

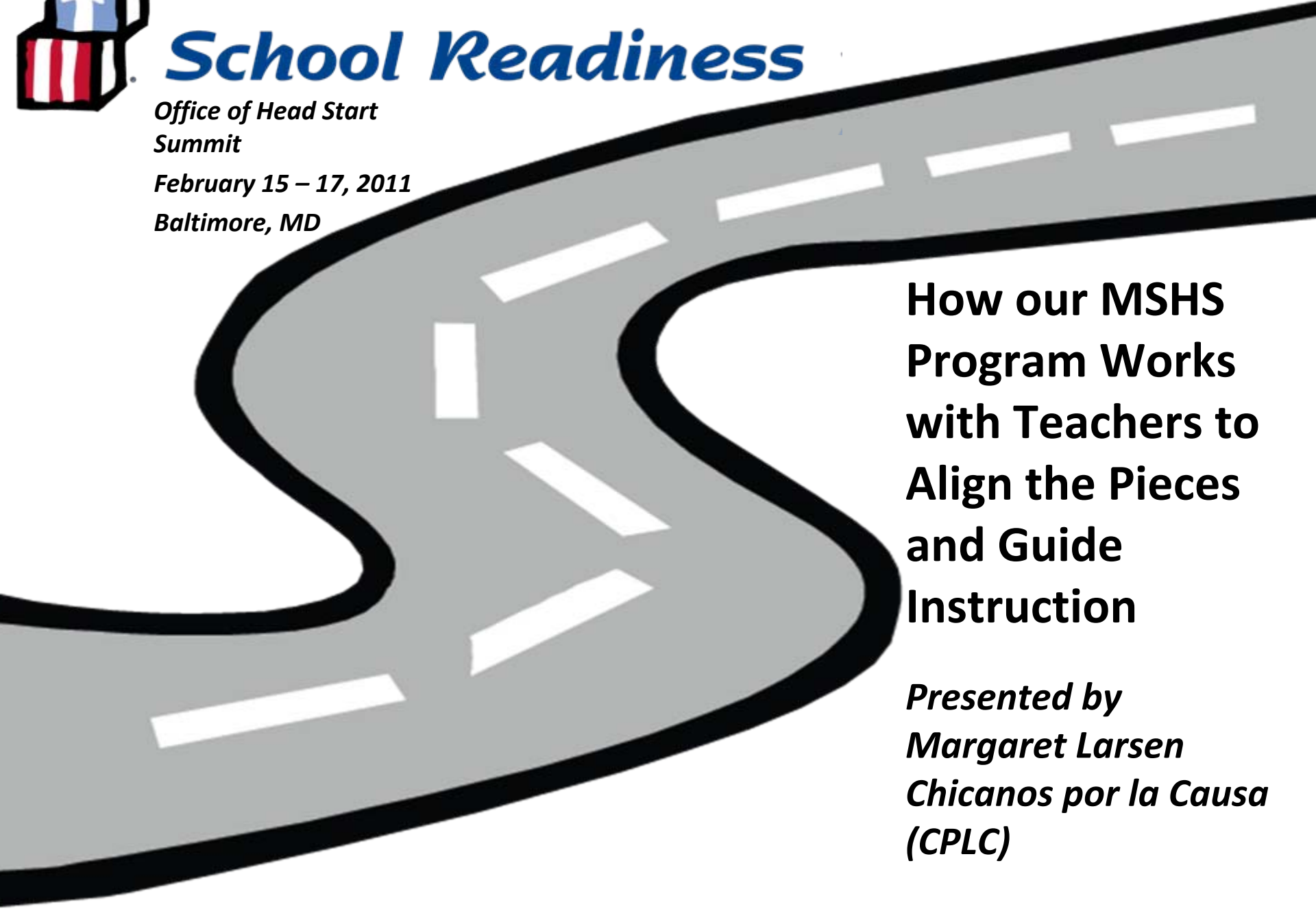


# *On the Road to School Readiness*

*Office of Head Start  
Summit*

*February 15 – 17, 2011*

*Baltimore, MD*



**How our MSHS  
Program Works  
with Teachers to  
Align the Pieces  
and Guide  
Instruction**

*Presented by  
Margaret Larsen  
Chicanos por la Causa  
(CPLC)*

What does it mean to **align**  
Head Start Child Outcomes  
with State Standards?

**Helping Our Teaching Staff  
Understand**

# Supporting Children, Staff and Families

## Individual Child Goal – First Step

- Developmental Area, Goal & Objective
  - Creative Curriculum (CC)
  - CC - Language Development, Listening and Speaking, #39 (expresses self using words and expanded sentences)

# Next Step

- Step Two: Head Start Outcomes Framework (HSOF)
  - Section Two: Staff identity and write corresponding HSOF statement
  - Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.

