A new online platform for statewide delivery of early childhood resources

Presented By:
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Summer Institute Austin
an innovative e-learning and data utilization program that digitally delivers a wide array of early childhood resources for programs and parents.
TSR Service Delivery Models

Available to: ISDs who partner with Head Start or childcare; Head Start programs; child care programs (for profit/nonprofit, faith and community based); community-based organizations (CBO); colleges/universities; education service centers (ESC); local workforce development boards (LWDB)

Available to: ISDs, open enrollment charter schools ONLY

Available to: ISDs, open enrollment charter schools, Head Start programs, Texas Rising Star certified providers, and all agencies participating in TSR Online+ and TSR Comprehensive
WELCOME TO CLI ENGAGE!

CLI Engage is the comprehensive professional development platform for public school pre-k and Head Start teachers in Texas, providing free access to Texas School Ready tools and resources. Learn more about us and register for access to our research-based tools.

LEARN MORE ABOUT OUR TOOLS
Who are we?

CLI Engage PLATFORM

TSR Online PROGRAM

CIRCLE PRODUCTS

CLI Engage PLATFORM
Instructional Approaches: 6 Key Areas for Quality

- Use of responsive interaction style to support learning
- Content that predicts school readiness
- A balance of teaching strategies
- Flexible groupings of children for learning—one-to-one, small groups, large groups
- Planning for efficient development of learning
- Use of child progress monitoring to target instruction
TSR Online Pre-K Resources

**PROFESSIONAL DEVELOPMENT RESOURCES**

- **e-CIRCLE**
  Professional development courses on effective instructional practices

- **CIRCLE Activity Collection**
  Scripted lessons tied to progress monitoring results

- **Video-based Coaching**
  Video-based, personalized instructional feedback and goal setting

**DATA-DRIVEN INSTRUCTIONAL TOOLS**

- **CIRCLE Progress Monitoring**
  User-friendly progress monitoring that gives teachers immediate feedback about a child’s progress and activities that will support further learning

- **Classroom Observation Tools**
  - Classroom Environmental Checklist
  - Teacher Observation Tool for Coaches
  - Teacher Observation Tool for Administrators
Resources

Looking for help using CLI Engage? Please review the information below, or submit a help ticket. 😊

CLI Engage Getting Started Guide
Learn how you can support your teachers this year with the TSR Online Getting Started Guide.

Analyzing CIRCLE Progress Monitoring Classroom Data
Review the recent webinar "A Closer Look at Analyzing CIRCLE Progress Monitoring Classroom Data" to explore the purpose of progress monitoring, identify reports generated from the C-PM tool, and learn how to help teachers analyze their student data.

CIRCLE Progress Monitoring Training
Learn about the CIRCLE Progress Monitoring System and prepare your staff to administer the assessments! Click to download the following resources. Please contact us if you need a copy of the CIRCLE Progress Monitoring System Technical Manual.

CIRCLE Progress Monitoring Training PowerPoint presentation
CIRCLE Progress Monitoring User Guide
CIRCLE Progress Monitoring FAQ document

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. (Note: An internet connection is required for the initial setup.)
Professional Development

eCIRCLE courses

**MODULES INCLUDE**

**Foundations for Responsive Instruction**
- Classroom Management
- Social and Emotional Learning
- Understanding Special Needs
- English Language Learners: Culture, Language, Instruction
- Pre-kindergarten 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

The State Center for Early Childhood Development
Course Framework

- Pre-Post Assessment of Knowledge
- Expert Overview
- Classroom and Teacher Examples
- Teacher Analysis/Reflection
- Expert Analysis
- Self Analysis
- Connect to the Classroom
Professional Development

**e-CIRCLE courses**

Registered users are automatically provided direct access to the e-CIRCLE courses.

CLI engage saves course completion progress and tracks teacher usage and engagement in modules.

