



Office of Head Start Monitoring Protocol

Child Development and Education Guides

September 27, 2012



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Interview

ECD Coordinator

Family & Community Engagement Key Indicator #3 - Parents as Their Child's Educators

- ▶ Determine how the program provides home visits and parent-teacher conferences. Ask the coordinator to describe how home visits and parent-teacher conferences are conducted. Ask how the program ensures that all parents receive the required home visits and parent-teacher conferences.

Note: If it is early in the program year, discuss when and how home visits and parent-teacher conferences were completed in the previous program year and the plan for providing these services in the current year (i.e. projected timeline for completion). Clearly document any instances in which parents refused to participate in parent-teacher conferences or home visits.

Note: Applies only to programs with a center-based program option

Child Development & Education Key Indicator #1 - School Readiness

- ▶ Ask the ECD Coordinator to describe the process of alignment the program used to establish its school readiness goals and to describe the final results of the process.

Indicate whether the following elements were considered, to the extent that they apply to the children participating in the Early Head Start and/or Head Start program:

- Head Start Child Development and Early Learning Framework
 - State Early Learning guidelines
 - Requirements and expectations of the schools the children will attend
- ▶ Ask the ECD Coordinator to describe how parents are involved in the process of developing the program's school readiness goals.
 - ▶ With the ECD Coordinator, review the program's school readiness goals and determine whether the goals include, at a minimum, the five essential developmental domains. Ask the coordinator to describe how the program ensured that the five essential domains were included in the goals.
 - Language and Literacy Development
 - Cognition and General Knowledge
 - Approaches to Learning
 - Physical Development and Health
 - Social and Emotional Development

Child Development & Education Key Indicator #2 – curriculum Selection and Implementation

- ▶ List the curricula utilized by the program for each program option and age group.



- ▶ Review the program’s curriculum and related documentation with the ECD Coordinator. Ask the coordinator to describe the process of curriculum selection in order to develop an understanding of the program’s evidence base that supports the curriculum choice. Determine whether the program considered the following:
 - Program option
 - Ages of children served
 - Staff development and training
 - Program’s school readiness goals and measurement of progress
 - Link to ongoing assessment—Include list of ongoing assessment tools in your evidence
 - Inclusion of learning goals and measureable objectives

Based on your conversation with the ECD Coordinator, indicate whether the selected curriculum is:

- Evidence-based
 - Linked to ongoing assessment
 - Includes developmental and learning goals appropriate for the ages of children and program option
 - Includes measureable objectives
- ▶ If the program serves children who are dual language learners, ask the coordinator to describe how the use of the curricula supports the acquisition of knowledge and skills described in the Head Start Child Development and Learning Framework in addition to the progress toward learning English.
 - ▶ Ask the coordinator to describe how the program determines whether the staff is implementing the curriculum as it is designed. If the program has modified the curricula, ask the coordinator to describe the types of modifications and the rationale for changes.

Child Development & Education Key Indicator #3 – Individualizing

- ▶ Discuss the program’s overall approach to CDE and how the program supports each child’s individual growth, development, and progress. Ask the coordinator to describe the following:
 - How the approach is developmentally and linguistically appropriate for children enrolled in the program, including children who are dual language learners
 - How the program ensures that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language including their home language

Child Development & Education Key Indicator #4—Quality Teaching and Learning

- ▶ Ask the Coordinator to describe:
 - How the staff are involved in the development of their professional development plan



- How plans are evaluated to ensure that they have a positive impact on teacher and staff effectiveness
 - How often professional development plans are evaluated
 - How the program develops plans to ensure that teaching staff meet qualifications
- ▶ Review the documents the program uses to track and monitor home-visiting staff qualifications, training, and performance with the ECD Coordinator. Ask the coordinator how the program confirms the knowledge and expertise of each home-visiting staff in the areas of:
- Child Development and Early Childhood Education
 - Principles of child health, safety, and nutrition
 - Adult learning principles
 - Family dynamics
 - Accessing community resources and referring families to appropriate agencies and services

While reviewing documents with the coordinator, determine the number of home visitors who have the required knowledge and expertise and the number who don't. Document any home visitors who do not have knowledge and experience in any of the above areas.

