Getting Started

with

TSR
ONLINE

A Planning Guide for Supporting Workforce Boards
and Child Care Sites

2020-2021

This guide belongs to:

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CHILDREN'S
LEARNING
INSTITUTE™

UTHealth®
The University of Texas
Health Science Center at Houston

Welcome!

Welcome and thank you for your interest in using TSR Online on the CLI Engage platform.

We are excited that you have joined us on this quest. As you begin using the TSR Online Resource Tools, we have created a document to help you have a successful start. This guide will support teachers of infants, toddlers and preschool children in your program.

This guide is designed for staff to support initial planning stages for executing the various TSR online resource tools. It provides a brief explanation of each of the resources along with tips and tools to support the planning for your program.

This guide, as well as various other resources described, provides information and direction on how to begin to move forward. It is an excellent resource that we strongly encourage all Workforce Board and Child Care staff to use. These resources and references are offered as guidance and can be tailored and customized to best meet your program needs.

Use the colors of each section to guide you where each tool is located on the CLI Dashboard. Download the Quick Start Guide for more information about the buttons on the dashboard. https://cliengage.org/public/training/support/how-to-guides/cli-engage-quick-start-guide/

We look forward to partnering with you and trust that this guide will be a valuable resource.

Sincerely,

Your TSR Management Team

Children's Learning Institute at UTHealth

7000 Fannin | UCT 1920 | Houston, TX 77030

childrenslearninginstitute.org | texasschoolready.org | cliengage.org

Find us on ...

Children's Learning Institute
CLI Engage

@CLI_UTHealth
@CLIengage

Logging in to CLI Engage

All users can use a google account to log into CLI Engage. In addition to Google authentication, starting in the 2020-2021 school year, your district, agency, and school can integrate CLI Engage with your existing Clever login. If you are interested, please have your Clever administrator request access to our application through the Clever portal. Submit a help ticket on CLI Engage with any questions.

- Account set-up: https://cliengage.org/public/training/support/how-to-guides/how-to-create-a-google-account/
- Need help? Click the following link: https://cliengage.atlassian.net/servicedesk/customer/portal/1/group/1/create/8

Classroom Environment Checklist (CEC)

The CEC captures the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools).

step 1 Provide teachers with a paper copy of the Classroom Environment Checklist (CEC), found at https://cliengage.org/public/tools/quality/cec/. This link also provides high quality classroom examples for each CEC component.

step 2 Review the CEC analysis and discuss with teachers.

step 3 Provide the video on setting up a classroom and discuss additional supports needed for basic classroom set up. Click or visit link below. (Note: You must be logged in to CLI Engage to view the video.)
https://lms.cliengage.org/mod/page/view.php?id=24343

step 4 Provide teachers a copy of the CEC Short Term Goals document and use to select and set goals, **Appendix A.2**. The CEC is also available as an online tool to track teacher's progress over time. It can be found on the dashboard under the Quality Improvement and Innovation banner. CEC observations can be entered three times per year.

QUALITY IMPROVEMENT & INNOVATION ⌃

Classroom Observation Tool (COT)

The tool captures the presence of key teaching behaviors in thirteen areas through classroom observation. A built-in goal setting system allows teachers to work toward specific short-term goals and track their progress. The system is well aligned with the Texas Prekindergarten Guidelines and can be used by teachers, school leaders, and intervention specialists to

promote effective teaching. An additional tool for Infant and Toddler classrooms is the [Infant and Toddler COT](). This tool is designed for teachers, administrators and specialist to use to identify key teaching behaviors to be used by infant and toddler teachers. The tool can be used to set goals and document growth of teachers in their daily practice.

step 1
Provide teachers with a copy of the COT, so they can begin to use these intentional teaching strategies in their classroom. The COT is downloadable at:https://cliengage.org/public/tools/quality/cot/

step 2
Encourage teachers to use these behaviors/strategies when teaching. Watch this mini course to understand more about this highly researched tool and how to utilize to support continuous improvement of instructional practices and enhance student outcomes. https://cliengage.org/public/wp-content/uploads/storyline/COT-Online-Training/story_html5.html