The courses also integrate assessments that check the user’s understanding of the material.
The eCIRCLE online course model makes teachers much more apt to continue that same type of reflective practice in their classroom instruction.
Two eCIRCLE Delivery Models

Self-instructional

Facilitated
Facilitating eCIRCLE

Apply to facilitate
- Complete SI Courses
- Receive access

Set up FAC course
- Enroll members
- Create Groups

Conduct course delivery
- Create training agendas using Facilitator Guides
- Post reflective prompts and manage discussions
- Issue completion certificates
Discussion Prompts

5. Developing Rules and Routines

- Learn About This Section
- View a Teaching Example
- View Comments
- Check Yourself: Choose an Activity
- Connect with the Classroom
- Share Ideas

Possible Discussion Prompts

The following prompts and questions might be useful to help you share your thoughts and reactions to the content presented in this section.

Reflecting on the videos

- Would Karrie's rules and routines work well in your classroom? Why or why not? How would you modify Karrie's rules and routines to suit your classroom?

Discussing Connect with the Classroom

- Reflect on your process of creating or enhancing your class rules or classroom management charts. Which project did you decide to do? How did it go?
- Discuss any other ideas you have for introducing new routines into your classroom (or reevaluating the rules and routines already in place). Share any challenges you expect to face (or any you have faced already).
Course Sessions

eCIRCLE Classroom Management (Self Instructional)

This course focuses on designing, creating, and managing classrooms that combine meaningful structure with a warm spirit. In such classroom environments, children begin to love learning, to manage their own behavior, and to work and play independently.

- Pre Test
- Course
- Post Test

Not available unless: The activity Course is marked complete.
Let’s View the Content
Acquiring a Certificate for Course Completion

You have earned the following Class Completion Certificates

- eCIRCLE Early Childhood Mathematics (Self-instructional))
- eCIRCLE Classroom Management (Facilitated)
- eCIRCLE Building Vocabulary (Facilitated)
- eCIRCLE Discovering Early Childhood Science (Self-instructional)
• 120 hours of Self-Instructional Training Hours  
  (eCIRCLE courses and new CIRCLE CDA courses)

• There is no cost for the CIRCLE CDA courses  
  (*books - $95 & assessment fees - $425 are additional costs)

• An individualized Training Plan Template

• A Self-Instructional Course to develop your CDA Professional Portfolio which includes:
  ➢ Resource Collection Items
  ➢ Competency Statements
  ➢ Professional Philosophy Statement, and
  ➢ Family Questionnaires

The State Center for Early Childhood Development
Who’s Eligible for CIRCLE CDA Training Program?

• All TSR Online users – Fall 2016
  – Access at no cost:
    • Texas Head Start programs
    • Texas Public schools
    • Texas Rising Star certified providers
    • Texas School Ready (current and former participants)
  – Others, by contract
    • Contact us for more information!

CIRCLECDAtraining@uth.tmc.edu
Why Do Teachers Assess? Using Data to Improve Practice

ASSESSMENT
Collect Data.

TEACHING
Supports students learning

EVALUATION
Determine next learning step.

PLANNING
Choose resources and approach.
BENEFITS

- Monitor children’s progress
- Document change over time
- Make informed instructional decisions
- Modify the instruction being delivered
- Respond to children’s changing needs
Progress Monitoring…

is a practice that is used to get a **snapshot** of the students’ academic performance and evaluate the effectiveness of instruction.
# CIRCLE Progress Monitoring

<table>
<thead>
<tr>
<th>DIRECT ASSESSMENTS</th>
<th>OBSERVATIONAL ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocabulary development</td>
<td>• Early writing skills</td>
</tr>
<tr>
<td>• Story retell &amp; comprehension</td>
<td>• Social &amp; emotional skills</td>
</tr>
<tr>
<td>• Book &amp; print knowledge</td>
<td>• Approaches to learning</td>
</tr>
<tr>
<td>• Letter recognition</td>
<td>• Physical health &amp; development</td>
</tr>
<tr>
<td>• Letter-sound correspondence</td>
<td>• Speech production &amp; sentence skills</td>
</tr>
<tr>
<td>• Phonological awareness</td>
<td>• Motivation to read</td>
</tr>
<tr>
<td>• Early science skills</td>
<td></td>
</tr>
<tr>
<td>• Early math skills</td>
<td></td>
</tr>
<tr>
<td>• Early social studies skills</td>
<td></td>
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<tr>
<td>Social &amp; Emotional Development</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Positive Social Behaviors</td>
<td>Social/Emotional Approaches to Learning</td>
</tr>
<tr>
<td>Classroom Community and Safety</td>
<td>Initiative and Curiosity</td>
</tr>
<tr>
<td>Emotion and Behavior Regulation</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Self Care</td>
<td>Art, Creativity and Dramatic Play</td>
</tr>
</tbody>
</table>