# School Readiness Alignment

- Step Three: Arizona Early Learning Standards
  - Staff note appropriate standard:
    - Language and Literacy, Strand 1 – (Oral Language Development)
    - Concept 2 (Speaking and Communicating)
    - Indicator: D (is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures)

# Final Step

- Supportive activities identified, documented, are implemented by staff to support individual child progress in school readiness.
- Goals are redone with parent on a quarterly basis in all developmental areas to ensure child progress and school success.

# What's the Connection?

- This is something I started doing when I started my job with CPLC in 2003.
- I began the process by having staff match individual child developmental goals based on screening and curriculum objectives to the Head Start Child Outcomes Framework.

# Arizona Early Learning Standards

- Arizona began formally working on creating Early Learning Standards in 2004.
- The state of Arizona was in the process of writing early learning standards for children 3 – 5 years old, and I became a member of the state workgroup committee in 2005.
- The Arizona Early Learning Standards were rolled out state-wide in 2006.



# Arizona Early Learning Standards

The state committee meetings involved reviewing, discussing, and integrating:

1. Child development information
2. Developmentally appropriate practices
3. Head Start Program Performance Standards
4. Examples from other states
5. Facilitation guidance provided by AZ Department of Education and external consultant

# Statewide Representation

- The Arizona State Department of Education brought all stakeholders into the work groups: university, community college, school district, Head Start migrant program, tribal representatives, Arizona Association of Childcare and the Head Start Collaboration Director.
- Stakeholders were assigned to smaller work groups. I worked with language and literacy and my co-worker became part of the Social Emotional workgroup.

# Inclusive Commitment

- The work of the State committees involved:
  - Identifying clear statements of expectations for children's progress in each developmental domain.
  - Including statements and guidance for **all** populations of young children, including children with developmental delays and children learning languages other than English.

# A Supportive Resource and Guide

- Standards are designed to support children experiencing all combinations of Early Care ranging from Family Child Care to established preschool within a school or as a stand alone center.
- Basically, we were looking to answer the question: “what typical progress do you expect to see?” for children ages 3 – 5 years.

# A Supportive Resource and Guide

- One way to think about alignment is that it is a process of transforming:
  - Knowledge about child development in each domain

Into

- Written statements – explicit goals – of what children ages 3-5 will achieve when they are enrolled in programs.

# Reflection

Thoughts about participation in the State committee:

- Participation in this committee proved to be professionally enriching.
- Understanding the development of these standards became an asset in future conversations between school district, Head Start staff and the state community of early care providers.

# Alignment Bits & Pieces

- Time commitment – monthly meetings for a day at a time over several years
- Process – Inclusive and representative of AZ stakeholders
- Product – a resource and guide that immediately provided support to children ages 3-5

**OK, when the statements  
were written, then what?**



# From Standards to Implementation

Once the committee had finished writing State standards, and they were aligned with the Head Start Child Outcomes Framework, we had to move forward on several levels:

1. Administration
2. Teachers
3. Parents and Community

# Administrative Considerations

- Once the alignment of Head Start and State standards had been put on paper, the real work began.
- My main goal as an administrator was for the teachers of our program **to learn to write goals in each developmental domain** that were consistent with the aligned standards.

# Administrative Considerations

- More specifically:
- I wanted our teachers to be able to see the connections between the State standards and the Head Start Outcomes Framework...
- To be able to use the written statements of expectations for children's learning in their thinking and decision making about curriculum and their classrooms.

# Professional Development

- I wanted to support teachers to be able to choose teaching strategies that would best support all children to make maximum progress in each developmental domain.
- Further, I wanted teachers to be able to evaluate their own implementation of learning experiences in their classrooms – to use their reflections to guide the planning of future activities.

# From Standards into Systems

- Once the standards were completed they were sent to every child care center throughout the State.
- CPLC introduced the standards at pre-service and monthly trainings and began to gradually work them into our full process, of monitoring classrooms, planning support, etc.

# Next Steps in Implementation

In 2006, after the AZ Early Learning Standards were rolled out statewide, the program added the AZ standards alignment step.

To support staff during this transition, teachers chose one domain area of development – to begin the documentation linking.

Transition continued until all four developmental areas were able to be linked with individual child goals to curriculum, Head Start Child Outcomes Framework and the State Early Learning Standards.

# Parents as Partners

- I have presented on State Early Learning Standards to Parent Policy Council over the past few years.
- Currently, staff explain goal alignment at the time they develop initial goals with the parent and at parent-teacher conferences.
- New goals are developed with parents at each conference and reflect the alignment process.