CIRCLE Progress Monitoring (Pre-K)

CIRCLE Progress Monitoring is a technology-driven tool that enables the teacher to assess a child's progress in a particular skill area almost instantly. It is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. This simplistic yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skill areas. The instrument is designed to be administered three times a year. These assessment windows may be customized and set by the user. Texas School Ready participants and local partners may establish different customized dates.

step 1
Document your assessment window dates. Examples:

WAVE*	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14– October 16	
2	January 11 – February 12	
3	April 12– May 14	

*If your child care site has elected to administer four waves, plan accordingly. Note that the option for four waves must be selected before the administration of the assessment commences and cannot be changed thereafter. Submit a help ticket on CLI Engage if your district or program is interested in implementing four waves of progress monitoring for the school year. Include additional days if observables will be included.

The CIRCLE Progress Monitoring Observables are checklists designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students. Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Progress Monitoring. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills.

step 2

Review assessment measures on the following pages.

Direct Measures

MEASURES	DEFINITIONS
Rapid Letter	The Rapid Letter Naming task measures a child's alphabet knowledge. The full assessment takes approximately 2.5 minutes.
Rapid Vocabulary	The Rapid Vocabulary Naming task evaluates a child's ability to name common objects. The full assessment takes approximately 2.5 minutes.
Phonological Awareness	The Phonological Awareness (PA) measure is used to assess a child's understanding of sound in his/her language. Prior to Fall 2015, seven subtasks were used to establish a composite PA score for each child. Beginning in 2015, the composite score is produced from the following four subtasks only: CORE TASKS: **Syllabication:** the ability to separate a word into parts; **Onset-Rime:** the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word; **Alliteration:** the ability to give two or more words that have the same sound(s) at the beginning of the words; and **Rhyming 1:** the ability to distinguish if two words rhyme when spoken. The remaining three subtasks, as well as a new Compound Word subtask, are optional for teachers (i.e., they are not used when establishing a composite PA score). Listening and Words in a Sentence may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks. OPTIONAL TASKS: **Listening:** the ability to screen out other noises and selectively focus attention on a specific sound; **Words in a Sentence:** the ability to move counters to show how many words are in a sentence; and **Rhyming 2:** the ability to independently give a word that rhymes with the word given. Approximate Time to Administer: core tasks, 6 minutes per child; optional tasks, 4 minutes

Mathematics	The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for prekindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is 1 rote counting item, 5 shape naming items, 7 number recognition items, 6 shape discrimination items, 5 counting items, and 3 problems evaluating early addition and subtraction skills (i.e., operations). Optional items were added in 2015 related to patterning and "real world" (measurement) concepts. Approximate Time to Administer: core tasks, 3 minutes per child; optional tasks, 2.5 minutes per child
Science	The Science subtest was designed to measure four disciplinary core ideas in the National Research Council's (2012) framework for science education including: • Physical Sciences • Life Sciences • Earth and Space Sciences • Engineering and Technology Applications of Science Approximate Time to Administer: 10 minutes per child
Social Studies	The Social Studies subtest was designed to measure social studies topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Prekindergarten Guidelines including: • Self, Family & Community • People & The Environment • History & Events Approximate Time to Administer: 8 minutes per child
Story Retell	This is a task in which the teacher uses a wordless text to provide a stimulus for an oral narrative and then asks the child to tell a story, in their own words, to match the pictures. The teacher scores the child's ability to create a narrative using important elements of narrative macrostructure, including: • Characters • Setting or story actions • Emotions or problems • Conjunctions or transition phrases • Ending or conclusion Approximate Time to Administer: 10 minutes-variable per child
Letter Sound Correspondence	The Letter-Sound Correspondence subtest assesses a child's ability to identify sounds associated with individual letters. Approximate Time to Administer: 5 minutes per child