**Sentence Skills and Speech Production**
Progress Monitoring Customization

- Available in English and Spanish
- Choose your own progress monitoring windows
- Prioritize measures according to local needs
- Exclude individual or classes of children as needed
- Export data for independent analysis
CIRCLE Progress Monitoring Reporting

1. **Completion** - Tracks completion of required assessments

2. **Summary** - Allows districts and communities to view children’s performance across all subject areas

3. **Growth** - Allows districts, communities, and teachers to view children’s gains over time

4. **Group** - Groups children with scores below age-related benchmarks and recommends activities for further skill development
Pre-K Assessment

Select the assessment tab on the dashboard

Select CIRCLE progress monitoring Pre-K
Accessing the CIRCLE Progress Monitoring System

Select “Class Name”
Class View

Reports are available immediately after assessment completion.

Select the appropriate “Wave.”

Select language of assessment.
Launching Assessments

First Name: First Name  Last Name: Last Name  Year: 15-16  Wave: 1

Phonological Awareness

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
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<tbody>
<tr>
<td>Place Name</td>
<td>52</td>
</tr>
<tr>
<td>Student Name</td>
<td>55</td>
</tr>
<tr>
<td>Syllabication</td>
<td>7</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>5</td>
</tr>
<tr>
<td>Alliteration</td>
<td>7</td>
</tr>
<tr>
<td>Rhyming 1</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
<tr>
<td>Listening</td>
<td>5</td>
</tr>
</tbody>
</table>

Exclude All

No Student
Teacher Scripting

Phonological Awareness - Onset-Rime

Teacher: "I am going to break up a word into sounds. Repeat these parts and then say the word I am making. Are you ready? Let's practice."

Teacher: "/ml/, /om/"
Child repeats and provides the word mom.

If child responds correctly, say: "Good job, /ml/, /om/ makes mom".
If the child responds incorrectly, say: "That was a good try, but /ml/, /om/ makes mom".

Teacher: "Let's try some other words".
C-PM

Sample Items

Rapid Vocabulary

Teacher: "What is the name of this picture?"

If the child says ball, encourage the child by saying:
"Good job!"

If the child answers incorrectly you can correct the child by saying:
"That was a good try, but this is a ball. You say ball."

Phonological Awareness: Onset-Rime


1. /h/, /at/ (hat)

Math: Number Discrimination

Look at these pictures. Which one is a number?

π 7

Social Emotional: Positive Social Behaviors

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark a 1, 2, or 3 response</th>
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</thead>
<tbody>
<tr>
<td>1. Talks to and interacts positively with adults</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>2. Talks to and interacts positively with peers</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>3. Initiates conversation and activities with peers</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>4. Participates cooperatively in group activities</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>5. Shares materials with peers</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>6. Assists or comforts peers in need</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>7. Begins to solve problems in conflicts with peers</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>8. Asks for adult help when cannot resolve peer conflict</td>
<td>1 - Emerging</td>
</tr>
<tr>
<td>9. Accepts compromise and input from others to solve problems</td>
<td>1 - Emerging</td>
</tr>
</tbody>
</table>
# Student Summary Report

**CIRCLE Progress Monitoring PreK**  
**Student Summary**

**Community:** CLI TEST COMMUNITY  
**School:** Test School 1  
**School year:** 2015-2016  
**Assessment Language:** English  
**Class:** 14-15 Example's Class1  
**Teacher:** Example TestTeach1

<table>
<thead>
<tr>
<th>Measure</th>
<th>Maximum Score</th>
<th>Wave 1</th>
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<tbody>
<tr>
<td>Rapid Letter Naming</td>
<td>52</td>
<td>22</td>
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<tr>
<td>Rapid Vocabulary 1</td>
<td>55</td>
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<tr>
<td><strong>Phonological Awareness</strong></td>
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<td></td>
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<tr>
<td>Syllabication</td>
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<td>2</td>
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<tr>
<td>Onset-Rime</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Alliteration</td>
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<td>1</td>
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<tr>
<td>Rhyming I</td>
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<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>28</td>
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<tr>
<td>Rote Counting</td>
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<td>Shape Naming</td>
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<tr>
<td>Number Discrimination</td>
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<td>1</td>
</tr>
<tr>
<td>Number Naming</td>
<td>5</td>
<td>1</td>
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</tbody>
</table>
# Class Summary Report