Next, discuss with the coordinator the process for evaluating the skills of home visitors. Does the process include assessing how the home visitors communicate with families and staff and how the home visitors motivate and engage families in program services?

Note: Applies only to programs with a home-based program option

- ▶ Ask the ECD Coordinator to describe the process to:
- Match the primary language of the child/children to the primary language of the teacher
 - Ensure that staff can communicate with children and families who speak a language other than English

Review the documentation the program uses to track the languages of program staff, children and families with the coordinator. Determine the language spoken by the majority of children in each setting and determine if staff who speak this language are assigned to each setting.



School Readiness Data System Assessment—Interview Joint Interview with ECD Coordinator and Head Start Director

Child Development & Education Key Indicator #1 - School Readiness

This Interview should take place after the ECD Coordinator Interview. Ask the ECD Coordinator and the Head Start Director to describe the process (system) for collecting, analyzing, aggregating and reporting school readiness data for all children enrolled in the program, at an overall programmatic level.

Review related documentation (i.e., aggregated data reports) to confirm implementation of the system and processes. Describe each of the following elements and indicate whether the process (system) includes the following elements and activities.

- ▶ Describe how the program analyzes individual, ongoing child-level assessment data for all children birth to age 5 in all program options (e.g., home-based, center-based, FCC, EHS, and HS).
- ▶ Describe how the program demonstrates that children who are dual language learners make progress in both acquiring the knowledge and skills described in the Head Start Child Development and Early Learning Framework and learning English.
- ▶ Describe the program's system to aggregate and analyze child-level assessment data at least three times during the program year (programs in operation less than 90 days have a system to aggregate and analyze child-level assessment data at least two times during the period of program operation). Ask how the program analyzes this data across subgroups, as applicable (e.g., center-based vs. home-based). Note: programs will define their subgroups.
- ▶ Describe how the program uses data in combination with input from parents and families to determine each child's status and progress in the five essential domains.
- ▶ Describe how the program uses data to individualize experiences, instructional strategies and services to best support each child.
- ▶ Describe how the program uses aggregated data in combination with other program data (e.g., health tracking data, family service data) to determine progress towards meeting the overall school readiness goals of the program.
- ▶ Describe how the program directs continuous improvement related to the effectiveness of the following, based on the analysis of school readiness outcomes:
 - Curriculum and instruction
 - Professional development
 - Program design
 - Other program decisions
- ▶ Describe how the program informs parents and the community of the program's progress in achieving school readiness goals.



FCC Provider—Interview

Family & Community Engagement Key Indicator #1 - Partnerships with Families

- ▶ Determine how the program welcomes parents at all times and encourages them to observe their children as often as possible in the program setting. Ask them whether there are any program activities that are not voluntary and where parent participation is required as a condition of a child's enrollment.

Family & Community Engagement Key Indicator #2 - Parent-Child Relationships

- ▶ Determine how the program ensures that parents have an opportunity to enhance their parenting skills and foster the growth and development of their children. Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
 - Expectant parenting and prenatal health (as applicable)
 - Strategies to support their children's development, including the development of individual child goals and strategies for preparing their children for school
 - Ensuring the health and safety of their children
 - Providing input and sharing concerns regarding their children
- ▶ Determine how ECD Staff actively share information and observations of children's behavior with parents. Ask ECD Staff to describe how mental health observations, information, and concerns are shared with parents and how parents have an opportunity to share their own observations and concerns.