Observables / Checklists

MEASURES	DEFINITIONS
Social and Emotional	Observes the child's social and emotional development. Approximate Time to Administer: 2 minutes per task (5 tasks)
Book and Print	This is a direct assessment in which the teacher uses a simple, hardback book from their classroom to ask children questions (11 items) about book and features how print conventions function. Approximate Time to Administer: 5 minutes per child
Early Writing	Observes a child's use of writing in the classroom. Approximate Time to Administer: 2 minutes per child
Approaches to Learning	These observables checklists align with the Head Start Early Learning Outcomes Framework (ELOF). These checklists include: • Approaches to Learning • Initiative and Curiosity • Flexibility Approximate Time to Administer: 6 minutes per child (all tasks)
Physical Health & Development	Observes child's fine and gross motor progress. Approximate Time to Administer: 2 minutes per child
Speech Production & Sentence Skills	Observes a student's ability to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language, as well as use their knowledge of grammar to convey meaning. The measure contains 5 items. Approximate Time to Administer: 2 minutes per child
Motivation to Read	Observes a student's interest and enthusiasm for books and reading. The measure contains 4 items. Approximate Time to Administer: 2 minutes per child

step 3 Select assessment measures to be used by placing an X in the correct column.

MEASURES	WAVE 1	WAVE 2	WAVE 3
Direct Measures			
Rapid Letter			
Rapid Vocabulary			
Phonological (Core Tasks)			
Phonological (Optional)			
Mathematics (Core Tasks)			
Mathematics (Optional)			

Science			
Social Studies			
Story Retell			
Letter Sound Correspondence			
Observables / Checklists			
Social and Emotional			
Book and Print			
Early Writing			
Approaches to Learning			
Physical Health & Development			
Speech Production & Sentence Skills			
Motivation to Read			

Note: The CIRCLE PM System was designed to be used as a progress monitoring system within early childhood education settings (e.g., Head Start, public school prekindergarten programs, and childcare) for children ages 3.0 years through age 4 (4 years, 11 months).

It is a good idea to not give the entire assessment at one time. We recommend breaking the assessment into parts:
Week 1: Phonological Awareness
Week 2: Rapid Letter Naming/Rapid Vocabulary
Week 3: Math/Science/Social Studies
Week 4: Observables

By administering the assessment this way you are able to complete an entire class within a month's time.

Refer to the How-To-Guides on CLI Engage to upload student rosters. These are located under the Training and Support tab on the dashboard.

Texas School Ready participants have specific assessment measure requirements and timelines for assessment completion.
- Single roster upload: https://cliengage.org/public/training/support/how-to-guides/single-roster-upload/
- Bulk roster upload: https://cliengage.org/public/training/support/how-to-guides/student-bulk-upload-process/

step 4 Family feedback forms are available for all of the CIRCLE Progress Monitoring assessment observables. These printable feedback forms can be shared with parents to provide input into their child's observed growth and development as observed by families in the child's home.

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development.

> **SCREENING, PROGRESS MONITORING, & OBSERVATION** ⌃

Infant & Toddler Developmental Checklists

These milestone checklists can be used by parents and teachers of children from birth to 48 months of age. Developmental milestones, which are available in English and in Spanish, can help caregivers become aware of what skills are expected at what ages and acknowledge what the child is accomplishing–a first smile, a first step, a first word. There is also information available for professionals and families of next steps to take if a child is not meeting their milestones.

To learn more, visit our webpage: https://cliengage.org/public/tools/assessment/infant-toddler-checklists/

eCIRCLE Professional Development Courses

eCIRCLE Professional Development online courses feature extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities.

The courses cover key predictors of language and literacy development and emerging areas of early childhood instruction, including science and math. Users may receive technical assistance to identify an optimal suite of courses and participate in online communities, and CLI tracks teacher usage and engagement in courses.

step 1 Review and select the instructional models. Place a check mark ✓ next to the model that would best fit the needs of your participants. Note: completion time per course is dependent on delivery model.

