



Texas School Ready is a part of the Children's Learning Institute

Getting Started



with

T S R *online*

A Planning Guide for Supporting Teachers

2015–2016



This guide belongs to:


UTHealth
The University of Texas
Health Science Center at Houston

 CHILDREN'S
LEARNING
INSTITUTE™
Maximizing potential with proven solutions.™

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 serve as a high-level overview and initial planning using your current access to the CLI Engage platform until August 27, 2015. Beginning September 1, you will have access to additional resources on the TSR Online Engage website: www.cliengage.org

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 administrators to use. These resources and references are offered as guidance and can be tailored and customized to best meet your program needs.

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 1900 | Houston, TX 77030

childrenslearninginstitute.org | texasschoolready.org | cliengage.org

Find us on ...



Children's Learning Institute
CLI Engage



@CLI_UTHealth
@CLIengage
@TXSchoolReady

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 a copy of the Classroom Environment Checklist (CEC), **Appendix A**

**step
2**

Provide teachers a copy of the Classroom Environment Checklist (CEC) analysis and discuss, **Appendix A**

**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:

www.texasschoolready.org/classroom-management

**step
4**

Provide teachers a copy of the CEC Short Term Goals document and use to select and set goals, **Appendix A**

Classroom Observation Tool (COT)

The COT captures snapshots of a teacher's behavior and instruction during classroom observation visits that can be used to develop improvement plans and track a teacher's progress over time.

**step
1**

Provide each teacher a copy of the Classroom Observation Tool (COT), **Appendix B**

**step
2**

Encourage teachers to use these behaviors/strategies when teaching.

Note: Provide teachers with a copy of the COT so they can begin to use these intentional teaching strategies in their classroom. **Administrators:** For training on how to use this tool please log on to TSR Online to view the "How to Administer the COT" tutorial after September 1, 2015.

Foundational Skills Guide

**step
1**

Provide teachers with a copy of the Foundational Skills Guide for Best Practices implementation, **Appendix C**

Child Progress Monitoring (C-PM)

Child 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.

**step
1**

Document your assessment window dates.

Examples:

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14 – October 16	
2	January 18 – February 19	
3	April 18 – May 20	

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. This is a 1 minute timed assessment task.
Rapid Vocabulary	The Rapid Vocabulary Naming task evaluates a child's ability to name common objects. This is a 1 minute timed assessment task.
Phonological Awareness * *Note: this measure is undergoing additional enhancements that will launch in the 2016-2017 school year.	<p>The Phonological Awareness (PA) measure consists of seven total subtasks used to assess a child's understanding of sound in either English or Spanish. Currently, a composite PA score is established from the following four subtasks only:</p> <p>CORE TASKS:</p> <p>Syllabication: the ability to separate a word into parts;</p> <p>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;</p> <p>Alliteration: the ability to indicate same beginning sound(s) between two or more words; and</p> <p>Rhyming 1: the ability to distinguish if two words rhyme when spoken.</p> <p>The remaining three subtasks are optional for teachers (i.e., they are not used when establishing the composite PA score). The Listening and Words in a Sentence tasks 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.</p> <p>OPTIONAL TASKS:</p> <p>Listening: the ability to screen out other noises and selectively focus attention on a specific sound;</p> <p>Words in a Sentence: the ability to move counters to show how many words are in a sentence; and</p> <p>Rhyming 2: the ability to independently give a word that rhymes with the word given.</p> <p>Approximate Time to Administer: 5 minutes per child (core tasks only)</p>

Mathematics

The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for pre-Kindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is a 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).

Approximate Time to Administer: 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 Child Development and Early Learning Framework and the Texas Pre-Kindergarten 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: 5 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 child
Book and Print	This is a direct assessment in which the teacher uses a simple, hardback book from his/her classroom to ask children questions (11 items) about book and print conventions function Approximate Time to Administer: 2 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 Child Development and Early Learning (HSCDEL) Framework. These checklists are pilot versions and include: <ul style="list-style-type: none"> • Approaches to Learning • Initiative and Curiosity • Flexibility Approximate Time to Administer: 2 minutes per child
Creative Arts Expression	Observes child's creative progress in both the arts and music. Approximate Time to Administer: 2 minutes per child
Physical Health & Development	Observes child's fine and gross motor progress. 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 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			

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 pre-Kindergarten programs, and childcare) for children ages 3.5 years (3 years, 6 months) through age 4 (4 years, 11 months). Current psychometric analyses focus on these age ranges.

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.

**step
4**

Begin collecting student profile information for batch and / or bulk upload (Appendix D)

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, technology, engineering, and math (STEM). 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-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.

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**

Logon to www.cengage.org, enter your credentials, and locate the online course tab on the dashboard. Review the objectives for the course.



eCircle Classroom Management

What You Will Learn

1. Introduction
Course Overview
What You Will Learn
How to Complete This Course
Meet the Teachers
Meet the Author
2. About Classroom Management
3. Setting Up the Room
4. Getting Off to a Good Start
6. Developing Rules and Routines



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 below 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
- 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
- Discovering Early Childhood Science
- Discovering Early Childhood Engineering and Technology (coming soon)

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 Activity Collection



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.

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.

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 below).

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 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.		

Notes

Reflections

Questions

What now?

Print Resources

Appendix A. Classroom Environment Checklist

1. Classroom Environment Checklist (CEC)
2. CEC Analysis
3. Short term goals for CEC

Appendix B. Classroom Observation Tool

COT (15-16)