## CIRCLE Progress Monitoring PreK

### Class Scores

**Community:** CI TEST COMMUNITY  
**School:** Test School 1  
**School year:** 2015-2016  
**Wave:** 1

<table>
<thead>
<tr>
<th>Student</th>
<th>Read Letter Naming</th>
<th>Read Vocabulary</th>
<th>Spelling</th>
<th>Quick Draw</th>
<th>Addition</th>
<th>Subtraction</th>
<th>Total</th>
<th>Raw Counting</th>
<th>Shape Naming</th>
<th>Number Comparison</th>
<th>Number Naming</th>
<th>Shape Discrimination</th>
<th>Counting</th>
<th>Overlay</th>
<th>Positive Self-Flow</th>
<th>Early Writing Checklist</th>
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<tbody>
<tr>
<td>Test Student1</td>
<td>15</td>
<td>22</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>23</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>22</td>
<td>21</td>
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<td>Test Student2</td>
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<td>12</td>
<td>9</td>
<td>4</td>
<td>7</td>
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<td>12</td>
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<td>Test Student9</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
</tbody>
</table>

- #: At or above benchmark  
- #: 4 years old and older below benchmark  
- #: 3.5 to 3.5 years old below benchmark  
- #: Younger than 3.5 or no benchmark applies
Grouping Tool

The State Center for Early Childhood Development

Grouping Tool Interface:
- Dashboard
- Assessment
- Class Roster Management

CIRCLE Progress Monitoring PreK > School View > Class View > Student View > Class Groups

Community/District: CLI TEST COMMUNITY
School: Test School 1
Class: 14-15 Example's Class1
Teacher: Example TestTeach1
School year: 15-16

Wave: 1

Student View

Measure Groups:
- Rapid Letter Naming
  - Test Student5
  - Test Student7
  - Test Student8
  - Test Student9

Activities: Name Puzzle Letter Sort | Spy Environmental Print

Rapid Vocabulary 1
- Test Student2
- Test Student4

Custom Groups:
- Group 1:
  - Drop Student Here
- Group 2:
  - Test Student1
  - Test Student2

Printer Friendly Page | Export to PDF

The State Center for Early Childhood Development
CIRCLE Activity Collection

- Tied to progress monitoring results
- Annotated videos of the activities performed in real classrooms
- Heavy scripting to cue the teacher to best instructional practices
Activity 8.4.1 Sound Sort

Setting
- Small Group

Materials
- 2 trays
- 2 letter cards
- 1 basket of small objects or pictures that begin with the 2 distinct letter sounds being compared

Objective
Children will sort the names of various objects using the initial sound.

Pre-K Guidelines
III. Emergent Literacy - Reading Domain
A. Motivation to Read Skills
III.A.1. Child engages in pre-reading and reading-related activities.
III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
C. Alphabet Knowledge Skills
III.C.1. Child names at least 10 upper and at least 20 lower case letters.
III.C.2. Child recognizes at least 20 letter sounds.
III.C.3. Child produces the correct sounds for at least 10 letters.

Alignments
110.11 English Language Arts and Reading Kindergarten
(a) Knowledge and Arts (1) Reading/Begging Reading Skills/Vocabulary Awareness, Students

Define concept in child friendly terms
Boys and girls, today we are going to listen closely to the sounds letters make. I have a basket full of items I need to sort, and I need your help to figure out which tray to put each item on. In this game we will listen to the first sound in each item's name and match it with the letter that makes that sound.

Model and explain procedure
Show the 2 different letter cards to the children. Point to one of the letter cards. This is the letter S. Can you say that letter name with me? Children respond: S. Good, the letter S makes the /ss/ sound. Let's all make that sound together. Children respond: /ss/ /ss/ /ss/ /ss/. Place the letter card on a tray.
Point to the other letter card. This is the letter T. Can you say that letter name with me? Children respond: T. Good, the letter T makes the /t/ sound. Let's all make that sound together.
Targeted Lessons Tied to PD

Oral language development is the process of speaking and listening to communicate meaning. Young children learn language as they interact with responsive adults and peers and experience language use in meaningful contexts. In early childhood classrooms, small group activities offer many opportunities for rich talk.