_____ *1. Face-to-Face Sessions*

This delivery model allows for participants to come together in a face-to-face setting and participate in the courses as a group, covering one or two sections of each course. These sessions are designed to be one to two hours in length and be held at regularly scheduled intervals, such as weekly or every other week throughout the year. Activities for participants

to practice in the classroom between sessions are included. Applications for facilitator approval can be found here: https://cliengage.org/public/training/support/how-to-guides/ecircle-course-facilitator-approval-application/

____2. Extended Face-to-Face Sessions

In this model, participants meet together for a full, six to eight hour day of professional development and cover multiple sections of each course. These sessions may take place during scheduled professional development days, on additional days set aside specifically for eCIRCLE classes, release days, etc. As in the shorter face-to-face sessions, activities for participants to implement in the classroom are included as part of the agenda.

____3. Hybrid Sessions:

The hybrid session combines a face-to-face session with additional assigned, self-paced learning. The participants meet together face-to-face to cover one or two sections of the course. At the end of the session, the facilitator assigns additional course sections to be covered independently by the participants and completed by a specific deadline. The face-to-face learning sessions are one or two hours in length and spaced out sufficiently to allow participants ample time to complete the independent course work between sessions.

____4. Self-paced:

In this delivery model, no face-to-face sessions for participants are offered. The eCIRCLE facilitator determines specific content to be covered and assigns it to participants for independent study.

____5. Self-instructional:

All course are available for all teachers and can be viewed and completed without facilitation.

step 2 Log-in to https://cliengage.org, enter the email associated with your ENGAGE account, and locate "Online Learning and Professional Development" on the dashboard. Under the "Full Course Catalog," find the eCIRCLE Professional Development series. Learn more about the individual eCIRCLE courses and enroll. (Note: before entering the course, you will complete the pre-test and a short demographic questionnaire.) .

ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT ∧

CIRCLE Online Learning
Classroom Management

What You Will Learn

The overall goal of this course is to establish teaching techniques that will help you create and maintain a well-managed, dynamic, warm, nurturing, and supportive classroom.

By the time you complete this course, you should be able to:

1. Explain classroom management, including:

- Defining what classroom management is, breaking it down into its elements, and articulating its importance.
- Prioritizing the essential physical elements of a well-managed classroom.
- Recognizing classroom management's key social and emotional components.

step 3 Review the eCIRCLE Professional Development Modules on the next page and check ✓ courses that would best fit the needs of your participants.

eCIRCLE Professional Development Modules

Foundations for Responsive Instruction

_____Classroom Management
_____Social and Emotional Learning
_____Understanding Special Needs
_____English Language Learners: Culture Language Instruction
_____Prekindergarten Response to Intervention

School-Wide Improvement

_____Leading School-Wide Improvement
_____Effective Coaching and Mentoring Practices

Early Language and Literacy Instruction

_____Setting the Stage for Children's Talk
_____Building Vocabulary
_____Phonological Awareness
_____Letter Knowledge
_____Effective Read Alouds
_____Written Expression

STEM Instruction

_____Early Childhood Mathematics
_____Discovering Early Childhood Science

eCIRCLE Professional Development Schedule (F2F)

Sample schedule

TOPIC	SECTIONS	DATE	TIME	LOCATION
Classroom Management	1 and 2	September 1	1:00 - 3:00	Local library
Classroom Management	3 and 4	September 15	2:00 - 4:00	Local library

Some things to think about...

1. Will the teachers meet monthly? weekly?
2. Will they meet the same date/day each month or week?
3. How long will the teachers have to complete the course?
4. Are all teachers assigned to the same courses?
5. What is the optimal number of participants?

Possible locations to host the training:

1. Local library
2. Community center
3. Area school

step 4 Complete the schedule for your eCIRCLE Professional Development (found in appendices).