Appendix C. Foundational Skills for Instructional Change

Appendix D. CIRCLE Progress Monitoring

1. Student profile for data upload
2. Assessment schedule

Appendix E. eCIRCLE Professional Development Courses

Course Schedule

Appendix F: CIRCLE Activity Collection

CIRCLE Activity Collection Assignments

Teacher/Target: _____ / _____ School: _____ Coach: _____

Center/Independent Workstation Areas & Description		BOY	MOY	EOY
Basic Classroom Arrangement	1 – Room is disorganized, messy, and/or centers are undefined. 2 – Room is organized with three to six defined centers. There is space for large- and small-group meeting areas. Center definition and/or traffic flow need improvement. 3 – Room is organized with at least seven recommended centers★ that are well defined. There is space for large- and small-group meeting areas and good traffic flow throughout the classroom.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Center Management System	1 – Centers are not labeled with both words and pictures or labels are not at eye level. Or there is no center management/rotation system. 2 – Three to six centers are labeled with words and pictures/icons and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board. 3 – At least seven recommended centers are labeled with words and pictures/icons and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board. ◆Note: If dual language/bilingual classroom, center labels should have words in English and Spanish for a high rating.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Variety of Accessible Center Materials	1 – There are very few materials in most centers and/or center materials are not accessible to children (e.g., paint in large containers that require adult supervision, materials on high shelves that children cannot reach safely). 2 – There are some centers with few materials but others have an adequate variety of materials. All center materials are accessible to children. 3 – All centers have an adequate variety of materials. All center materials are accessible to children.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Center Material Labels	1 – Materials and shelves are poorly labeled or not labeled at all. 2 – Some materials and shelves are labeled with words and/or pictures/icons to facilitate children's independent handling and storage of materials. 3 – Most materials and shelves are neatly labeled with words and pictures/icons to facilitate children's independent handling and storage of materials. ◆Note: If dual language/bilingual classroom, center materials labels should have words in English and Spanish for a high rating.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Books in Centers	1 – There are no books accessible to children in the classroom or there are only books in the classroom library center. 2 – There are books in the library center and in one to three additional centers. 3 – There are books in the library center and in four to six additional centers. Books are center specific (e.g., books about building in the construction center) or theme/topic related.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Writing Tools in Centers	1 – There are no writing materials available or writing materials are only available in the writing center. 2 – Writing materials are available in the writing center and in one to three additional centers. 3 – Writing materials are available in the writing center and in four to six additional centers and these centers include a variety of writing tools or papers/materials to encourage purposeful writing activities.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

★Seven recommended pre-k centers: Library/Listening, Construction, Writer's Corner, ABC, Creativity Station, Pretend & Learn, Math/Science, etc. ★★Seven recommend K/1 centers: Library/Listening, Writer's Corner, ABC/Word Study, Creativity Station, Math/Science, Computer, Read the Room/Pocket Chart, etc.

◆ = Dual language/bilingual models where instruction occurs in both English and home language; all these examples are for Spanish/English bilingual programs.

Literacy Areas & Descriptions		BOY	MOY	EOY
Book Availability	<p>1 – There is no classroom library or area set aside for reading. Or there are only one to three books available to children in the library.</p> <p>2 – There is a classroom library area that includes four to nine books that are displayed so children can access books. Books do not represent a variety of genres.</p> <p>3 – There is a classroom library area that includes at least 10 books of various genres (e.g., narratives, informational books, ABC books, counting books, etc.) that are displayed so they are easily accessible to children.</p> <p>♦Note: If dual language/bilingual classroom, books must be available in English and Spanish for high rating.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Interactive Read Aloud Supports	<p>1 – There is no evidence of read aloud supports* in the large-group meeting area or centers.</p> <p>2 – There is evidence of one or two read aloud supports in the large-group meeting area or centers.</p> <p>3 – There is evidence of three or more read aloud supports in the large-group meeting area or centers.</p> <p><i>*Note: Interactive read aloud supports may include: read aloud pocket chart (with sentence strips to list title, author, illustrator, key vocabulary, etc.), puppets, flannel board, retell props, vocabulary or picture cards, etc.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Shared or Interactive Writing	<p>1 – There are no shared or interactive writing samples displayed.</p> <p>2 – There are some shared or interactive writing samples displayed (e.g., recent daily news), but there are only one or two displays of shared writing.</p> <p>3 – There are three or more shared or interactive writing samples displayed and they appear recent (e.g., daily news from today/yesterday) or they appear to represent writing across various activity contexts (e.g., daily news + dictations from class science activity).</p> <p><i>*Note: Shared/interactive writing samples may include daily news, science activity with predictions dictated, morning message, class-made books, KWL charts, semantic web, etc.</i></p> <p><i>*Note: Shared writing requires that a child contributes ideas or dictations to the message, whereas interactive writing requires that the child has some opportunity to use the pen/marker to write words, letters, punctuation, or circle/count words.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Writing Journals	<p>1 – There are no journals in the classroom or journals are used infrequently based on outdated entries.</p> <p>2 – Journals are available to children and have some recent dated entries, but appear to be used infrequently. There is no evidence of teacher dictations or teacher assistance with invented spellings.</p> <p>3 – Journals are accessible to children and appear to be used on a regular basis with 1-2 dated entries per week. There is some evidence of teacher dictations, teacher assistance with invented spellings, or other scaffolded writing supports.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Alphabet/PA Activities	<p>1 – There are no alphabet puzzles/activities, magnetic letters, word puzzles/activities, picture or word sorts, word study materials, or phonological awareness (PA*) activities accessible to students.</p> <p>2 – One to three alphabet puzzles/activities, magnetic letters, word puzzles/activities, word study, or PA activities accessible to students.</p> <p>3 – Four or more alphabet puzzles/activities, magnetic letters, word puzzles/activities, word study, or PA activities accessible to students.</p> <p><i>*Common PA activities: rhyming games, alliteration games, cards that segment sentences into words, cards that segment words into syllables, say-it-move-it or other phoneme segmentation activities.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

Meaningful Print Areas & Description		BOY	MOY	EOY
Children's Names	<p>1 – Children's names are not visible in the classroom or are seen only in one or two places.</p> <p>2 – Names are visible in three to five places in the room.</p> <p>3 – Names are visible in six or more places in the room.</p> <p><i>*Common locations for names: helper chart, attendance chart, center name tags, name chart, letter wall, cubbies, etc.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Letter Wall	<p>1 – There is no letter wall in the classroom or it is not accessible to children.</p> <p>2 – There is a letter wall in the classroom accessible to children. Children's names with pictures are included. Some vocabulary words may be included.</p> <p>3 – There is a letter wall at children's eye level all of the words have pictures/icons. There is a variety of words including children's names and theme/topic related words.</p> <p>◆Note: If dual language/bilingual classroom, two letter walls are recommended for a high rating– one in English and one in Spanish.</p> <p><i>*Note: In pre-k all words should have pictures/icons, but by K/1 the letter wall is used as a word wall and some words may not, such as sight words/function words that do not need pictures/icons.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Authentic Print	<p>1 – There is minimal print in the classroom and/or print appears decorative rather than functional/educational.</p> <p>2 – There is a variety of print in the classroom but some of the print appears not educational or inauthentic because it is generic commercial print rather than teacher- or child-made.</p> <p>3 – There is an abundance of authentic print that is accessible to children in the classroom.</p> <p><i>*Examples of generic commercial print: color, number words (not just numerals), alphabet, vowels, shapes, basic body parts, posters, etc.</i></p> <p><i>*Common examples of authentic print: read aloud pocket chart (lists title, author, illustrator, key vocabulary, etc.); shared or interactive writing; theme/unit related print; environmental print; nursery rhyme/song posters or pocket charts; completed graphic organizer charts; class-made books/cards; class surveys; etc.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Children's Daily Schedule	<p>1 – There is no children's daily schedule located at children's level to allow for children to see activities and daily routines. There may be a daily schedule located for adults' use only.</p> <p>2 – There is children's daily schedule located at children's eye level, but it only displays words and does not include pictures/icons.</p> <p>3 – There is a children's daily schedule located at children's eye level that includes words with pictures/icons for each activity. There may also be evidence that children/teacher move an arrow or other marker to track which activity is occurring.</p> <p><i>*Note: In K/1 a high quality schedule will add clock/times to the schedule to support this math standard.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Rules Chart	<p>1 – There is not a rules chart or the rules chart uses negative language.</p> <p>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/icons.</p> <p>3 – There is a rule chart posted at children's eye level with words and pictures/icons. There are a limited number of rules (3-5) and the language is positive.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Helper Chart	<p>1 – There is no helper chart or there are only jobs for a few (3-6) children.</p> <p>2 – There is a helper chart with jobs for several (7 or more) children, but the chart does not include pictures/icons or is not located at children's eye level.</p> <p>3 – There is a helper chart with a job for every child in the class. The chart includes words as well as pictures/icons and is at children's eye level.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