Family & Community Engagement Key Indicator #3 - Parents as Their Child's Educators

- ▶ Determine how ECD and FCE staff encourage parents to be full partners in the education of their children. Ask them to describe and provide examples of how they do the following:
 - Explain and share information obtained through screenings and assessments with parents
 - Share specific learning strategies with parents to promote their children's learning during routines and play time
 - Invite families to partner in planning activities in the program or home to promote their children's development and learning
- ▶ If the program serves children who are dual language learners, either currently or in the past, ask the staff to describe the following:
 - How they identify children who are dual language learners
 - How they inform the children's parents about the ECD services available to dual language learners



- How they share information with parents about children’s educational progress in the five essential domains, in addition to the acquisition of English.

Family & Community Engagement Key Indicator #4 - Parents in Transitions

- ▶ Determine how the program takes into account each of the following in transition planning for children enrolled in EHS:
 - Begins at least 6 months prior to the child's third birthday
 - Assesses each child's health status and developmental level
 - Determines the progress made by the child and family while in Early Head Start
 - Determines the availability of Head Start and other child development or childcare services in the community
 - Provides evidence that the program made a determination as to whether the child should remain in EHS for additional months until he or she can transition into Head Start or another program

Note: Applies only to programs serving infants and toddlers

Child Health & Safety Key Indicator #1 - Access to Health and Dental Care

- ▶ Ask how and when staff notify and consult with the parents of children when health and developmental problems are suspected or identified. What are the program’s related policies and procedures?

Ask how and when parents are contacted in the case of emergencies involving their children. What are the program’s related policies and procedures?
- ▶ Ask the FCC provider to describe the contingencies plans for emergencies or unplanned interruptions in service and how parents were involved in developing the plans.

Child Health & Safety Key Indicator #4 - Healthy Practices and Routines

- ▶ Ask teaching staff to describe proper handwashing techniques. When should handwashing occur during the program day among both staff and children?
- ▶ Ask staff to describe their diaper-changing procedures. Determine whether the sanitization and hygiene procedures for diapering protect the health and safety of children (e.g., changing areas are sanitized, soiled diapers are properly disposed of, both staff’s and children’s hands are washed).
- ▶ Determine how the program ensures that teaching staff are informed (and trained as needed) on identifying and planning for needed accommodations. Ask for specific examples of accommodations that have been made.

Find out how the program shares information with staff about children in their settings and whether the provided information allows them to accommodate the children’s individual needs.



- ▶ Ask staff to explain the dental routines they use with children. Determine whether children are provided opportunities to brush their teeth or have their gums wiped at least once daily. Determine whether the children 1 year or older have their teeth brushed or gums wiped in conjunction with meals or feedings.

Child Development & Education Key Indicator #1 - School Readiness

- ▶ Ask ECD Staff to describe, citing specific examples, how they do the following:
 - Use ongoing child-level assessment data to identify children's levels of development
 - Provide experiences to support children's development
 - Monitor children's progress throughout the program year

Child Development & Education Key Indicator #2 - Curriculum Selection and Implementation

- ▶ Ask ECD Staff to describe and cite specific examples of how they use the curriculum to support the development and continued progress of all children in the five essential domains:
 - Language and Literacy Development
 - Cognition and General Knowledge
 - Approaches to Learning
 - Physical Development and Health
 - Social and Emotional Development
- ▶ If the program provides services to children who are dual language learners, ask how the use of the curriculum allows children to demonstrate their abilities, skills, and knowledge in any language, including their home languages, and how the use of the curriculum supports their acquisition of English.

Child Development & Education Key Indicator #3 - Individualizing

- ▶ With the ECD Staff discuss the process for using information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs.

Based on your conversation with the ECD Staff, indicate whether all of the following are included in individualizing for children:

 - Ongoing observations (including ongoing assessments of progress)
 - Medical and dental evaluations and treatments
 - Insights from each child's family

If the ECD Staff indicate one or more of the sources are not used, ask them to explain why.
- ▶ Ask program staff to describe:
 - How the program's approach to Child Development and Education (CDE) is inclusive of all children with disabilities



- How program staff modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
- The resources available to them to support goals and services included in the IEP/IFSP
- How they collaborate with LEAs and Part C Agencies
- ▶ Discuss the program's approach to CDE and how the program supports each child's individual growth, development and progress. Ask the ECD Staff to describe the following:
 - How they respond to individual interests, temperaments, languages, cultural backgrounds and learning styles
 - How they accommodate for the needs of dual language learners, both orally and in writing
 - How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for children, as appropriate.