Circle Infant and Toddler Teacher Training: "Play with Me"

This highly engaging 12 course series includes videos of real teacher/child interactions, explores common child development theories, includes expert FAQ's, and tracks child developmental milestones.
Play with Me Series: https://cliengage.org/public/tools/online-learning/circle-infant-toddler/

Texas Prekindergarten Guidelines Training

The Children's Learning Institute partnered with the Texas Education Agency to provide free, online training that guides teachers through the child outcomes and instructional strategies of all ten learning domains presented in the Texas Prekindergarten Guidelines (Revised 2015). Child outcomes and specific instructional strategies are explored through extensive video filmed in real Texas pre-K classrooms. Many subdomains also link to lessons in the

CIRCLE Activity Collection that support the child skills discussed. Eleven courses include an introduction to the Pre-K Guidelines and each of the 10 domains.
Pre-K Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

Texas Infant Toddler and Three-Year-Old Guideline Training

This five course training is designed to assist caregivers in understanding early childhood development and in making the most of each day during the early years of growth. This course explores use of the ITELG and provides guidance on how to use the guide to plan developmentally appropriate activities for young children.

Teacher and Coach Resources

The online courses section of CLI Engage provides additional resources for teachers, as well as administrators, coaches, and specialists supporting teachers and program quality improvement. Over the years, CLI has created and collected a host of helpful documents and resource links for early childhood programs. In the Full Course Catalog, look for the button labeled "Teacher and Coach Resources" to access customized resources; separate pages are available for teachers and coaches/specialists. Among the resources is the Foundational Skills for Instructional Change guide, highly recommended for pre-K teachers and programs.

TRS employees can view assessments and assessment history of Texas Rising Star Sites. TRS employees also have access to how to guides and guidance boards for the Texas Rising Star Tool. The guidance board allows staff to submit questions about policies, implementation and/or other technology related to the TRS program. These questions are submitted directly into sub-categories to help the user first review FAQ's before submitting their question.

Texas Rising Star Online Tools

Texas Rising Star mentors and assessors can view assessments and assessment history of all Texas Rising Star Sites. TRS staff has access to how to guides and guidance boards for the Texas Rising Star Tool. The guidance board allows staff to submit questions about policies, implementation and/or other technology issues related to the TRS program. These questions are submitted directly into sub-categories to help the user first review FAQ's before submitting their question.

CIRCLE CDA Training Program

The Children's Learning Institute has expanded its online courses to provide early childhood teachers the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs, Preschool Endorsement. These professional learning sessions may also be completed individually or facilitated in a group setting to introduce concepts, summarize topics, or as additional training as online professional development courses. These topic areas include foundations for responsive instruction, school-wide improvement, early language and literacy instruction, and STEM instruction. There are an additional 40 hours in the areas of guidance, health, safety, families, physical development, creative arts, and professionalism through CIRCLE CDA online courses and the Texas Core Competencies online training modules. Email circleCDAtraining@uth.tmc.edu for more information.

COMPETENCY GOALS	COURSES ON CLI ENGAGE	
Plan Your CDA Journey	CIRCLE CDA Introduction	
Goal I: To establish and maintain a safe, healthy learning environment.	CIRCLE CDA Safety Health eCIRCLE Classroom Management	TX Core Competencies (Practitioners) Learning Environments, Planning Framework, Curriculum, and Standards Health, Safety, and Nutrition
Goal II: To advance physical and intellectual competence.	eCIRCLE Early Childhood Math Early Childhood Science Letter Knowledge Read Aloud Vocabulary Phonological Awareness Written Expression Setting the Stage for Children's Talk English Language Learners	CIRCLE CDA Physical Creative TX Core Competencies (Practitioners) Child Growth and Development Supporting Skill Development Diversity and Dual Language Learners
Goal III: To support social and emotional development and to provide positive guidance.	eCIRCLE Social and Emotional Learning Understanding Special Needs	TX Core Competencies (Practitioners) Responsive Interactions & Guidance CIRCLE CDA Guidance
Goal IV: To establish positive and productive relationships with families.	CIRCLE CDA Families TX Core Competencies (Practitioners) Family & Community Relationships	TX Core Competencies (Administrators) Instituting Family and Community-Centered Programming