Instructional Planning & Delivery Areas & Description		BOY	MOY	EOY
To rate the items in this section, observers should ask the teacher provide: (1) The lesson plan for the day/week, (2) Recent progress-monitoring data or assessment scores/reports, and (3) Student work portfolios.				
Lesson Plan	<p>1 – There is no lesson plan or the lesson plan is incomplete.</p> <p>2 – Lesson plan is brief and vague. Or use of adopted core curriculum and theme/unit focus is not evident. Or lesson plan does not include activities for important parts of the daily schedule (i.e., whole-group, small-group, center time, transitions).</p> <p>3 – Lesson plan is based on adopted core curriculum and theme/unit is evident. The lesson plan includes intentional activities for all parts of the daily schedule (i.e., whole-group, small-group, center time, transitions).</p> <p>◆Note: If dual language/bilingual classroom is following a specific model of language instruction, the lesson plan should indicate planned language of instruction for the time of day/day of the week to follow their model.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Thematic Connections	<p>1 – There is no theme/unit or unified subject area that is the topic of study as evidenced by a lack of thematically linked materials in the classroom.</p> <p>2 – There is an obvious theme/unit being studied as evidenced by thematically linked artwork/objects and general classroom materials/play manipulatives.</p> <p>3 – There is a clear theme/unit being studied as evidenced by thematically linked artwork/objects, general classroom materials/play manipulatives, print, and books that are all linked to the thematic topic.</p> <p><i>*Note: The theme should be carried out in more than one center/area of the classroom. Do not infer a theme from weak examples such as one animal book in library, one animal toy in dramatic play, and one picture of bear on wall. If more than one theme is present, consider the dominant or higher quality theme in rating.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Assessment Techniques	<p>1 – There are no recent progress-monitoring assessment data available or portfolios for each child or the portfolios do not contain any suggested entries.</p> <p>2 – There are recent progress-monitoring assessment data and portfolios for each child. However, the portfolios only contain a few of the suggested entries.</p> <p>3 – There are recent progress-monitoring assessment data and portfolios for each child. The portfolios contain many suggested entries and recently dated materials, suggesting frequent use.</p> <p>◆Note: If dual language/bilingual classroom, assessment data should be collected in both English and Spanish. If possible, ELL in English-only instruction should have some assessments in Spanish to understand strengths/needs.</p> <p><i>*Suggested portfolio entries across the academic year: Recorded anecdotal records (facts not opinions), self-portraits, name writing samples, journal/writing samples, art sample, photo of child working independently, dictated narratives, print and book concepts checklist (pre-k/K), letter identification/sounds checklist, PA checklist, sight word checklist (K/1), math standards checklist, math work samples, etc.</i></p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Children's Work Display	<p>1 – Children's work is not displayed in the classroom or hallway directly outside classroom.</p> <p>2 – A variety (2-3 samples) of children's work is displayed throughout the room or hallway. All children are represented.</p> <p>3 – There is a variety (4 or more samples) of children's work displayed throughout the room or hallway. All children are represented in at least one of the samples displayed.</p> <p>◆Note: If dual language/bilingual classroom, work may be displayed in both English and Spanish, depending on the model of instruction. For example, 50/50 model should have both, but if 90/10 model, student work only in Spanish is appropriate.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

CEC Citation: Aston, L., Tuynman, B., Crawford, A., & Zucker, T. A. (2012). Classroom Environment Checklist. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.

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-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.3 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:

Classroom Observation Tool (COT) Report 2014-2015

Community Name: _____

Coach Name: _____

School Name: _____

Teacher Name: _____

BOY Obs Date: _____ MOY Obs Date: _____

1—Classroom Management & Community

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations . Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through day smoothly without conflicts. ²						
I	Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave. ¹⁸⁵						
I	Use of organized/efficient classroom routines to maximize instructional time (e.g., efficient method for taking daily attendance, materials prepared for lesson, clear procedure for taking turns at restroom). ¹⁸⁹						
I	Use of intentional and efficient methods for transitioning from one activity to the next (e.g., song to clean up, phonological awareness game to transition to centers, etc.). ¹⁹⁰						
I	Involve children in management of the classroom through assigned jobs and responsibilities (e.g., children each have a job in the class and children are seen practicing these jobs around the classroom; children open/close door, turn on/off light, help set up snack, report on the weather, etc.). ³						
II	Help children to resolve conflicts with peers by using words and regulating behavior (e.g., “We use words, not our hands, when a friend has a marker that you want.”). ¹⁸⁶						
II	Teacher talks about or encourages children to participate in community-building activities (e.g., teacher models and encourages children to practice respectful and friendly behaviors to build friendships among peers; activities that celebrate or value students’ hard work). ¹⁸⁸						



Classroom Observation Tool (COT) Report 2014-2015

2—Social & Emotional Development

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Respond promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs.* 11						
I	Use positive non-verbal behaviors with children (e.g., get on child's eye level; smile; use affectionate/reassuring touch, as appropriate; allow children to move close to or sit with the teacher when appropriate).* 15						
I	Use non-specific praise and encouragement (e.g., Great job, good girl, wonderful).* 13						
II	Use specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well (e.g., "You did a great job writing your name." "I like the way you helped your friend." "You counted to 10, you must feel proud." "You counted to 10," with thumbs up gesture.)* 14						
II	Provide guidance that encourages children to regulate their own behavior or solve their own problems (avoid overly directive strategies, "Say you are sorry," instead teach conflict resolution - model and have children practice words to use, etc.)* 12						
II	Label children's feelings and talk about feelings (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings). 16						
II	Model or discuss respect for diversity including culture, ethnicity, special needs, and language (e.g., children's use of home languages, talk about items in centers that reflect diverse backgrounds). 179						
III	Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read alouds, lessons on cultural traditions etc.). 329						
III	Use verbal or non-verbal behaviors to engage children with weaker speaking or social skills or students who are more shy/withdrawn (e.g., equity sticks, name tags, calling on/directing comments to less engaged children).* 191						

3—Center/Independent Workstation Activities

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Draw attention to expectations for center time through non-verbal/verbal cues or reminders of established rules and expectations. 4						
I	Model how to play/use and care of center materials during center time (e.g., support turn taking, proper care and storage of materials, clean up before leaving centers, etc.). 6						

