for Early Childhood Education
- Special Education Methodology
- Young Children in Society
- Health, Safety, Nutrition for the Young Child
- Children with Disabilities
- Young Children as Theory Builders
- Issues and Advocacy in ECH
- Curriculum Early Childhood Classroom
- Observing & Recording the Behavior of the Young Child
- Early Childhood Professional
- Speech & Language Development in EC
- Introduction to American Sign Language For Use in the Classroom
- Foundations of Early Literacy
- Language Arts and Reading for ECE
- Math & Logical Thinking in EC
- Behavior Management in ECE
- Early Childhood Classroom Environment
- Observation and Communication with Young Children
- Practicum in Early Childhood
- Science for Young Children
- Clinical Skills with Young Children
- Psychology of Early Childhood
- Career Growth & Development in ECE
- Nature of the Young Child
- Early Childhood Science & Math
- Music & Movement for Young Children
- Music for Early Childhood
- Society and the Child
- Diversity and Partnerships in Family, Schools, and Community
- Children, Parents and Community
- Growth and Wellness in Childhood
- Organizations and Admin of ECE Programs
- Policy & Planning in EC
- Legal Issues & Ethics
- Advocacy in EC
- Problems & Issues in EC Ed
- Educating Students with Special Needs in Inclusive Settings
- Foundations (or Fundamentals) in ECE (or Education if SACC program)
- ECE Program Management
- Assessment and Planning for Young Children
- Childcare Standards and Regulations
- Cross Cultural Perspectives in Child Rearing and Child Care
- Administration & Supervision of Early Childhood Programs
- Planning for Developmentally Appropriate Practices
- Values & Ethics in EC
- Professionalism & Leadership in EC
- Business Management in EC

School-age Content Focus (Note: Practitioners with an ECE or ELED degree working in a SACC-only program are exempt from a core content review.)

- Adolescent Psychology
- Out of School Time: Promises and Practices
- Core of Child and Youth Care Work
- Promoting Developmental Success: Assets and Activities
- Teaching Health and Wellness in Elementary Schools
- Adolescence: Risk & Resiliency
- Fundamentals of School Age Care
- Developmental Needs of School Age Children
- Exploring Arts in School Age Programs
- English Language Structure for English as Second Language Teachers
- Educational Leadership and Professional Development
- Reading and Literature for Young Adults
- Family and Professional Collaboration
- Introduction to American Sign Language For Use in the Classroom
- Teaching Students with Autistic Spectrum and Developmental Disorders
- Classroom Partnerships and Inclusion
- Foundations of Youth Work

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

7

- Family and Community Engagement
- Critical Issues in Youth Work
- Teaching Reading and Language Arts 4 – 6
- Exploring Sciences in School-age Programs
- Teaching Non-Native Speaking and Culturally Diverse Students
- Bully Prevention in Schools
- Understanding Emotional Intelligence
- Using Technology in the Classroom
- Health and Safety of Children
- Family Systems and Child Rearing
- Middle Childhood/Adolescent Development
- Adolescent Literature
- Adolescent Psychology
- Introduction to Classroom and Behavior Management
- Teaching and Learning in Extended Learning Environments
- Extended Learning in Action (Applied Project)
- Introduction to Afterschool Care and Education
- Program Environment and Curriculum Development in Afterschool Programs
- Child and Adolescent Development
- Supervision and Leadership on Afterschool Education
- Healthy Child
- Integrated Curriculum

PROTOCOL FOR COUNTING ECE/EDUCATION CREDITS

The purpose of this protocol is to provide consistency across the Commonwealth in the identification and calculation of ECE core content credits, including partial or full credit for a particular course, specifically to determine placement on the Career Lattice for the purpose of establishing the qualifications of staff for Keystone STAR level. This process will establish a permanent record of this determination for the practitioner. Once a determination has been rendered, this decision stands regardless of movement across Regional Keys or between programs, unless there is a programmatic switch that would affect how credits were determined, such as a switch from a school-age only site to an early learning facility. **Decisions rendered prior to the clarification of this policy will stand and will not be reviewed against the revised policy for decisions about program STAR level; however, at the discretion of the hiring agency, a practitioner may be required to complete a new transcript review and/or complete the PD Action Plan to attain a Career Lattice level under the clarified guidelines.**

If a practitioner feels that there is additional documentation that would warrant a review of a decision established under the old guidelines, the new guidance will be followed. This could result in a status reduction.

College students with at least 60 college credits and 18 credits in ECE (or EDUC-excluding Secondary Education if a SACC only program), will still be considered a Level V on the Career Lattice.