The following small group activity provides meaningful experiences for children to:
- communicate effectively with peers and adults
- become proficient in speaking and listening
- extend and enrich their vocabulary
- utilize language building strategies such as labeling, describing, explaining, comparing, and linking
COT and CEC

Assessment

Classroom Observation Tool

Administrative COT

Classroom Environmental Checklist
CIRCLE Observation Tools: CEC

Classroom Environment Checklist (CEC) captures presence and quality level of instructional planning tools, meaningful literacy and print centers and materials, and the overall design and management of the classroom and individual centers.
### Classroom Environment Checklist

<table>
<thead>
<tr>
<th>CEC Value</th>
<th>Photograph Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

1. There is not a rules chart or the rules chart uses negative language.
2. There is a rules chart with expectations stated using positive language. However, the chart is not at children’s eye level or does not use pictures.
3. There is a rules chart with both word and picture/icons. There are a limited number of rules (3-5) and the language is positive.

---

**Example A**

- Angel eats fruit.
- Jeremiah eats pineapple.
- Anneliese eats ketchup.
- Jeremiah eats soup.
- A.J. eats ravioli.

**Example B**

- Illiana eats Oreo cookies.
- Angel eats peanut butter.
- Jeremiah eats noodle soup.
- Illiana eats soup.
- Jeremiah eats tuna.

**Example C**
CIRCLE Observation Tools: COT

• Classroom Observation Tool (COT): Adapted from validated tool, Teacher Behavior Rating Scale (TBRS)

• Shifts the focus from global, domain-general observation to specific teaching behaviors

For example,

TBRS: “Engages children in activities that promote letter knowledge.”

Classroom Observation Tool (COT)-
Talks about letter names
Talks about letter features
Talks about letter-sounds
Support Strategies
Uses environmental print
Uses letter manipulatives
COT

Language & Literacy
• Oral Language
• Read Alouds
• Phonological Awareness
• Letter Knowledge
• Print Concepts
• Writing

Best Practices (cross-domain)
• Classroom Management
• Social & Emotional Development
• Centers
• English Language Learners
• Student Progress Monitoring, Assessment, & Lesson Planning
• Effective Use of Technology

STEM
• Science
• Mathematics
Classroom Observation Tool

- Specific instructional strategies
- Supported by research
- Observing for presence of quality behaviors
- On the radar = observed
- Needs Support to flag for follow-up
Sample Items: Print Knowledge, Letter Knowledge & Early Reading

Core Concepts (The What)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distinguish <em>between elements of print</em> (e.g., between print and photograph or illustration; Talk with children about what is a letter, word, or picture).</td>
</tr>
<tr>
<td>1</td>
<td>Talk about/recognize <em>familiar words</em> (e.g., names, friends’ names, environmental print, etc.).</td>
</tr>
<tr>
<td>2</td>
<td>Talk about features of print such as <em>text contains letters, words, sentences, and/or spaces</em> during reading activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words).</td>
</tr>
<tr>
<td>2</td>
<td>Talk about <em>book and print concepts</em> while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). Note: Not while encoding (writing words), which is recorded in written expression.</td>
</tr>
</tbody>
</table>

Context (The When/Where)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Involve children in <em>small group activities about print, letter, or reading instruction</em> (e.g., Tier 1 - small group for all children or Tier 2 - additional small group for targeted children).</td>
</tr>
<tr>
<td>2</td>
<td>Involve children in print, letter, or reading <em>transition activities</em> (e.g., “Line up if your name starts with the letter A.”).</td>
</tr>
<tr>
<td>3</td>
<td>Talk about <em>print and letter knowledge during underutilized contexts</em> (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher points out and talks about the EXIT sign when walking down the hall, etc.). Note: Not during centers.</td>
</tr>
</tbody>
</table>