Classroom Observation Tool (COT) Report 2014-2015

I	Talk about or encourage children to use theme related materials in centers (e.g., activities based on curriculum/ theme). This can be done before going to centers and/or during center time. 261						
I	Allows children to make choices about center activities (e.g., child chooses center and/or center activities). 331						
I	References center management system verbally or non-verbally to support use (e.g., "Use your name tag when you go to a center, check the board to see what center you will be in."). 332						
II	Describe or model opportunities available in centers before going to centers (e.g., demonstrate how to use a new center activity, review existing activities/materials.). 5						
III	Model and use verbal or non-verbal scaffolds (upward and downward scaffolds) during centers (e.g., hand-over-hand support for puzzle activity or verbal clues about how to turn puzzle piece to fit, suggest more advanced ways to play/use materials, encourage child creativity, etc.). 7						
III	After center time, engage children in reviewing/discussing center activities and learning in a whole-group setting (e.g., "Gina, tell us what you did at the Pretend and Learn center today."). 8						

4—Oral Language Use - *Language to Build Basic and Advanced Understanding*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Name/Label various items and specific parts of objects (e.g., instead of "Hand me that," "Hand me the <i>apron</i> .").* <i>Ejemplo en español:</i> "En vez de "Dame esto," "Dame el delantal."						
I	Describe how items look, feel, describe action (e.g., "The <i>blue</i> carpet feels <i>rough</i> .").* <i>Ejemplo en español:</i> "La alfombra azul se siente áspera."						
II	Compare/Contrast how items/actions/etc. are the same or different (e.g., "Is this <i>hot</i> or <i>cold</i> ? "An apron is <i>like</i> a napkin that is attached at your waist.").* <i>Ejemplo en español:</i> "¿Esto está caliente o frío? "Un delantal es como un servilleta que se pone en la cintura."						
II	Link/Make connection to child's personal experience or child's prior knowledge (e.g., the bear in the text "sniffs" and teacher links: "When we had lunch yesterday, you sniffed the pizza.").* <i>Ejemplo en español:</i> "Cuando comimos ayer, oliste la pizza."						
II	Explain function/cause and effect (e.g., "A blender cuts things up very, very tiny." or "When you turn on a blender, the blades chop things up very finely").* <i>Ejemplo en español:</i> "Una batidora corta cosas hasta que estén muy pequeñas." Note: If teacher explains what a word means, score it as vocabulary instruction instead.						

Classroom Observation Tool (COT) Report 2014-2015

4—Oral Language Use - Vocabulary/Language Instruction

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about vocabulary word(s) in the context of a meaningful activity when it occurs outside of a book reading activity (e.g., during a science activity). <i>Note: Excludes vocabulary talk before, during, and after read alouds.</i> 38						
II	Provide child-friendly definition that explains the meaning of vocabulary words (e.g., "Tangled means it is all knotted and twisted up."). <i>Ejemplo en español: "Enredado significa que todo está anudado y torcido."</i> <i>Note: Excludes vocabulary talk during and after read alouds.</i> 32						
II	Encourage children to say/repeat a vocabulary word with the teacher . <i>Note: Excludes vocabulary talk during read alouds.</i> 39						
II	Encourage children to act out a vocabulary word (e.g., "Show me how you would tromp."). <i>Note: Excludes vocabulary talk during read alouds.</i> 45						
III	Use graphic organizer to teach vocabulary or concepts (e.g., <i>inside vs. outside</i> - use Venn diagram: put activities children could do <i>inside, outside</i> or both; <i>plants</i> – use concept web to explain what it is, where they grow, kinds of plants, etc.). 47						
III	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 <i>slowly</i> if animal moves slowly or say <i>quickly</i> if the animal is fast.). <i>Ejemplo en español: "Despacio." o "Rápidamente."</i> 43						

4—Oral Language Use - Elicits Language from Children

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Ask knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). <i>Note: Excludes discussion during and after read alouds.</i> 33						
II	Ask higher level, open-ended, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Excludes discussion during and after read alouds.</i> 34						

Classroom Observation Tool (COT) Report 2014-2015

III	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 cloze prompt, "The bucket was too dee..." (deep); model answer and ask child to repeat all or part of the answer, "This pail is deep. Say deep."). <i>Ejemplo en español: "¿Es demasiado profundo o demasiado pesado? El cubo era demasiado profundo.; Este cubo es profundo. Diga profunda."</i> ¹⁵⁶						
III	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). ²⁵⁵						
III	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).* <i>If dual language/bilingual classroom, teacher encourages child response in the current language of instruction if child responds in other language.</i> ¹⁹⁷						
III	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)>Teacher (T)>C or T>C>T>C). ³⁶						

4—Oral Language Use - Speaking/Grammar Skills

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
II	Model for children how to express their ideas in more mature sentences (e.g., expand child's words by adding an idea) (e.g., Child says, "Water." Teacher says, "Say, I want a drink of water." Child says, "Ball." Teacher says, "Yes, that is a big, blue, ball."). ²⁰¹						
II	Explain to children how to listen to others by looking at the speaker and showing genuine interest in their ideas (e.g., "I know you are listening when you look at me while I am speaking."). ²⁰²						
II	Encourage children to correctly pronounce a word (e.g., recast child's statement with correct grammar) (e.g., Child says, "I goed to the store." Teacher recasts by saying, "You went to the store." Child says, "Boobonnet." Teacher says, "Bluebonnet. Say, Bluebonnet."). ³³³						

4—Oral Language Use - Context--"The When/Where"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Involve children in large group oral language activities. ³³⁴						

Classroom Observation Tool (COT) Report 2014-2015

II	Involve children in small group oral language instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 335						
II	Provide support and encourage children in oral language practice during center activities (e.g., joins child in center and has a conversation with them about what they are doing). 336						
II	Involve children in transition oral language activities (e.g., having children answer questions before moving from whole group to centers). 337						
III	Talk about oral language during unplanned/spontaneous activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time, or meal/snack or making a meaningful connection to oral language during an activity in another concept area). <i>Note: Not during centers.</i> 338						

5—Read Alouds - *Before Reading*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about book and print concepts such as: title, author, illustrator, or cover/parts of book, directionality, etc. (no credit is given if these are just read). 50						
I	Ask questions/prompt children to activate prior knowledge of book content or elements - related to children's knowledge (e.g., "What do you know about bears? Do you remember when..."). 52						
II	Introduce words/concepts that build background knowledge for the overall understanding of the story (e.g., When reading <u>Bear Shadow</u> , discuss the concept and meaning of the word shadow.). 339						
II	Tell what the story is about with a brief introduction/overview , such as "In this story, the lion..." 51						
II	Use a read aloud chart or other visual aid to support or introduce the read aloud or topic (e.g., flannel board pieces, puppets, other props). 49						
II	Ask for predictions ("What do you think will happen?"; "What is this story about?"; "How do you think?"). 53						
III	Give a purpose for listening to the story ("As I read, I want you to think about/listen for..."). 55						
III	Teacher defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do."). 54						