Rewarding High Quality Early Childhood Education Core Content

For Practitioners with a Bachelor's Degree in a Related Field:

To be eligible to apply for an ERA in 2011-2012, the practitioner will be required to have transcripts reviewed by the appropriate Regional Key staff who will notify practitioner of the number of ECE (or education credits if applicable) counted. If

Early Childhood Education Teacher Quality in PA

8

action plans are necessary to receive a 2011-2012 ERA award, that will be detailed in the letter. Plans were to be in place by July 1, 2011 and acted on in 2011-2012 to receive the ERA Award. Practitioners may receive an ERA in 2010-2011, but will not be able to receive one in 2011-2012 without a **Detailed Qualifications Action Plan** that shows good faith commitment (*minimum of six ECE core content credits a year beginning 2011-2012*) towards meeting 30 credits in ECE (or EDUC-excluding Secondary Education for SACC only programs) if the practitioner does not have the 30 ECE credits.

Practitioners do have the choice to maintain Career Lattice level and not receive an ERA if they choose to not complete the Detailed Qualification Action Plan and return to school. *Programs could decide to then provide a bonus per their program policies and remove staff from the ERA application.*

If a practitioner's transcripts do not meet the requirements established under these clarifications for ECE or SACC content, but a Career Lattice Level was established in prior years, it will be maintained/grandfathered for the Keystone STAR level of the program.

PQAS Instructors:

As per PQAS application guidelines, applicants applying for the Certified Instructor, Director Instructor, and Affiliate Instructor level will have credits reviewed under this same guidance. A Certified Instructor must complete the waiver process referenced in the application if they do not meet the 30 credit requirement. Specialty Discipline Instructors and Faculty Instructors should follow the guidance provided in the PQAS Application Guidelines.

Director Credential Coursework:

Practitioners who have earned the PA Director Credential and/or who have taken the credit coursework from one of the PA approved institutions of higher education can count those 9 credits as ECE Core Content. If coursework was taken in the not-for-credit modality, those courses do not count as ECE specific content as no college level credit was awarded by the institution of higher education.

Credits do NOT need to be counted in the following situations (Career Lattice only):

1. Early Childhood Education (ECE) Bachelor's degree (*with or without teaching certification*) and the subject-area content was entirely ECE content;
2. Degree programs that have been approved by the PA Key as equivalent to ECE, without teacher certification. Please refer to www.pakeys.org under "Career Development/Requirements" for a list of approved degrees;
3. Elementary Education (ELED) Bachelor's degree (*with or without teaching certification*) and teacher works with school-age children;
4. Early Childhood/Elementary Education (ELED/ECE) dual Bachelor's degree (*with or without teaching certification*);

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

9

5. Early Childhood Education N-3 (ECE/N-3 PA) Pennsylvania Instructional I/II Teaching Certificate;
6. Early Childhood Education Instructional Certification out of state from an accredited institution;
7. Early Childhood Education PreK-4 (ECE/PreK-4) as required by Chapter 49;
8. Current National Board for Professional Teaching Standards Certification (NBPTS) in the appropriate age category for the age level assignment.

NOTE: *Simply passing the Early Childhood Education PRAXIS II test (or other test recognized by PDE) or holding a Pennsylvania Private Academic Certificate does not qualify for PDE Certification.*

Hierarchy of Transcript review:

The review of courses for counting relies on the level of documentation that is provided. Course number/prefix/course titles, course descriptions, syllabi, etc. are sources of evidence to consider when making a determination. Use of the PA Department of Education PreK-4 Program Framework Guidelines will be applied when reviewing and assessing the documentation provided. Please [click here](#) to access.

When transcripts are reviewed, the following protocol applies:

1. Review by Regional Key staff – The Regional Key may request a further review by:
2. PA Key – The PA Key may ask for advice from the:
3. ECE Credit Advisory Group – made up of Regional Key, PA Key, OCDEL staff and representatives from the higher education community.

OCDEL will make any final determinations based on the information provided from prior reviews and the practitioner. When a review is completed at the Regional Key level, a highlighted transcript with a date and signature is acceptable documentation. It is assumed that a majority of the reviews will be completed at the Regional Key level. When there is a need to have transcripts reviewed at the PA Key or ECE Credit Advisory Group Level, the Regional Key recommendation (with attached form) is required with the transcript that the Regional Key examined. A reason for the additional review must also accompany the documentation submitted. When a further review is requested, all sources of evidence such as those listed above are needed before the review can occur. Regional Keys will still complete Level I reviews if practitioners submit additional documentation after an initial review. Higher level reviews are requested by the Regional Key at their discretion. *Practitioners must consult their Regional Key prior to seeking re-evaluation.*