Goal V: To ensure a well-run purposeful program that is responsive to participants needs.	eCIRCLE Setting the Stage for Children's Talk Prekindergarten Response to Intervention CIRCLE CDA Program Management **TX Core Competencies (Practitioners)** Learning Environments, Planning Framework, Curriculum, and Standards Observation and Assessment	TX Core Competencies (Administrators) Establishing and Maintaining an Effective Organization Human Resource Leadership and Development Implementing a Developmentally Appropriate Curriculum and Environment
Goal VI: To maintain a commitment to professionalism.	CIRCLE CDA Professionalism	TX Core Competencies (Practitioners) Introduction Professionalism and Ethics
Prepare Your Portfolio	CIRCLE CDA Professional Portfolio	

Beginning Education: Early Childcare at Home

The Beginning Education: Early Childcare At Home program is professional development program specifically designed for home-based child care providers of children from birth – five years. The program includes 5 modules (20 hours) and focuses on supporting the social-emotional, cognitive, language, literacy, and mathematics development of young children.

CIRCLE Activity Collections

Pre-K to Grade 2 Collection

First published in 2002, the CIRCLE Activity Collection translates research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, centers, and one-on-one instruction.

Each activity includes:

- a **description** of the activity, the **learning domains** the activity supports, and an appropriate **grade level**
- **materials** needed for the activity
- activity **instructions** and **soft scripting** for implementation
- helpful **hints**, including tips to create variations, related books to read aloud, and ways to **scaffold** children's learning
- applicable **alignments** to Head Start Early Learning Outcomes, Texas Prekindergarten Guidelines, and Texas Essential Knowledge and Skills (TEKS)

PK Search Pre-K Activities

K Search Kindergarten Activities

1 Search First Grade Activities

2 Search Second Grade Activities

The **CIRCLE Activity Collection** is a variety of hands-on activities that teachers can implement during large group, small group, centers, and one-on-one instruction. Language, literacy, social emotional skills, mathematics, and science are the core concepts covered in CIRCLE activities. In addition, each activity includes a connection to the Pre-k guidelines, Kindergarten TEKs and Head Start Outcomes.

This digital collection has detailed activities with detailed instruction, materials needed, exemplar annotated videos of select activities performed in real classrooms, and scripted lessons that detail guided practice and scaffolding with students.

The activities incorporate a gradual release model, wherein a teacher models, demonstrates, and "thinks aloud" so that children understand the concepts behind what the teacher is modeling. Children then practice the skills or concepts with the teacher's guidance.

CLI Engage also provides a CIRCLE Activity Collection specifically designed to support children's skill development at home with their parents and families. The **CIRCLE Activity Collection: Family** can be accessed on mobile devices and does not require a login. Teachers can also share activities directly with parents via email. Visit www.cliengagefamily.org to learn more about this collection.

CIRCLE Activity Collection: Infants and Toddlers

The CIRCLE Activity Collections translate research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, and one-on-one instruction. This collection is organized around the four learning domains of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Health & Motor Development, Social & Emotional Development, Language & Communication, and Cognitive Development.

Ideas for Using the CIRCLE Activity Collection

Teachers can be assigned an activity to review for classroom implementation.

Select an appropriate activity to support the teacher with:
- Classroom environment (CEC)
- Cognitive instruction
- Classroom management
- Small group activity
- Meeting goals
- Coaching and modeling

step 1 Make a list of your teacher's needs (example in the following chart).