Classroom Observation Tool (COT) Report 2014-2015

5—Read Alouds - During Reading

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Read with expression to capture children's attention (e.g., dramatic tone, use special voices for characters, etc.). 56						
I	Acknowledge child responses or acknowledge children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises). 59						
I	Ask knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). <i>Note: Don't double code in oral language.</i> 57						
II	Ask higher level, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Don't double code in oral language.</i> 58						
II	Build or expand on child responses by adding more information with more than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: " <i>Giraffes have really long necks;</i> " Child: "He's mean!" Teacher: "I agree with you that he's being mean. <i>I think he is a bully.</i> "). 203						
II	Give child-friendly, explanation of vocabulary words in text (e.g., "Dangerous means not safe."). <i>Note: Don't double code in oral language.</i> 60						
II	Ask children to quickly act out important words or ideas in story (e.g., "Let's all pretend to tremble like we're scared."). <i>Note: Don't double code in oral language.</i> 158						
II	Encourage children to say/repeat a vocabulary word with the teacher. <i>Note: Don't double code in oral language.</i> 340						
II	Model or ask children to use prior knowledge connected to previous themes or classroom learning topics (e.g., "What have we already learned about....?"; "We planted flowers the other day and this book is about plants."). 205						
II	Model or ask children to make connections between the text and their life or experiences outside the classroom (e.g., "What animals did you see when you went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?"). 207						
II	Model or ask for predictions ("What do you think will happen if..."; "How do you think..."). 208						
II	Follow up on predictions made to confirm whether the prediction did/did not occur. 209						

Classroom Observation Tool (COT) Report 2014-2015

III	Model or encourage children to think about the purpose for listening discussed before reading (e.g., "We were thinking about..."). ⁶¹						
III	Teacher models or thinks aloud to draw attention to a comprehension strategy (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. Why does the Teacher says, "This picture makes me wonder about ..."). ²⁰⁶						

5—Read Alouds - After Reading

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Ask knowledge level, basic questions (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). <i>Note: Don't double code in oral language.</i> ⁶³						
II	Ask higher level, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Don't double code in oral language.</i> ⁶⁶						
II	Summarize the book's main idea or what was learned (e.g., "In this book we learned..."). ⁶⁵						
II	Talk about or review vocabulary from the text (e.g., review words on the read aloud chart, discuss vocabulary. "We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?"; "I heard a word I didn't know – bully. What does bully mean?"). ⁶⁷						
II	Discuss/Involve children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.). <i>Note: Extension activity must be observed.</i> ⁷⁰						
III	Revisit purpose for listening to story (same purpose as stated before reading). ²¹²						
III	Teacher defines a comprehension strategy and explains this is generally something good readers do (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., "We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book."). ⁶²						

Classroom Observation Tool (COT) Report 2014-2015

6—Phonological Awareness - Core Concepts--"The What"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Listening – Draw attention to environmental sounds, the sequencing of environmental sounds (e.g., with musical instruments or snapping, clapping), sound effects in a story (e.g., zoom, roar), game or song to follow directions (e.g., Simon Says, Hokey Pokey). ⁷²						
II	Word and Sentence – Blend/segment/manipulate word without referring to print (e.g., sentence segmenting - child moves object for each word in a sentence) (e.g., compound words - child blends parts to produce compound words: Teacher says, “ <i>What compound word do you hear when you put together butter and fly?</i> ” Child says, “ <i>Butterfly.</i> ”). ⁷³						
II	Syllables – Blend/segment familiar words (e.g., clap as segmenting names Teacher, “Linda.”; Child, “Lin-da.”). ⁷⁴						
II	Onset and Rime – Blend/segment/manipulate words between the consonant(s) and the rest of the word, with or without picture support (Blending – Teacher says, “ <i>What word am I saying: /c/ /at/?</i> ” Child says, “ <i>Cat.</i> ”; Segmenting – Teacher says, “ <i>Let’s break cat into two parts.</i> ” Teacher and Child say, “ <i>/c/ /at/.</i> ”). <i>Note: When doing onset-rime work with letters or writing, see the letter-knowledge or the written expression sections.</i> ⁷⁷						
II	Rhyming – Draw attention to rhyming words and teach the common pattern (i.e., identify, match, or produce words that fit the pattern) (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). <i>Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe. Reading a rhyming book or poster is not sufficient. Must draw attention to rhyming words or tell children to listen for rhyming words.</i> ⁷⁵						
II	Alliteration – Draw attention to and teach the common pattern of words that have the same beginning sound (i.e., identify, match, or produce words that fit the pattern) (e.g., “Lazy lions lounge at the local library. Do <i>lion</i> and <i>lazy</i> start with the same sound?” “What words started with /l/?”). <i>Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., shoe starts with /sh/ vs. sun starts with /s/.</i> ⁷⁶						
III	Phoneme – Blend/segment/manipulate individual sounds in words. Blending – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). Segmenting – teacher or children separate each sound of a word (/c/ /a/ /t/). <i>Note: When doing phoneme work with letters or writing, see the letter-knowledge or the written expression sections.</i> <i>If dual language/bilingual classroom, phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district’s preference for this PA skill.</i> ⁷⁸						

Classroom Observation Tool (COT) Report 2014-2015

6—Phonological Awareness - *Strategies and Approaches--"The How"*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
II	Talk about and/or engage children in using manipulatives (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities. 274						
II	Teacher uses a book reading to reinforce phonological awareness skills (e.g., Teacher reads a book with rhyming words and explicitly calls attention to the rhyming pairs - example: <u>Hop on Pop</u> “Hop and pop rhyme or sound the same at the end.” <u>Some Smug Slug</u> “These words start with the same /s/ sound – some, smug, slug.”). <i>Note: If draws attention to print record in Print and Letter Knowledge section.</i> 356						
II	Encourages children to identify or match sounds/words with similar or different phonological patterns (e.g., Rhyming – “Are these rhyming words?” “Thumbs up or down?” Child repeats the rhyming word after the teacher. Alliteration – “Do lion and lazy start with the same sound?”). 257						
II	Encourages children to generate sounds/words with similar or different phonological patterns (e.g., Rhyming – “What is a word that rhymes with cat?” Alliteration – “What is another word that begins like lion?”). 79						
III	Teacher downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of word play/PA (e.g., Teacher says, “Do Jill and Hill rhyme?” Child says, “No.” Teacher says, “Listen closely to the ending sounds in these words.” (Articulates words again with extra emphasis on ending sounds) “Do they rhyme?”). 275						
III	Teacher upward scaffolds children’s correct responses or children’s new topic to build their understanding of word play/PA (e.g., Teacher says, “Do Jill and hill rhyme?” Child says, “Yes.” Teacher says, “Can you think of another word that rhymes with Jill?”). 343						
III	Takes advantage of chance opportunities to talk about phonological awareness (e.g., Teacher calls attention to two objects that begin with the same sound when child is putting a puzzle together). 344						