Early Childhood Education Teacher Quality in PA

10

TRANSCRIPT REVIEW PROCEDURE

Please use the following guidance when determining the number of ECE credits in the transcript(s) if the degree is not in ECE/Equivalency Degree or ELED for school age:

1. For any course that has been determined to be primarily ECE content, full credit is given for that course. If the course content is over 50 percent ECE content, full credit is given. If that determination cannot be made, partial credit is given (see below).
2. If the course is an Elementary Education course (and the staff member works ONLY with school age children) full credits are given for that course. *A change in teaching assignment may necessitate an additional review for applicability of coursework content.*
3. For **partial credits** please follow the guidance below:
 - Partial credit is considered one credit for a course, regardless of the full credit amount. When reviewing transcripts, courses may earn either one credit or the full credit may be awarded when the majority of the content is clearly ECE core content per the documentation provided. If further sources of evidence or documentation are not provided by the practitioner, the counting of credits can only go as far as clarity of the documentation provided allows.
 - Courses that are in Special Education or Elementary Education automatically receive one credit for ECE core content unless additional documentation is provided.
4. Start by reviewing **course prefix and title** - Note that some ECE courses are taught out of the Education department or in other disciplines such as Psychology, Literacy, Music, and Mathematics etc. Courses with ECE related content may have prefixes such as: PSY, PSCH, MAT, MATH, LIT. If unable to determine relevance to ECE from course prefix and title, proceed to next step.
5. **Course description and syllabi** - Many colleges keep course descriptions on file for up to 25 years. It is the responsibility of the practitioner to include these descriptions for consideration. Many are crosswalked with NAEYC competencies and/or Chapter 49-2 PreK-4 Program Framework Guidelines. Helpful questions to guide coursework analysis include:
 - *What is the course objective/focus? Do the course objectives indicate ECE theory, approaches, methods or applications?*
 - *What are the topics to be covered? Are the topics covered inclusive of children from Birth to Grade 4?*
 - *Student assignments and expectations? Are the assignments relevant to Birth to Grade 4 approaches?*

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

- o *Action research documentation (especially graduate level coursework) is there a final report/paper that documents evidence of implementation or evaluation of the project?*

6. Student Teaching documentation for additional source of evidence

- o Grade Level Attestation by practitioner
- o PDE Form 430 (This is the ONLY source of evidence that will count as of July 1, 2011 for new graduates.)
- o Out of State/Out of the Country Student Teaching placements in accordance with the acceptance of the Pennsylvania Department of Education refer to:
<http://www.pde.state.pa.us/portal/server.pt/community/certifications/7199>

Counting ECE Credits for Placement on the Career Lattice in PA Keys to Quality		
Description	Clarification	# of Credits Awarded
Significant (the majority) coursework is in ECE Content (see page 10)	Example: the syllabus provided has 5 of 8 objectives that are ECE content: award full credit.	Equal to transcript
Related Course (see page 4 and 10-11)	Course where some ECE specific content is covered, but clearly not primarily ECE focused	1 Credit (Note: Additional credit may be given with a course syllabi that would document higher ECE content percentage)
Student Teaching/ Practicum/Internship	Example: Kindergarten & 6 th grade placements (and age group served is Pre-K for practitioner being reviewed)	Maximum on transcript relevant to age group served. In this example, only the Kindergarten portion of student teaching would be applicable. Half of the credits for student teaching would be counted in this scenario.
Student Teaching – All ECE	Birth – Grade 4 (Chapter 49-2 certifications include Grade 4)	Maximum on transcript
Student Teaching	School Age Professionals – count PK – 8 th grade setting.	Maximum on transcript

Early Childhood Education Teacher Quality in PA

Note: The guidance above is for semester calculations. If an IHE operates on a quarter system, a ratio will need to be determined and credits counted accordingly. Contact the IHE to determine how to calculate if it is not posted on their website.

Number of ECE Credits Awarded (or EDUC Credits, excluding Secondary Education for SACC only programs) per course specified above for RELATED degrees as defined on the Career Lattice. Students who have an unrelated degree that includes 30 ECE credits without certification cannot go any higher than Level V on the Career Lattice.

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

13

ALTERNATIVE PATHWAYS TO ACHIEVE QUALIFICATIONS:

Below are clarifications to policies concerning alternative pathways for directors and staff to meet qualifications. These include:

- Alternative Pathways for staff to meet Level IV on the PA Early Learning Keys to Quality Career Lattice
- Alternative Pathways for directors and staff to meet Level V on the PA Early Learning Keys to Quality Career Lattice
- Alternative Pathways to meet Director Qualifications

The alternative pathways are based upon a combination of education and/or professional development, ECE credit attainment, and experience. For director qualifications **only** a defined number of administrative/management credits are also required.