Child Development & Education Key Indicator #4 - Quality Teaching and Learning

- ▶ Ask the ECD Staff to describe how they communicate with children and families who speak a language other than English.



Home Visitor - Interview

Family & Community Engagement Key Indicator #2 - Parent-Child Relationships

- ▶ Determine how the program ensures that parents have an opportunity to enhance their parenting skills and foster the growth and development of their children. Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
 - Expectant parenting and prenatal health (as applicable)
 - Strategies to support their children's development, including the development of individual child goals and strategies for preparing their children for school
 - Ensuring the health and safety of their children
 - Providing input and sharing concerns regarding their children
- ▶ Determine how ECD Staff actively share information and observations of children's behavior with parents. Ask ECD Staff to describe how mental health observations, information, and concerns are shared with parents and how parents have an opportunity to share their own observations and concerns.

Family & Community Engagement Key Indicator #3 - Parents as Their Child's Educators

- ▶ Determine how ECD and FCE Staff encourage parents to be full partners in the education of their children. Ask them to describe and provide examples of how they do the following:
 - Explain and share information obtained through screenings and assessments with parents
 - Share specific learning strategies with parents to promote their children's learning during routines and play time
 - Invite families to partner in planning activities in the program or home to promote their children's development and learning

Family & Community Engagement Key Indicator #4 - Parents in Transitions

- ▶ Determine how the program takes into account each of the following in transition planning for children enrolled in EHS:
 - Begins at least 6 months prior to the child's third birthday
 - Assesses each child's health status and developmental level
 - Determines the progress made by the child and family while in Early Head Start
 - Determines the availability of Head Start and other child development or childcare services in the community
 - Provides evidence that the program made a determination as to whether the child should remain in EHS for additional months until he or she can transition into Head Start or another program



Note: Applies only to programs serving infants and toddlers

Child Health & Safety Key Indicator #1 - Access to Health and Dental Care

- ▶ Ask the home visitor(s) how they discuss with parents the health and developmental concerns they have about children. Ask for some examples of these discussions.

Child Health & Safety Key Indicator #4 - Healthy Practices and Routines

- ▶ Ask staff to describe their diaper-changing procedures. Determine whether the sanitization and hygiene procedures for diapering protect the health and safety of children (e.g., changing areas are sanitized, soiled diapers are properly disposed of, both staff's and children's hands are washed).
- ▶ Determine how the program ensures that teaching staff are informed (and trained as needed) on identifying and planning for needed accommodations. Ask for specific examples of accommodations that have been made.

Find out how the program shares information with staff about children in their settings and whether the provided information allows them to accommodate the children's individual needs.

Child Development & Education Key Indicator #1 - School Readiness

- ▶ Ask ECD Staff to describe, citing specific examples, how they do the following:
 - Use ongoing child-level assessment data to identify children's levels of development
 - Provide experiences to support children's development
 - Monitor children's progress throughout the program year

Child Development & Education Key Indicator #2 - Curriculum Selection and Implementation

- ▶ Ask ECD Staff to describe and cite specific examples of how they use the curriculum to support the development and continued progress of all children in the five essential domains:
 - Language and Literacy Development
 - Cognition and General Knowledge
 - Approaches to Learning
 - Physical Development and Health
 - Social and Emotional Development
- ▶ If the program provides services to children who are dual language learners, ask how the use of the curriculum allows children to demonstrate their abilities, skills, and knowledge in any language, including their home languages, and how the use of the curriculum supports their acquisition of English.