TEACHER'S NEEDS
Ex. Ms. Kelly needs to work on setting up her science center.
Ex. Mrs. Aston needs to work on small group phonological awareness activities (rhyming).

step 2 Review the CIRCLE Activity Collection and select activities that support the needs of your teachers.

step 3 Document your selected activities (sample chart below).

TEACHER'S NAME	ACTIVITY	DUE DATE
Ex. Mrs. Aston	Rhyming Basket	September 15
1.		
2.		
3.		

Family Engagement

Engaging families in children's education is a vital component to building strong relationships between school and home, providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, and free resources for hosting family engagement sessions. Use these tools on CLI Engage to prepare your students with family engagement strategies when they begin their careers in the classroom.

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators: https://cliengage.org/public/tools/quality/family-engagement-resources/

Sharing Data with Families

Teachers using the CIRCLE Progress Monitoring System can share child scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support skills of concern at home. Use these resources in your lesson planning for students to practice sharing results with parents and discussing assessment results in family-friendly terms.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:
- Printing Parent Reports: https://cliengage.org/public/training/support/how-to-guides/printing-parent-reports/
- Printing Parent PIN Pages:https://cliengage.org/public/training/support/how-to-guides/print-parent-pin-pages/

Including Families in the Assessment Process

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the "Screening, Progress Monitoring, and Observation" tab.

CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children's development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. Learn more here: https://cliengagefamily.org/

Infant and Toddler Developmental Checklists

These developmental checklists are available for teachers, administrators and families to use as a guide to ensure children in their care are meeting major milestones. There is also information available for professionals and families of next steps to take if a child is not meeting their milestones.

Notes

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Reflections

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Questions

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What now?

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Print Resources

Appendix A. Classroom Environment Checklist
   A1: CEC Analysis
   A2: Short Term Goals for CEC
Appendix B. CIRCLE Progress Monitoring Assessment Schedule
Appendix C. eCIRCLE Professional Development Course Schedule
Appendix D: CIRCLE Activity Collection Assignments

Appendix A.1

Classroom Environment Checklist (CEC) Analysis

Basic Classroom Arrangement (based on learning centers)
- Promotes high-quality verbal interactions
- Provides opportunities for increased cooperative play
- Increases children's ability to focus on specific tasks with fewer distractions
- Allows children to make choices and engage in "hands-on" activities

Center Management System
- Provides a concrete method to help children make choices
- Encourages children to manage themselves in centers
- Allows children to use print in a meaningful way
- Allows children to use their name in a purposeful way

Variety of Accessible Center Materials
- Allows children to access and use materials independently
- Provides children with opportunities to make activity choices
- Requires minimal adult supervision, giving teacher time for more meaningful interactions

Center Materials Labels
- Makes a connection between words and pictures
- Allows children to clean up with little assistance
- Encourages children to manage themselves

Books in Centers
- Puts books in the hands of children
- Encourages children to learn book handling skills
- Provides opportunities for children to connect books with real experiences
- Supports thematic concepts and understandings

Writing Tools in Centers
- Provides children opportunities for authentic writing
- Allows children to incorporate writing into their pretend play
- Encourages use of theme related concepts and vocabulary

Book Availability
- Gives children opportunities to use books in meaningful ways
- Helps children understand the function of print
- Provides extension of classroom themes and concepts
- Allows children to choose from a variety of books
- Builds background knowledge and a love of reading

Interactive Read Aloud Supports
- Promotes an enjoyable experience with books
- Motivates children to want to learn to read
- Provides a model of fluent and expressive reading
- Builds background knowledge and comprehension
- Encourages interactive conversations between teacher and children
- Uses print in a meaningful way
- Displays important information from the book (read aloud chart)
- Encourages theme and letter wall connections with vocabulary words
- Allows learning of planned vocabulary

Shared or Interactive Writing
- Provides children with a model for writing
- Sets a strong foundation for writing and concepts about print
- Encourages children to share information in a group setting
- Contributes to the feeling of community within the classroom
- Connects letters with letter sounds as the teacher "thinks out loud" while writing
- Encourages teacher to scaffold children's responses