Alternative Pathways-Director Qualifications

These alternative pathways describe the education and/or professional development, ECE credit attainment, and experience required to meet the director qualifications. Meeting an alternative pathway towards demonstration of Pennsylvania Director Qualifications, **does not** result in issuance of the Pennsylvania Director Credential but does result in meeting the Keystone STARS standard. **No application should be submitted to the PA Key.** The calculation tool at the end of this document serves as documentation that an individual has met an alternative pathway.

To assist a facility with director turnover, the Pennsylvania Director Credential requirement may be extended for 2½ years from a director’s start date, **if** the director enrolls in Pennsylvania Director Credential coursework **and** develops a Detailed Action Plan for completion within **2½ years**. If a new director does not meet the alternative pathway at date of hire, this should be considered when planning educational goals. This process is for **maintaining** a current STAR level only, not for upward movement.

Please note that if a director previously qualified for the alternative pathway for a Pennsylvania Director Qualification under the old guidance, a director is grandfathered and does not need to have qualifications re-evaluated. Each Regional Key should have documentation of a director having met this alternative pathway in a program file **by June 30, 2011** for this to be applicable.

The chart below should be used to determine if a director meets the alternative pathways to demonstrate director qualifications. In doing so, please make sure to read the corresponding footnotes. Working from left to right on the chart, evaluate the director’s current qualifications based on the following: Degree – meets Level VII or above on the Career Lattice

- 1.) ECE Credit Minimum – meets the required number of ECE credits, or Education (excluding Secondary Education if SACC only)

Early Childhood Education Teacher Quality in PA

14

- 2.) PA Director Credential requirement – meets the required number of administrative/management credits
- 3.) Years of supervisory/administrative experience – meets the number of years of relevant experience in ECE or school-age for the pathway a practitioner is attempting to meet.

Alternative Pathways to Director Qualifications			
Degree ¹ (Level VII or above on the Career Lattice)	ECE Credit Minimum ² (aligned with Career Lattice)	Administrative/Management Credit Requirement	Years of Supervisory/Administrative Experience in ECE/School-age (aligned with PA Director Credential)
Masters in ECE	N/A	3 Credits in Admin/Management (related to childcare)	N/A
Masters in Related Field ¹ with or without current PA or out-of-state teacher certification ³	30 ECE/Equivalent Credits ²	3 Credits in Admin/Management (related to childcare)	1 year
Masters in Non-Related Field with or without Current PA or Out-of-State Teacher Certification ^{3,4}	30 ECE/Equivalent Credits ²	3 Credits in Admin/Management (related to childcare)	2 years
Accredited Program Director ⁵	As per Accreditation ⁵ Standards	As per Accreditation Standards ⁵	As per Accreditation Standards ⁵

¹ Degree required for Level V and above in ECE or related field. Related fields include: Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Sciences, Recreation, Child and Family Studies, Human Services, and Business.

² Refer to section on how to count credits earlier in this document for guidance.

³ Current PA or Out-of-State Teacher Certification may be in Education but not Secondary Education.

⁴ Refer to PA Department of Public Welfare (DPW) Chapter 3270 Child Day Care Centers Regulations for child day care center director degree requirements.

⁵ Directors in NAEYC, NAA, or NECPA Accredited STAR 4 programs are not required to take the Director Credential coursework or to count ECE credits as the Standards in Accreditation apply.

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

15

Alternative Pathways-Career Lattice:

Professionals come to a career from many different pathways. The alternative pathway to the Career Lattice recognizes the education and content knowledge that an early childhood or school-age professional possesses beyond the traditional pathway of an ECE or Education degree. It also incorporates demonstration of competency through an objective outside assessment.

For Level IV and V placement on the Career Lattice the following table should be used to determine if individuals meet the alternative pathways to achieve staff qualifications. When using the chart below, be sure to read the corresponding footnotes. Working towards the right, evaluate the staff member's current qualifications based on the following:

- 1.) Degree – meets Level IV or above on the Career Lattice
- 2.) Passing score on the Early Childhood Education PRAXIS II Test #0020* (or other test recognized by the Pennsylvania Department of Education-PDE) [click here](#) to access the Educational Testing Service (ETS) website for further information on the test and how to register.

*The PRAXIS II is a nationally recognized test designed for individuals who have completed an undergraduate degree in Early Childhood Education and would like to teach preschool through the primary grades. It assesses an individual's knowledge of various factors that can impact a child's ability to learn. The exam is based on a curriculum that considers the child's language, physical, social and cognitive development. The majority of the questions refer to children ages 3 through 8 with a few questions pertaining to children at earlier and later stages of development. Content covered in this exam includes:

- Growth, development and learning of young children
- Factors that impact an individual child's growth and development
- Development and application of various curriculums
- Planning and implementation of a curriculum
- Evaluation of student progress
- Professionalism and legal responsibilities for the teacher of young children.