Child Development & Education Key Indicator #3 - Individualizing

- ▶ With the ECD Staff discuss the process for using information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs.

Based on your conversation with the ECD Staff, indicate whether all of the following are included in individualizing for children:

- Ongoing observations (including ongoing assessments of progress)
- Medical and dental evaluations and treatments
- Insights from each child's family

If the ECD Staff indicate one or more of the sources are not used, ask them to explain why.

- ▶ Ask program staff to describe:
 - How the program's approach to Child Development and Education (CDE) is inclusive of all children with disabilities
 - How program staff modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
 - The resources available to them to support goals and services included in the IEP/IFSP
 - How they collaborate with LEAs and Part C Agencies
- ▶ Discuss the program's approach to CDE and how the program supports each child's individual growth, development and progress. Ask the ECD Staff to describe the following:
 - How they respond to individual interests, temperaments, languages, cultural backgrounds and learning styles
 - How they accommodate for the needs of dual language learners, both orally and in writing
 - How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for children, as appropriate.

Child Development & Education Key Indicator #4 - Quality of Teaching and Learning

- ▶ Ask ECD Staff about their professional development plans. Ask them to describe how their professional development plans are created, including:
 - Who is involved in the process?
 - What types of information are used to develop the plans?
 - How often plans are evaluated and updated?



Ask staff to describe how their professional development plans impact their interactions with children and families, and, as applicable, supports them in meeting the qualifications required for their position.

- ▶ Ask the home visitors for specific examples of how they have attained and maintained knowledge and experience in the following areas. Ask them to provide specific examples of how they have demonstrated these skills in their work with children and families:

Child Development and Early Childhood Education

- Engages families in supporting their children's growth and development
 - Principles of child health, safety, and nutrition
- Adult learning principles
 - Respects and responds in ways appropriate to the culture, language, values, and family structure of each family served
 - Facilitates social networks and group activities that support families' strengths, interests, and needs
- Family dynamics
 - Engages in respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being
 - Enhances parent-child relationships and supports parents' roles as the first and lifelong educators of their children
- Accessing community resources and referring families to appropriate agencies and services
 - Supports families in using community resources that enhance family well-being and children's learning and development
 - Acts as a member of a comprehensive services team so that Family Services activities are coordinated and integrated throughout the program

Ask the home visitors to describe how they communicate with children and families, including the methods used and specific examples of this type of communication with children and families.

- ▶ Ask the ECD Staff to describe how they communicate with children and families who speak a language other than English.



Teacher - Interview

Family & Community Engagement Key Indicator #1 - Partnerships with Families

- ▶ Determine how the program welcomes parents at all times and encourages them to observe their children as often as possible in the program setting. Ask them whether there are any program activities that are not voluntary and where parent participation is required as a condition of a child's enrollment.

Family & Community Engagement Key Indicator #2 - Parent-Child Relationships

- ▶ Determine how the program ensures that parents have an opportunity to enhance their parenting skills and foster the growth and development of their children. Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
 - Expectant parenting and prenatal health (as applicable)
 - Strategies to support their children's development, including the development of individual child goals and strategies for preparing their children for school
 - Ensuring the health and safety of their children
 - Providing input and sharing concerns regarding their children
- ▶ Determine how ECD Staff actively share information and observations of children's behavior with parents. Ask ECD staff to describe how mental health observations, information, and concerns are shared with parents and how parents have an opportunity to share their own observations and concerns.

Family & Community Engagement Key Indicator #3 - Parents as Their Child's Educators

- ▶ Determine how ECD and FCE staff encourage parents to be full partners in the education of their children. Ask them to describe and provide examples of how they do the following:
 - Explain and share information obtained through screenings and assessments with parents
 - Share specific learning strategies with parents to promote their children's learning during routines and play time
 - Invite families to partner in planning activities in the program or home to promote their children's development and learning
- ▶ If the program serves children who are dual language learners, either currently or in the past, ask the staff to describe the following:
 - How they identify children who are dual language learners
 - How they inform the children's parents about the ECD services available to dual language learners



- How they share information with parents about children’s educational progress in the five essential domains, in addition to the acquisition of English.