Writing Journals
- Provides independent writing activities
- Encourages children to move through the stages of writing
- Connects children's thoughts to written words (teacher's dictation of child's drawing)
- Provides opportunities for children to express their feelings

Alphabet/PA Activities
- Engages children in independent letter knowledge activities
- Engages children in independent phonological activities
- Provides exposure to letters and letter sounds in a meaningful context

Children's Names
- Makes learning letters more meaningful
- Emphasizes the most important word a child learns
- Provides learning opportunities for children to look at print/letters
- Helps children make comparisons between their own name and other children's names
- Draws attention to specific letters and distinguishing features of letters

Letter Wall
- Allows children to see the letters displayed from A to Z
- Encourages letter recognition in meaningful ways
- Provides interaction with letters and words
- Provides a specific place for important words such as names and vocabulary

Authentic Print
- Encourages meaningful use of print for educational purposes
- Improves the classroom climate
- Encourages language development
- Provides opportunities for children to interact with print in meaningful ways

Children's Daily Schedule
- Allows children to predict the daily sequence of events
- Uses print in a meaningful way
- Eases transition from one activity to another
- Allows children to see when their day will end

Rules Chart
- Sets expectations for classroom behavior
- Provides guidelines for children to manage their own behavior
- Allows children to develop a sense of social responsibility
- Uses print in a meaningful way

Helper Chart
- Allows children to learn responsibility and gain a sense of ownership
- Encourages a sense of belonging to the classroom community
- Provides opportunities to recognize names and letters

Lesson Plan
- Focuses on teaching goals and objectives
- Allows for thoughtful selection of activities based on thematic concepts
- Encourages teacher to be prepared and have materials ready
- Includes large group, small group, and one-on-one activities
- Builds skills necessary for school readiness, based on the Prekindergarten Guidelines
- Expands on children's current level of understanding
- Includes direct and indirect instruction activities

Thematic Connections
- Encourages learning and use of vocabulary around a particular concept
- Organizes learning experiences around specific content areas
- Simulates real life experiences related to a theme
- Provides hands-on experiences for increased understanding

Assessment Techniques
- Allows teacher to monitor children's progress
- Documents change over time
- Encourages teacher to make informed instruction decisions
- Allows teacher to modify instruction to meet individual children's needs
- Provides information for families

Children's Work Display
- Validates children's efforts
- Allows for a sense of community and ownership
- Emphasizes the children's work rather than commercial posters
- Provides opportunities for children to connect print to meaningful experiences
- Extends learning related to a theme or read aloud

Appendix A.2 Short Term Goals for CEC

Community: _____

School Name: _____

Teacher: _____

Date Goals Set: _____

GOALS

What are the CEC goals that the teacher will work towards accomplishing?

ACTION PLAN

These goals will be completed by:

CEC ITEM	ACTION PLAN

What will the teacher do independently to accomplish the set goals?

What support will the teacher receive to help meet the set goals?

Additional Teacher Support:

Appendix B CIRCLE Progress Monitoring Assessment Schedule

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14 – October 16	
2	January 11 – February 12	
3	April 12 – May 14	

MEASURES	WAVE 1	WAVE 2	WAVE 3
Direct Measures			
Rapid Letter			
Rapid Vocabulary			
Phonological Awareness			
Mathematics			
Science			
Social Studies			
Story Retell			
Letter Sound Correspondence			
Observables / Checklists			
Social and Emotional			
Book and Print			
Early Writing			
Approaches to Learning			
Physical Health & Development			
Speech & Sentence Skills			
Motivation to Read			

Appendix C
eCIRCLE Professional Development Courses

TOPIC	SECTIONS	DATE	TIME	LOCATION

Appendix D
CIRCLE Activity Collection Assignments

TEACHER'S NAME	ACTIVITY	DUE DATE