Early Childhood Education Teacher Quality in PA

16

Alternative Pathways to Career Lattice			
Degree ¹	ECE Credit Minimum ²	Early Childhood Education PRAXIS II Test #0020 (Passing Score on this test or other test recognized by PDE)	Career Lattice Level Result
Associate's degree-Related Field	None	Yes	Level IV
Bachelor's degree-Unrelated Field	None	Yes	Level IV
Bachelor's degree-Related Field	None	Yes	Level V
Bachelor's degree-Unrelated Field	12 ECE/ Equivalent Credits	Yes	Level V

¹Degrees required for Level V and above may be in ECE or a related field. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Sciences, Recreation, Child and Family Studies, Human Services, and Business.

²Refer to section on how to count credits earlier in this document for guidance.

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

17

ECE COLLEGE CREDIT CALCULATION TOOL

This form is to be used to determine Career Lattice Levels and the number of ECE credits (or education, excluding secondary education) in an individual's transcript(s). Follow the guidance below when completing the form:

Contact Information: Complete name, current email and employer.

Institution of Higher Education: List all institutions of higher education (IHE) attended. Check if the IHE is from one of the recognized agencies found earlier in this document.

Degrees, Credentials, Certificates, and Awards: List all degrees, credentials, certificates awarded.

ECE/Education Credits: List total credits if in an ECE/mixed age setting (including special circumstance/other at bottom of chart) AND determine the total credits if in a SACC only program.

Career Lattice Level: Determine the PA Early Learning Keys to Quality Career Lattice Level for ECE, SACC Only, and Exception/Other (if applicable). At a minimum, ECE and SACC **must** be calculated. If grandfathered, complete this field also.

Alternative Pathways: If an alternative pathway was used to determine Career Lattice or Director Qualifications, complete these fields.

Other/ Justification of Decision: Document justification for "Other" category. List ONLY the number of credits that were calculated for this special circumstance. These credits may not "count" if the practitioner leaves that program setting, and would therefore be subtracted from the totals in #4 above. For example, Nursing credits may receive full credit if a practitioner was employed in a respite care setting, however not all of the credits may count in a non-respite care setting.

Signatures/Date:

The form on the previous two pages must include an authorized signature including organization and date. Copies of the transcript(s) used to make the determination should be attached to the decision document as well.

Distribution:

A copy of the original signed document should be placed in the employee's personnel file. A copy should be placed in the facility file at the Regional Key. The original copy is the property of the employee for their PDR.

Ethical Considerations for Review:

To avoid a potential conflict of interest, transcripts are not to be reviewed by anyone with whom the candidate has or has had a prior professional or personal relationship. If there is no appropriate person within an agency to review the documentation, it should be sent up to the next review level.

Early Childhood Education Teacher Quality in PA

18

Resources & References:

1. **Educational Testing Service-** for information on PRAXIS examinations or to register for a test, visit www.ets.org and go to "Tests and Products/The PRAXIS Series Tests"
2. **ECE Credit Advisory Group** is a workgroup of higher education faculty from two and four year institutions, Regional Key, PA Key, and OCDEL staff
3. **National Association for the Education of Young Children (NAEYC)** - for specific information on accreditation and professional development guidance, visit www.naeyc.org
4. **National Board for Professional Teaching Standards (NBPTS)** - for detailed information on this national credential, visit www.nbpts.org
5. **PA Chapter 49-2 Guidelines** - for detailed information, visit www.education.state.pa.us and go to *Certifications/Chapter 49*
6. **PA Core Body of Knowledge (CBK)** - for detailed information on this document, visit www.pakeys.org and go to *Career Development*
7. **PA Department of Public Welfare (DPW) Chapter 3270 Child Day Care Centers Regulations** - <http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html>
8. **PA ECE Equivalency Degrees** - Please refer to www.pakeys.org under "Career Development/Requirements" for a list of approved degrees that have been approved by the PA Key as equivalent to ECE, without teacher certification
9. **PATRAC.org-** for detailed information on transfer programs and course equivalencies, visit www.PATRAC.org
10. **Standards Aligned System (SAS)** -for detailed information, visit www.pdesas.org
11. The U.S. Department of Education has released a review of the research literature on strategies that improve and support professional development in the early childhood field. The review, *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators*, summarizes research findings on what works in four critical areas of professional development and is available at: <http://www2.ed.gov/rshcstat/eval/professional-development/literature-review.pdf>

Questions regarding the information contained in this document should be directed to the designated point of contact at your Regional Key. For further assistance, contact the PA Key and direct questions to Michele Black (717) 213-2068, micbla@berksiu.org, Dr. Bernadine Ahonkhai (717) 213-2064, beraho@berksiu.org, or Catherine Cormany at OCDEL (717) 265-8911, ccormany@state.pa.us.