Family & Community Engagement Key Indicator #4 - Parents in Transitions

- ▶ Determine how the program takes into account each of the following in transition planning for children enrolled in EHS:
 - Begins at least 6 months prior to the child's third birthday
 - Assesses each child's health status and developmental level
 - Determines the progress made by the child and family while in Early Head Start
 - Determines the availability of Head Start and other child development or childcare services in the community
 - Provides evidence that the program made a determination as to whether the child should remain in EHS for additional months until he or she can transition into Head Start or another program

Note: Applies only to programs serving infants and toddlers

Child Health & Safety Key Indicator #1 - Access to Health and Dental Care

- ▶ Ask how and when staff notify and consult with the parents of children when health and developmental problems are suspected or identified. What are the program’s related policies and procedures?

Ask how and when parents are contacted in the case of emergencies involving their children. What are the program’s related policies and procedures?

Child Health & Safety Key Indicator #4 - Healthy Practices and Routines

- ▶ Ask teaching staff to describe proper handwashing techniques. When should handwashing occur during the program day among both staff and children?
- ▶ Ask staff to describe their diaper-changing procedures. Determine whether the sanitization and hygiene procedures for diapering protect the health and safety of children (e.g., changing areas are sanitized, soiled diapers are properly disposed of, both staff’s and children’s hands are washed).
- ▶ Determine how the program ensures that teaching staff are informed (and trained as needed) on identifying and planning for needed accommodations. Ask for specific examples of accommodations that have been made.

Find out how the program shares information with staff about children in their settings and whether the provided information allows them to accommodate the children’s individual needs.

- ▶ Ask staff to explain the dental routines they use with children. Determine whether children are provided opportunities to brush their teeth or have their gums wiped at least once daily. Determine whether the children 1 year or older have their teeth brushed or gums wiped in conjunction with meals or feedings.



Child Health & Safety Key Indicator #6 - Transportation and Supervision

- ▶ Ask teacher(s) to describe the process in place to ensure that children are released only to parents or legal guardians, and if children are released to another individual, the parent or guardian has provided permission in writing. Ask them how they ensure the contact information they have is current.
- ▶ Ask teacher(s) to describe the process in place to ensure children are not left behind in a classroom or on a vehicle. Inquire whether a child has ever been left behind. If yes, document the details and follow-up actions that were taken.

Child Development & Education Key Indicator #1 - School Readiness

- ▶ Ask ECD Staff to describe, citing specific examples, how they do the following:
 - Use ongoing child-level assessment data to identify children's levels of development
 - Provide experiences to support children's development
 - Monitor children's progress throughout the program year

Child Development & Education Key Indicator #2 - Curriculum Selection and Implementation

- ▶ Ask ECD Staff to describe and cite specific examples of how they use the curriculum to support the development and continued progress of all children in the five essential domains:
 - Language and Literacy Development
 - Cognition and General Knowledge
 - Approaches to Learning
 - Physical Development and Health
 - Social and Emotional Development
- ▶ If the program provides services to children who are dual language learners, ask how the use of the curriculum allows children to demonstrate their abilities, skills, and knowledge in any language, including their home languages, and how the use of the curriculum supports their acquisition of English.

Child Development & Education Key Indicator #3 - Individualizing

- ▶ With the ECD Staff discuss the process for using information to plan goals and experiences that respond to each child's individual characteristics, strengths and needs.

Based on your conversation with the ECD Staff, indicate whether all of the following are included in individualizing for children:
 - Ongoing observations (including ongoing assessments of progress)
 - Medical and dental evaluations and treatments
 - Insights from each child's family



If the ECD Staff indicate one or more of the sources are not used, ask them to explain why.