Strategies & Approaches (The How)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher <em>uses a book reading</em> to reinforce letter knowledge skills (e.g., Teacher reads an ABC book and explicitly calls attention to the letters named/shown/connected to a sound - example: Chicka Chicka Boom Boom “Look. Here are the letters a, b, and c.”).</td>
</tr>
<tr>
<td>2</td>
<td>Use the <em>letter wall</em> as an interactive teaching tool to emphasize features of print (e.g., play letter wall games, letter wall transitions, during journal writing).</td>
</tr>
<tr>
<td>3</td>
<td><em>Explain strategies good readers use to read unfamiliar words,</em> including sounding out words, looking for parts/chunks of words they know, or comparing unknown words to similar known words (analogy), or considering pictures/context to confirm the word makes sense. Note: This item applies to classrooms with beginning readers.</td>
</tr>
</tbody>
</table>
• Short-term Goal Report

Select goals aligned with child PM and teacher observation results
Use priority levels to guide goal selection
Identify professional development resources (e.g. CAC, COT clips)
## Web-based Short-term Goals report

<table>
<thead>
<tr>
<th>Goal</th>
<th>Observed at BOY</th>
<th>Observed at MOY</th>
<th>COT Updates</th>
<th>NS</th>
<th>Goal Set Date</th>
<th>Goal Met Date</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give examples and non-examples or synonyms/antonyms of the vocabulary word to build meaning around target word (e.g., if target word is slowly show pictures of or say: turtle, elephant, snail, cheetah. Children say slowly if animal moves slowly or say quickly if the animal is fast.). Ejemplo en español: “Despacio.” o “Rápidamente.”</td>
<td>9/9/16</td>
<td>1/9/16</td>
<td></td>
<td></td>
<td>12/2/16</td>
<td></td>
<td>VL_Examples1, VL_Examples2</td>
</tr>
<tr>
<td>Elicits Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ask knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). Note: Excludes discussion during and after read alouds.</td>
<td></td>
<td></td>
<td>12/2/16</td>
<td></td>
<td></td>
<td></td>
<td>EL_Knowledge_Level1, EL_Knowledge_Level2</td>
</tr>
<tr>
<td>2. Ask higher level, open-ended, thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Note: Excludes discussion during and after read alouds.</td>
<td>9/9/16</td>
<td>1/9/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher downward scaffolds children’s incorrect, ambiguous, or non-response to build their oral language use (e.g., simplify the question; provide clues; reduce choices to either/or question, “is it too deep or too heavy?”; provide a close prompt, “The bucket was too deep...” (deep); model answer and ask child to repeat all or part of the answer, “This pail is deep. Say deep.”). Ejemplo en español: “¿Es demasiado profundo o demasiado pesado?; El cubo era demasiado profundo.; Este cubo es profundo. Diga profunda.”</td>
<td>1/9/16</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>EL_Downward1, EL_Downward2, EL_Downward3, EL_Downward4</td>
</tr>
<tr>
<td>3. Teacher upward scaffolds children’s correct responses or child’s new topic to build their oral language use (e.g., ask for explanation, alternative ideas, or linking; brainstorm more challenging ways to play/use materials).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12/2/16</td>
<td>12/15/16</td>
<td></td>
</tr>
<tr>
<td>Attempts to elicit language from all children, not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/directing comments to less engaged children). * If dual language/bilingual classroom, teacher encourages child response in the current language of instruction if child responds in other language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EL_Elicit1, EL_Elicit2, EL_Elicit3</td>
</tr>
<tr>
<td>3. Engage children in conversations that involve child and teacher taking multiple turns about a conversational topic (e.g., 3-5 turns, such as Child (C)&gt;Teacher (T)&gt;Child (C)&gt;Teacher (T)&gt;Child (C)).</td>
<td>1/9/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EL_Multiple1</td>
</tr>
</tbody>
</table>
COT
Letter-Sound Correspondence
Administrator-COT
(A-COT)

An evaluation cycle that includes classroom observation around instructional practices

• Sustain the benefits of your professional development efforts

• Identify new areas for growth
Ways to Use the A-COT

✓ Access and complete the online course entitled Leading School-wide Improvement.