Appendix (D)(1)-3: Early Childhood Teacher Quality

Early Childhood Education Teacher Quality in PA

ECE COLLEGE CREDIT CALCULATION TOOL

Practitioner Name:	
Contact Email:	Current Employer Address/Phone:
Institution(s) of Higher Education:	
Accredited Institution? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Degree(s), Credentials, Certificates Awarded:	ECE/Education Credits excluding Secondary Education, if a SACC only program AND includes credits from "Other" category below, if applicable)
	ECE: SACC:
Career Lattice Level (Circle level for EACH in case change in care level occurs)	
ECE:	I II III IV V VI VII VIII
SACC Only:	I II III IV V VI VII VIII
Exception Below:	I II III IV V VI VII VIII
Grandfathered as reviewed prior to Clarification: <input type="checkbox"/> Yes <input type="checkbox"/> No	
I II III IV V VI VII VIII	
Alternative Pathways (Only complete the row applicable to the qualifications)	
Career Lattice: <input type="checkbox"/> Level IV <input type="checkbox"/> Level V	
Director Qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No Director meets an alternative pathway toward demonstration of Director Qualifications. This does not result in issuance of the PA Director Credential.	
Other/Justification of Decision: i.e. age group(s) served and other documentation/notations as necessary to support determination.	Credits (Specific to Job Title/Location)
	*Note calculation is dependent upon practitioner's current role/employment setting

AUTHORIZED SIGNATURE

DATE

TITLE

AGENCY

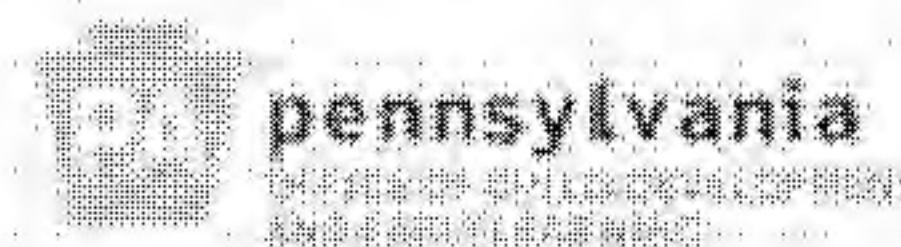
Attach transcript and other relevant documentation to support decision.

Appendix (D)(1)-4: Educational Requirements for Select Early Childhood Programs in Pennsylvania

September 2011

(b)(6)

Studies have shown that the presence of teachers with a bachelor's degree, including specialized training in early childhood education, leads to better outcomes for young children. In the light of these findings, state and federal programs have increased the educational qualifications for teachers, assistant teachers and aides working in early childhood education programs. The chart below shows the changes in requirements and the growing need for qualified early childhood education professionals in Pennsylvania.



Program	Current Requirement	Future Requirement
KEYSTONE STARS		
Keystone STARS STAR 3 Lead Teachers, Group Supervisors	100% must have an Associate's (AA) or Associate's of Applied Science (AAS) degree with 60/65 credits including 18 ECE credits, at Level V or above on the Career Lattice.	
Keystone STARS STAR 3 Assistant Teachers, Assistant Group Supervisors	25% must have at least 30 credits including 12 ECE credits, at Level IV or above on the Career Lattice. 75% must have a credential, diploma, certificate or 6 ECE credits. at Level III or above on the Career Lattice.	
Keystone STARS STAR 3 Aides	25% must have at least 45 Hours or 3 ECE credits, at Level II or above on the Career Lattice.	
Keystone STARS STAR 4 Lead Teachers, Group Supervisors	100% must have an Associate's/AAS degree with 60 /65 credits including 18 ECE credits, at Level V or above on the Career Lattice; 50% must have bachelor's degree including 30 ECE credits, at Level VI or above on the Career Lattice.	
Keystone STARS STAR 4 Assistant Teachers, Assistant Group Supervisors	50% must have 30 credits including 12 ECE credits, at Level IV or above on the Career Lattice; 25% must have an Associate's/AAS degree with 60 /65 credits including 18 ECE credits, at Level V or above on the Career Lattice.	
Keystone STARS STAR 4 Aides	50% must have at least 45 Hours or 3 ECE credits, at Level II or above on the Career Lattice.	