6—Phonological Awareness - *Context--"The When/Where"*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Involve children in large group phonological awareness activities. 166						
II	Involve children in small group phonological awareness instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 167						
II	Provide support and encourage children in phonological awareness practice during center activities (e.g., joins child in center and discusses initial sounds). 82						

Classroom Observation Tool (COT) Report 2014-2015

II	Involve children in transition phonological awareness activities (e.g., clapping syllables to move from whole group to centers). 278						
III	Talk about phonological awareness during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). <i>Note: Not during centers.</i> 83						

7—Print Knowledge, Letter Knowledge & Early Reading - Core Concepts--"The What"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about letter names . 109						
I	Talk about letter features (e.g., stick letters/round letters; upper- and lower-case, sky-writing 'T', write a letter in isolation). 108						
I	Talk about letter-sound correspondence . <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 111						
I	Distinguish between elements of print (e.g., between print and photograph or illustration; Talk with children about what is a letter, word, or picture). 345						
I	Talk about/recognize familiar words (e.g., names, friends' names, environmental print, etc.). 346						
II	Talk about features of print such as text contains letters, words, sentences, and/or spaces during reading activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words). 127						
II	Talk about book and print concepts while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 128						
II	Talk about how letters are combined to make words when working with letters or during reading activities. 224						
II	Talk about punctuation (period, question mark, exclamation mark, etc.) during reading activities . <i>Note: Not while encoding (writing words), which is recorded in written expression.</i> 129						
II	Teacher encourages children to participate in reading experiences by joining in on repeated parts, having children provide key words in text, or engaging children in echo-reading (note: to receive credit for this item children must be able to see print). 312						
II	Talk about/recognize/manipulate less familiar words such as high frequency words, word families, etc. 347						

Classroom Observation Tool (COT) Report 2014-2015

III	Model or encourage children to sound out words based on their current level of letter-sound and print knowledge. 226						
-----	---	--	--	--	--	--	--

7—Print Knowledge, Letter Knowledge & Early Reading - *Strategies & Approaches--"The How"*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Track print with pointer/finger in general left-to-right sweep while reading aloud. 131						
I	Talk about and point to individual words or letters with pointer/finger to isolate these features in print. 227						
I	Use letter name/letter sound games/activities without actual letter manipulatives (e.g., alphabet bingo, song about individual letter sound, magnadoodle/whiteboard for writing letters etc.). 113						
I	Talk about and/or engage children in using letter manipulatives that include the letter symbol for reference/learning (e.g., letter tiles, alphabet puzzles, magnetic letters, alphabet play dough stampers, alphabet stamps, alphabet arc, etc.). 115						
I	Use examples of environmental and/or authentic print to teach letters (e.g., letters in children's own names displayed in classroom; theme related print material, completed shared writing samples, etc.). 114						
I	Teacher uses a book reading 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: <i>Chicka Chicka Boom Boom</i> "Look. Here are the letters a, b, and c."). 357						
II	Use the letter wall as an interactive teaching tool to emphasize features of print (e.g. play letter wall games, letter wall transitions, during journal writing). 112						
III	Explain strategies good readers use to read unfamiliar words , 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. <i>Note: This item applies to classrooms with beginning readers.</i> 228						
III	Use word reading and sentence reading activities (e.g., word sorts, word hunt in connected text, word banks, sentence building activities, order sentences to produce rhyme/story). <i>Note: This item applies to classrooms with beginning readers.</i> 229						
III	Use leveled texts and/or decodable texts to encourage children to read materials with assistance or independently. <i>Note: This item applies to classrooms with beginning readers.</i> 230						
III	Model and explain how good readers use good expression and fluency during reading. <i>Note: This item applies to classrooms with beginning readers.</i> 232						

Classroom Observation Tool (COT) Report 2014-2015

III	Use fluency activities that allow students to practice reading familiar texts with good expression/prosody and to improve their oral reading accuracy (e.g., buddy reading with fluency rubric, recite rhyme/poem). <i>Note: This item applies to classrooms with beginning readers.</i> 231						
III	Teacher downward scaffolds children's incorrect, ambiguous, or non-response to build their understanding of print concepts, letters, or reading process (e.g., Child called an E an F. Teacher says, "That's close. An 'F' has 2 lines, but this is an 'E' because it has 3 lines. Say E."). 313						
III	Teacher upward scaffolds children's correct responses or child's new topic to build their understanding of print concepts, letters, or reading process (e.g., Child says, "I found the letter M." Teacher says, "Yes that is the letter M. What sound does it make?"). 348						
III	Takes advantage of chance opportunities to talk about print, letter, or reading concepts (e.g., teacher calls attention to the letters on a truck or on a child's t-shirt). 349						

7—Print Knowledge, Letter Knowledge & Early Reading - *Context--"The When/Where"*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Involve children in large-group print, letter, or reading activities. 124						
I	Provide support and encourage use of print, letter, or early reading activities in centers (e.g., joins child in ABC/Alphabet center and discusses child name activities, letter name/symbol activities, or letter-sound activities). 122						
II	Involve children in small group activities about print, letter, or reading instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children). 233						
II	Involve children in print, letter, or reading transition activities (e.g., "Line up if your name starts with the letter A."). 314						
III	Talk about print and letter knowledge during underutilized contexts (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.). <i>Note: Not during centers.</i> 125						

8—Written Expression -*Core Concepts--"The What"*

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about correct letter formation (e.g., "Down and across makes the letter T," while writing "Today."). 215						
I	Talk about letter names/letter-sound correspondence during writing activities (e.g., "Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the/t/sound?". Then the teacher writes the letter "T"). 91						

Classroom Observation Tool (COT) Report 2014-2015

II	Talk about print directionality and flow of writing such as - writing progresses from left to right, top to bottom, return sweep during writing activities (e.g., "When we write, we begin at the top left side of the paper ."). 88						
II	Talk about print features such as letters make words, words versus letters, sentences are made up of words, spaces between words, etc. During writing activities (e.g., "As we write, we put spaces in between our words—for example: I (space) like (space) pizza."). 87						
II	Talk about capitalizing words (name, first word of sentence, I, proper nouns) during writing activities. 90						
II	Talk about punctuation (period, question mark, exclamation mark, quotation marks, comma) during writing activities. 89						

8—Written Expression - Approaches--"The How"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about and/or engage children in independent writing activities linked to current themes or topics of interest (e.g., teacher provides support, scaffolding, and guidance as needed). 216						
I	Involve children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.). 96						
II	Engage small or large group of children in shared writing opportunities in which the teacher does all the writing, but elicits ideas for writing from children (e.g., response to literature, daily news, charts related to curriculum theme). 92						
II	Engage small or large group of children in interactive writing opportunities in which the teacher shares the pen with students so they can help write part of the message (e.g., shared writing activities in which children help add punctuation, letters, or words they can write with assistance). 99						