✓ View video segments in relation to the indicators on the Administrator-Classroom Observation Tool

✓ Schedule an observation date with the classroom teacher

✓ Conduct classroom observations using the A-COT

✓ Meet with the teacher to share results of the A-COT

✓ Meet with the teacher to set goals

✓ Identify specific actions for improvements based on the A-COT data

✓ Use the results of the A-COT to identify and develop school/campus professional development goals
Coordinated Approach for Parents and Caregivers to Support Infant and Toddler Development and Learning
Infant and Toddler Caregiver Courses

Introduction to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines
- Checklists and Developmental Milestones
- Recognizing Developmental Red Flags
- Steps to take when Red Flags Present

Understanding the developmental needs of infant and toddlers, role of environment in supporting needs

Supporting social and emotional development, responding to signals

Promoting shared reading and exploring books

Childcare leadership training to support implementation
Infant & Toddler Courses Concept Design

The State Center for Early Childhood Development
Play Dough Play
Expert Commentary
Being Responsive
Connecting with Parents

- Access to child’s CIRCLE Progress Monitoring results
- Access to Parent Activity Collection to support targeted learning
  - Language and Literacy
  - Social and Emotional Development
  - Mathematics
- Access to developmental milestones
- Access to online learning tutorials for parents
Click here to learn more about progress monitoring and to find out how you can access your child’s results from the CIRCLE Progress Monitoring System.

Need ideas? Click here for easy activities you can do with your children to support their school readiness skills.

We are putting together fun, interactive tutorials for parents looking for ways to support their children’s development. Click here to learn more.

Looking to better understand the stages of child development? Click here for early learning guidelines and important developmental milestones you can look for as your child learns and grows.
Parent Activity Collection
The Texas Kindergarten Assessment System (TX-KEA) is a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children’s Learning Institute at UTHealth.
Intended Populations & Purposes of TX-KEA

• Target Population of TX-KEA
  – Kindergarteners across Texas

• Purposes of TX-KEA
  – Screen what children know and can do
  – Help identify children in need of further assessment
  – Help inform instruction
TX-KEA is Comprehensive

- Oral Language
- Literacy
- Cognition
- Physical Well-being
- Social and Emotional

Each domain has a nationally recognized expert outside of UTHealth contributing as a consultant.

TX-KEA will be “comprehensive” in that it will evaluate many learning domains critical for academic success. However, administrators can choose, which areas they would like to screen.

Two methods of assessment:

1. Direct assessment
   - Student selects response(s); or
   - Student states a response that is scored by examiner

2. Teacher-reported behavior checklists
Oral Language – Listening Comprehensive
## Social Skills Checklist

<table>
<thead>
<tr>
<th>The Child…</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts positively with adults?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Interacts positively with peers?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Is zoned out/in their own world?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Participates cooperatively in groups?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Shares materials with peers?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Appropriately asks for adult help when cannot resolve peer conflict (without tattling)?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Accepts compromise from others to solve problems?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Joins in activities and interactions that were already started?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
<tr>
<td>Asks questions to learn more about people, topics and ideas?</td>
<td>1 - Rarely 2 - Sometimes 3 - Consistently</td>
</tr>
</tbody>
</table>
TX-KEA is Customizable

- You can choose which subtests you want to administer.
- It’s available in English or Spanish.
- It will take into account children with special needs.
  - Research study includes a sub-sample of children with a diagnosis
  - List of accommodations and adaptations will be provided to teachers
TX-KEA is Compatible

• TX-KEA is being developed for many platforms, including laptops and tablets
• It will be linked to TEA’s Texas Student Data System
• It will be housed on CLI Engage in fall 2017
  – CLI Engage also houses the free Texas School Ready pre-k resources
CLI Engage Help

Looking for help using CLI Engage? Please review the information below, or submit a help ticket.

(Additional help resources are available for users after log-in.)

Sign Up for CLI Engage
Ready to sign up for CLI Engage? Click the button at the top-right of the webpage to "Sign Up" and complete the short sign-up form. A representative from the Children’s Learning Institute will be in contact soon.

Setting Up Your Account
All users will need a Google Account to log-in to CLI Engage. If you need assistance setting up a Google Account, please...
ISD HB 4 ApplicationAlignment

• Supplemental Curriculum
• Progress Monitoring Instrument
• Professional Development
• Parent Engagement
• Community Partnerships/Collaborations

Visit [www.texasschoolready.org/HB4](http://www.texasschoolready.org/HB4) for more information.
https://cliengage.org