Educational Requirements for Select Early Childhood Programs in Pennsylvania, September 2011

Program	Current Requirement	Future Requirement
PENNSYLVANIA PRE-K COUNTS		
PA Pre-K Counts Lead Teachers	Lead teachers in Head Start and child care programs must have minimum of an Associate's degree in Early Childhood Education or Child Development. Lead teachers in licensed nursery school program providers must have a minimum of a Bachelor's degree, 18 ECE credits, and a license to teach in a private academic school. Lead teachers in school districts must have a Bachelor's degree and ECE Certification.	By December 2011: All lead teachers are required to have a Bachelor's degree and certification in ECE
PA Pre-K Counts Teachers Aides	Teacher aides must complete at least 2 years of postsecondary study or demonstrate knowledge and ability through a formal state or local academic assessment or possession of a Child Development Associate's (CDA) credential.	
HEAD START		
Head Start Education Coordinator	CDA credential, State Awarded Certificate, Associate's degree in ECE or a degree in a related field with experience teaching preschool children and a state awarded certificate to teach preschool aged children.	As of September 2013: Bachelor's (BA/BS) degree in ECE specific credits or related degree with course work equating to a major in ECE and experience teaching preschool aged children.
Head Start Lead Teachers	Associate's degree in ECE, a BA/BS in a related field with coursework equating to a major in ECE with experience teaching preschool aged children, enrolled with a BA in Teach for America and passed an exam such as the Praxis II.	As of September 2013: 50% teachers nationwide, Bachelor's (BA/BS) degree in ECE, or a related degree with coursework equating to a major in ECE and experience teaching preschool aged children.
Head Start Teachers Aides	High School equivalency.	As of September 2013: A CDA credential or enrolled in program for CDA credential to be completed within 2 years or Associate's degree (AA) or Associate's of Applied Science degree (AAS)
Early Head Start Center based Teachers	Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development.	As of September 30, 2012 all Early Head Start teachers must meet the prior requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

Financial Supports for Keystone STARS STAR 1 and Higher Child Care Programs:

- ★ Tuition Reimbursement Voucher Program
- ★ Keystone STARS Support Grants for STAR 1 providers (based on eligibility)
- ★ Keystone STARS Merit Awards and Education & Retention Awards for STAR 2 and above (based on eligibility)

Financial Supports for Child Care and Head Start Pre-K Counts Classrooms:

- ★ Tuition Reimbursement Voucher Program
- ★ PA Pre-K Counts operating grants

Questions? Visit www.pakeys.org or contact Bernadine Ahonkhai at 717-213-2064 or beraho@berksiu.org or Sue Mitchell at 717-787-7489 or susmitchel@pa.gov