8—Written Expression - Activities & Materials--"The How"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
II	Write in journals that can be either open-ended topics (child choice) or related to the topic of study (e.g., science journal). 93						
II	Respond to literature/theme with writing and drawing activities (might occur in journals or separately). 95						

Classroom Observation Tool (COT) Report 2014-2015

II	Talk about and/or engage children in authentic opportunities to write in centers (e.g., make a grocery list in home center, graph in the math center, blueprints in block center). ²¹⁸						
II	Establish classroom routines that encourage/require child writing (e.g., label your artwork with your name, sign-in upon arrival). ²¹⁷						
II	Make class-made books (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with teacher taking their dictations about their picture). ⁹⁴						

8—Written Expression - Strategies--"the How"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Take dictation (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas. ¹⁰¹						
II	Talk about/explain plan for writing through oral discussion, graphic organizers, etc. usually occurs during modeled, shared, or interactive writing (e.g., "Today we will write a letter to Goldilocks. Let's think about how to write a good letter."). ⁹⁷						
II	Encourage children to use manipulatives to help them write words (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write). ²²¹						
II	Teacher downward scaffolds children's incorrect, ambiguous, or non-response to build their understanding of written expression (e.g., uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.). ¹⁰⁰						
III	Teacher upward scaffolds children's correct responses or child's new topic to build their understanding of written expression (e.g., Child says, " <i>I found the letter M.</i> " Teacher says, " <i>Yes, that is the letter M. Can you write the letter M?</i> "). ³⁵⁰						
III	Model and encourage children to say words slowly and write a letter for each sound they hear. Accept spelling approximations that are appropriate to the child's stage of writing development. ²¹⁹						
III	Talk about/explain editing, revising, or publishing steps of writing process and how good writers use these steps of writing to arrive at a finished work. ²²²						

Classroom Observation Tool (COT) Report 2014-2015

8—Written Expression - Context--"The When/Where"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Involve children in large-group writing activities. 104						
I	Provide support and encourage children's use of writing materials in centers (e.g., joins child in writing center to help child write a letter to a friend). 105						
II	Involve children in small group writing instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children). 103						
III	Talk about written expression during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, waiting time, outdoor time, etc.). <i>Note: Not during centers.</i> 106						

9—Math

Counting Skills

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Talk about, encourage, or model number recognition (e.g., identifying and naming numbers; discriminate between numerals and letters). 137						
I	Talk about, encourage, about, encourage, or model counting in sequence (e.g., rote counting). 320						
I	Talk about relation between quantities and numbers/counting objects (e.g., one-to-one correspondence, recognizing last count as quantity/cardinality, quickly recognizing small quantities/subitizing). 321						
II	Talk about, encourage, or model verbal ordinal terms (e.g., first, second, third; Point to the last bear; What happened first in the story?). 161						

Classification and Pattern Skills

II	Talk about encourage, or model sorting objects by attributes (e.g., sorting by color, size, shape). 317						
II	Talk about organizing data into a graphic representation (e.g., model collecting information, graphing, and discussion of data; analyze data on graph – “Look, boys and girls, our class eats more fruit than vegetables!”). 318						
II	Talk about, encourage, or model recognizing and/or creating patterns (e.g., provide opportunities for children to make and describe patterns; after making an AABB, AABB, pattern, teacher asks “Can anyone tell me what the unit of our pattern is? Yes, AABB, AABB.”). 319						

Classroom Observation Tool (COT) Report 2014-2015

Geometry and Spatial Sense Skills

II	Talk about, encourage, or model naming, creating, or manipulating common shapes (e.g., square, round, sides, angles, etc.). 322						
II	Talk about or encourage children to use positional words to describe location of an object (e.g., "The balls are <i>under</i> the sign-in table."). 323						

Measurement Skills

II	Talk about, encourage, or model to comparing the length of objects (e.g., length and height of children). 324						
II	Talk about, encourage, or model comparing weight of objects (e.g., provide opportunities to use a balance scale to compare weight). 325						
II	Talk about, encourage, or model recognizing and comparing the amount of space/volume occupied by objects (e.g., volume, capacity of containers). 326						
II	Talk about, encourage, or model activities that teach the passage of time (e.g., "Yesterday we played in the wet sand outside. Let's see if the sand is still wet <i>today</i> "). 327						

Adding To/Taking Away Skills

II	Talk about, encourage, or model simple activities or word problems that involve addition or subtraction (e.g., "There is 1 bear in a cave. If 2 more bears walk into the cave, how many bears are in the cave all together?"). 138						
----	---	--	--	--	--	--	--

9—Math - Strategies & Support--"The How"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Incorporate math in daily routines (e.g., attendance, lunch count, voting, and graphs). 143						
I	Engage in math-oriented talk/vocabulary with children while using counting or other math manipulatives (children must have access to concrete manipulatives). 145						
II	Teacher uses a book reading to reinforce math skills, such as counting, patterns, shapes, etc. (e.g., Teacher reads a book with counting and explicitly calls attention to the counting opportunities – example: <u>Roar</u> - "Let's count and see how many monkeys are on this page." <u>Shapes Everywhere</u> - "Let's look for the squares."). 358						
II	Involve children in organized hands-on math activities (e.g., multi-sensory, manipulatives) that support one or more conceptual areas in math (e.g., number, counting, space and geometry, patterns, measurement, and graphing). 144						

Classroom Observation Tool (COT) Report 2014-2015

II	Use or teach math vocabulary during a math activity (e.g., more/less, count, shape, sort, etc.). 234						
III	Teacher downward scaffolds children's incorrect, ambiguous, or non-response to build their understanding of math concepts (e.g., Child miscounts bears. Teacher helps child use one to one correspondence by having him touch each bear as he counts again). 315						
III	Teacher upward scaffolds children's correct responses or child's new topic to build their understanding of math concepts (e.g., Child counts to ten. Teacher asks, "Do you know what number comes next?). 352						
III	Takes advantage of chance opportunities to talk about math concepts (e.g., Teacher asks child to count rocks that were found on the playground). 353						

9—Math - Context – “The When/Where”

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Involves children in large group math activity . 174						
I	Encourage use of specific math manipulatives/materials in centers (e.g., join child in math center to help sort the bear counters). 148						
II	Involve children in small group math instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children). 236						
II	Involves children in math transition activities (e.g., if you have 3 buttons on your clothes, go line up). 328						
III	Talk about math during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher says, "Let's count to ten while we wash our hands."). <i>Note: Not during centers.</i> 149						

10—Science – Core Concepts – “The What”