# Concluding Thoughts

Aligning the Head Start Outcomes Framework with State standards provides with many benefits:

- Provided clarity and a shared vision of our work as a program
- Focused program administrators and teachers on children's school readiness
- Increased individualized teacher strategies for children
- Assisted to prepare for program reviews
- Provided us with content for partnerships with parents, families, and community partners.



# Concluding Thoughts

- Linking individual child development goals to curriculum objectives in the Head Start Child Outcomes Framework and illustrating links to the state Early Learning Standards has provided staff with an on-going experience in practical goal setting.
- The result over time is that staff conceptualizes - in a concrete manner - why and how the child's individual developmental needs, curriculum, Head Start requirements and state standards can work together toward excellent early childhood education experiences.

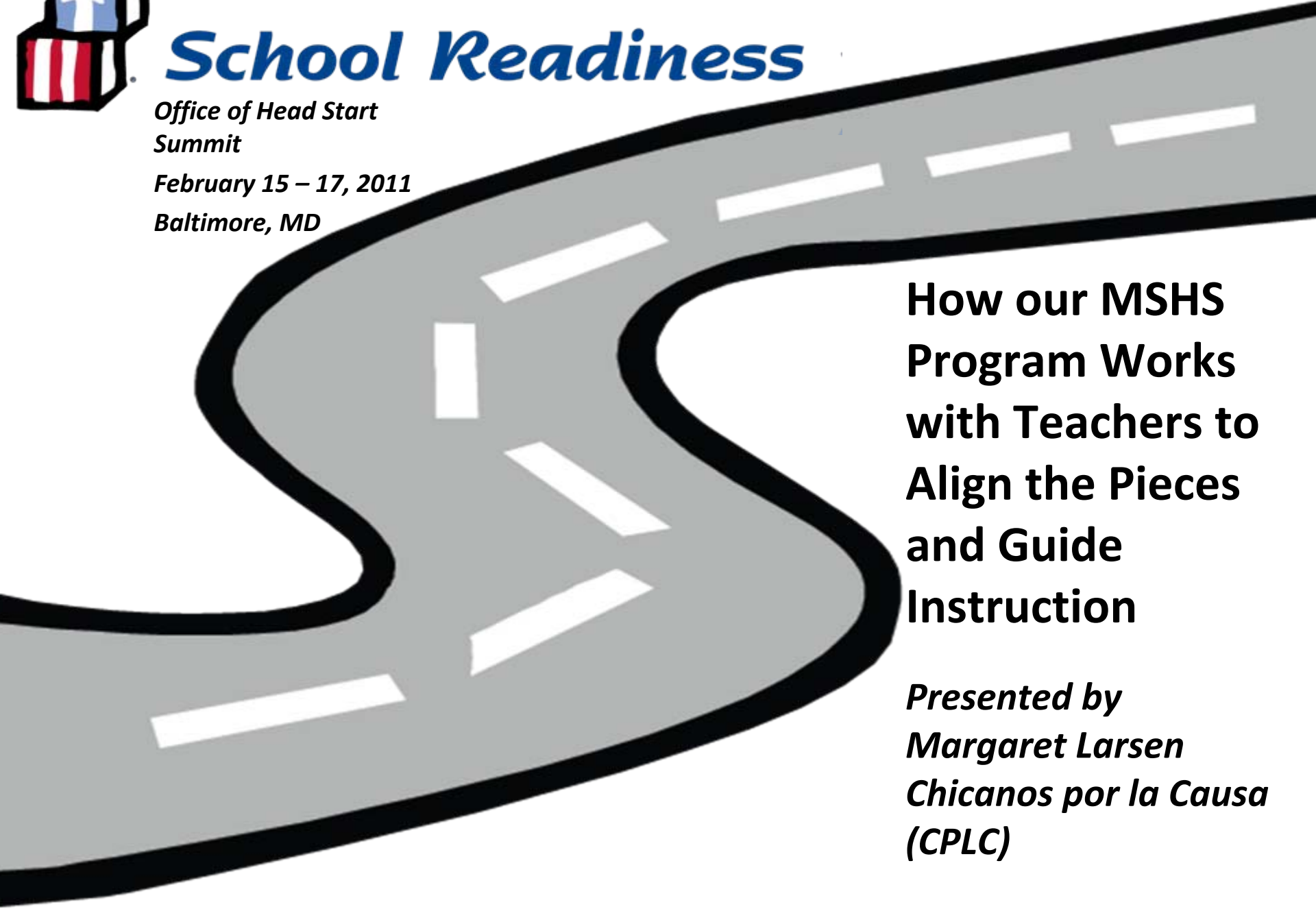


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