Vision

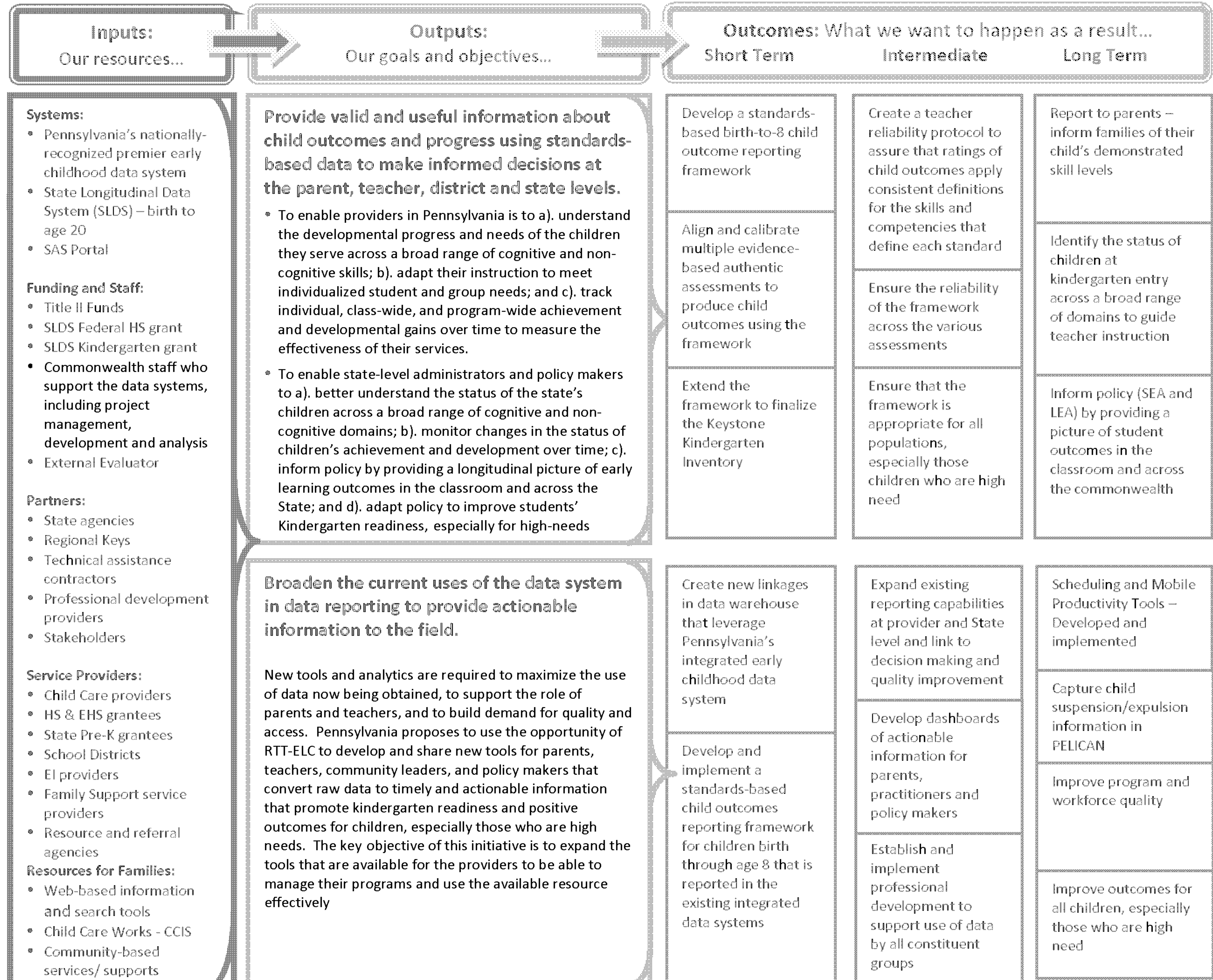
A statewide system and use of actionable data to inform and improve all levels and aspects of the Early Learning System so children will be successfully prepared for school and life, closing the readiness gap for those children most in need.

Values

Child assessment(s) should be used to: record students' demonstration of skills; track academic gains; adapt instruction to meet individualized student/group needs. Child assessment(s) should not be used to: deny or exclude access to kindergarten for those children who are age eligible; determine placement in a program, class or special education; replace an assessment or evaluation of a child; compare or evaluate teachers or schools.

Child, teacher, classroom, provider, and parent data should be used for: continuous quality improvement, program evaluation, and strategic investments. Data driven decision making is essential for an accountable high quality early childhood system and then improvement of instruction, programs and decision making at all levels

Appendix (E)(1)-1 Logic Model for Focused Investment Area (E): Measuring Outcomes and Progress



Appendix (E)(1)-2 Infant/Toddler Framework

Approaches to Learning

- Constructing Knowledge
- Organizing, Understanding and Applying Knowledge
- Learning Through Experience

Cognitive Thinking

- Mathematical Thinking and Expression
- Scientific Thinking

Health, Wellness and Physical Development

- Health and Safety Practices
- Physical Activity : Gross Motor Coordination
- Concepts, Principles and Strategies of Movement: Fine Motor Coordination

Language and Literacy Development

- Literacy Development
- Language Development

Social and Emotional Development

- Self-concept/identity
- Self-regulation
- Pro-social Relationships with Adults
- Pro-social Relationships with Peers

Appendix (E)(1)-3: Kindergarten and PreK Framework

Approaches to Learning

- Constructing Knowledge
- Organizing and Understanding Knowledge
- Applying Knowledge
- Learning Through Experience

Cognitive Thinking and General Knowledge: Mathematical Thinking

- Numbers, Number Systems and Relationships
- Computation and Estimation
- Measurement and Estimation
- Geometry

Cognitive Thinking and General Knowledge: Scientific Thinking

- Biological Sciences
- Physical Sciences
- Environment and Ecology

Health, Wellness and Physical Development

- Health and Safety Practices
- Physical Activity: Gross Motor Coordination
- Concepts, Principles and Strategies of Movement: Fine Motor Coordination

Language and Literacy Development

- Learning to Read Independently
- Reading, Analyzing and Interpreting Text
- Reading, Analyzing and Interpreting Literature
- Types and Quality of Writing
- Speaking and Listening
- Conventions of the English Language
- (English Language Development): this is a potential standard for ELL children ONLY: needs further discussion

Social and Emotional Development

- Self-concept/identity
- Self-regulation
- Pro-social Relationships with Adults
- Pro-social Relationships with Peers