- ▶ Ask program staff to describe:
 - How the program's approach to Child Development and Education (CDE) is inclusive of all children with disabilities
 - How program staff modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
 - The resources available to them to support goals and services included in the IEP/IFSP
 - How they collaborate with LEAs and Part C Agencies
- ▶ Discuss the program's approach to CDE and how the program supports each child's individual growth, development and progress. Ask the ECD Staff to describe the following:
 - How they respond to individual interests, temperaments, languages, cultural backgrounds and learning styles
 - How they accommodate for the needs of dual language learners, both orally and in writing
 - How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for children, as appropriate.

Child Development & Education Key Indicator #4 - Quality Teaching and Learning

- ▶ Ask ECD Staff about their professional development plans. Ask them to describe how their professional development plans are created, including:
 - Who is involved in the process?
 - What types of information are used to develop the plans?
 - How often plans are evaluated and updated?

Ask staff to describe how their professional development plans impact their interactions with children and families, and, as applicable, supports them in meeting the qualifications required for their position.

- ▶ Ask the ECD Staff to describe how they communicate with children and families who speak a language other than English.



Observation

Child Development and Education Observation

Language and Literacy

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Language and Literacy?

Check all of the following that you observed:

Literacy Development:

- | | |
|---|---|
| <input type="checkbox"/> Book Appreciation | <input type="checkbox"/> Phonological Awareness |
| <input type="checkbox"/> Alphabet Knowledge | <input type="checkbox"/> Print Concepts and Conventions |
| <input type="checkbox"/> Early Writing | |

Language Development:

- | | |
|--|---|
| <input type="checkbox"/> Expressive Language | <input type="checkbox"/> Receptive Language |
|--|---|

English Language Development (applies to programs serving dual language learners):

- | | |
|--|---|
| <input type="checkbox"/> Receptive English Language Skills | <input type="checkbox"/> Expressive English Language Skills |
|--|---|

Cognition and General Knowledge

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Cognition and General Knowledge?

Check all of the following that you observed:

Math Knowledge and Skills:

- | | |
|--|---|
| <input type="checkbox"/> Numbers Concepts and Quantities | <input type="checkbox"/> Numbers Relationships and Operations |
| <input type="checkbox"/> Geometry and Spatial Sense | <input type="checkbox"/> Patterns |
| <input type="checkbox"/> Measurements and Comparison | |

Science Knowledge and Skills:

- | | |
|---|---|
| <input type="checkbox"/> Scientific Skills and Method | <input type="checkbox"/> Conceptual Knowledge of the Natural and Physical World |
|---|---|



Social Studies Knowledge and Skills:

- Family and Community
- People and the Environment
- History and Events

Logic and Reasoning:

- Reasoning and Problem Solving
- Symbolic Representation

Approaches to Learning

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Approaches to Learning?

Check all of the following that you observed:

- Initiative and Curiosity
- Persistence and Attentiveness
- Cooperation

Creative Arts Expression:

- Music
- Art
- Creative Movement and Dance
- Drama

Social and Emotional Development

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Social and Emotional Development?

Check all of the following that you observed:

- Social Relationships
- Self-concept and Self-efficacy
- Emotional and Behavioral Health
- Self-regulation

Physical Development and Health

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Physical Development and Health?

Check all of the following that you observed:



- Gross Motor Skills
- Fine Motor Skills
- Health Knowledge and Practice



Summary

Child Development and Education Summary

Management Systems Key Indicator #6 - Strengths and Summaries

- ▶ Summarize the results of your review of the program's provision of Child Development and Education services. Determine whether the program has effective systems in place to support the delivery of quality services to children and families and is in compliance with the Head Start Program Performance Standards and regulations. If the program provides preschool services, include a summary of its approach to school readiness. Describe any patterns you found, areas of strength, and areas in need of improvement. Remember to consult with other Reviewers (e.g., CHS and FCE Reviewers) about their findings, as appropriate.