Physical Science

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
III	Observe, discuss, and/or investigate the properties of natural and man-made objects (e.g., compare physical properties, uses, textures of paper, sandpaper, foil, etc.; why do materials sink or float when placed in water; why do some objects attract to magnets and others do not). 247						
III	Observe, discuss, and or investigate motion of objects (e.g., how items move when pushed and pulled; how cars, balls, marbles move down ramps/inclines; how direction of balls changes when						

Classroom Observation Tool (COT) Report 2014-2015

	they collide, etc.). 359						
III	Observe, discuss, and/or investigate different sources of energy including heat and electricity (e.g., observe the effect of sunlight on the temperature of different surfaces such as sand, soil, rocks, metal; how the shade made by different objects – trees, umbrellas, tents – reduces the warming effect of the sun; etc.). 360						

Life Science

III	Observe, discuss, and/or investigate characteristics of organisms and/or what they need to survive (e.g., animals need food from plants or other animals; plants need water, light, etc.; compare the differences and similarities of animals that live in water vs. land vs. air/fly). 248						
III	Observe, discuss, and/or investigate life cycles of organisms (plants and animals) (e.g., show young animals look similar to, but not exactly the same as, their parents; child plants seeds, then observes, discusses, and records plant growth; etc.). 361						
III	Observe, discuss, and/or investigate the relationship of organisms to their environment (e.g., a squirrel digs a hole in the ground to hide its food; tree roots can break concrete). 362						

Earth System (Earth and Space) Science

III	Observe, discuss, and/or investigate characteristics and/or uses of earth and/or human-made materials (e.g., examine rocks, sand, soil using hand lenses, balances; sort natural vs. human-made materials; sort living vs. non-living objects/organisms). 249						
III	Observe, discuss and/or investigate patterns or changes in the earth and sky (e.g., changes in weather/seasons, shadows, how objects react to sunlight, etc.). 363						
III	Observe, discuss, and/or investigate how humans use and/or conserve natural resources in their environment (e.g., how people use water, trees; how people can reuse, reduce/conserve, recycle, etc.). 364						
III	Observe, discuss and investigate various objects in the sky (e.g., clouds and their shapes, the position of the sun, or comparing night sky and day sky). 365						

Engineering and Design

III	Test and compare different ways to solve a simple problem that can be solved by using an object or creating a new object (e.g., identify the best shape of block for the base of a tower so it will not be pulled down/fall down; use popsicle sticks or recycled materials to build a strong miniature house or bridge). 366						
-----	--	--	--	--	--	--	--

10—Science – Strategies and Approaches -- “The How”

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
III	Teacher models the use of or teaches the meaning of scientific vocabulary (e.g., patterns, cause and effect, quantity, change; stem, root, soil; speed, motion, direction, etc.). 367						

Classroom Observation Tool (COT) Report 2014-2015

III	Teacher models the use of and names tools of science and engineering (e.g., magnifying glass, balance scale, thermometer, binoculars, measuring cups, measuring with non-standard units, etc.). ³⁶⁸						
III	Teacher downward scaffolds children's incorrect, ambiguous, or non-response to build their understanding of science concepts (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Sunny." Teacher says, "The sun doesn't lift the kite into the air. What lifts the kite into the air?" Child says, "Wind."). ³⁶⁹						
III	Teacher upward scaffolds children's correct responses or child's new topic to build their understanding of science concepts (e.g., Teacher says, "What weather is best for flying a kite?" Child says, "Windy." Teacher says, "You're right. How do you control the kite?" Child says, "You unwind the string to make it go higher."). ³⁷⁰						
III	Takes advantage of chance opportunities to talk about science concepts (e.g., If it starts to rain, talk with children about why living things need rain.). ³⁷¹						

10—Science – Activities --"The How"

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
III	Ask and answer questions about scientific phenomena or engineering solutions while identifying topics for study (e.g., "Why does your shadow change sizes throughout the day?"; "What objects can you use or create to keep ice from melting quickly"). ³⁷²						
III	Model and encourage children to make predictions/hypotheses (e.g., make simple if... then statements; guess what might be causing the problem or what the result of a change may b). ³⁷³						
III	Plan and carry out systematic investigations to compare and test different situations or solutions (e.g., science "Let's see which makes our plants grow taller – putting them in the window or in this dark closet." or engineering "Let's see which ramp makes the car roll faster – the wood ramp or the fabric covered ramp."). ³⁷⁴						
III	Involves children in using senses and simple tools to collect simple data during science or engineering investigations – drawing, counting, tallies, non-standard measurement, simple bar graphs (e.g., put plants from light and closet side-by-side and record which is taller; use chalk or tape to mark how far the car rolled on the different ramps.). ³⁷⁵						
III	Encourage children to share/ talk about their findings using writing/drawing/simple models (e.g., share science journals at Circle time; show and tell about an experiment; invite parents or other students to hear a presentation about the class's findings). ³⁷⁶						
III	Engage in talk and questioning (Why? How?) that encourages explanation and higher-level thinking based on observations or simple data (e.g., Why do you think the plants that got sunlight are taller? How do you think the height of the ramps changed how far they went?). ³⁷⁷						

Classroom Observation Tool (COT) Report 2014-2015

10—Science – Context -- “The When/Where”

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
III	Involves children in large group science activity . 378						
III	Encourage use of specific science manipulatives/materials in centers (e.g., joins child in the science center and shows the child how to use a balance). 379						
III	Involve children in small group science instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students). 380						

11—English Language Learners

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Teacher supports understanding by using gestures, acting out, or miming important vocabulary/concepts. This could occur during large group, small groups, or center time. 210						
II	Teacher supports understanding by pointing to or using visual representations (objects/pictures/manipulatives) of important vocabulary/concepts. This could occur during large group, small groups, or center time. 182						
II	Explain and instruct basic words (not just sophisticated vocabulary) because ELL may not know basic vocabulary that native speakers will understand. 181						
II	Teacher explains idioms that ELL are unlikely to understand, such as turn of phrase/figure of speech (e.g., “Driving me crazy,” etc.). 211						
II	Lesson plan should reflect the specific ELL instructional adaptations planned. 242						
II	Teacher models or teaches acceptance of multiple languages (e.g., respects children’s use of home languages in the classroom or teacher learns some vocabulary in the children’s home language.). 354						
III	If teacher is comfortable speaking children’s home language, explain cognates to support transfer of vocabulary knowledge (Ejemplo: doctor/docto; plant/planta). 200						
III	Teacher provides additional scaffolding when students have difficulty attending to or writing sounds that are not present or different in their native language. For example, the teacher might reiterate the sound in their home language and compare it to English (e.g. the letter h in Spanish is silent). 220						

Classroom Observation Tool (COT) Report 2014-2015

12—Student Progress Monitoring, Assessment, & Lesson Planning

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
I	Implement written lesson plan activities generally as planned to follow through with scheduled learning objectives. ²³						
I	Duration of whole-group activities is appropriate for children's attention span. ²³⁹						
I	Lesson plan objectives link closely to classroom materials in centers and around the room (e.g., materials in dramatic play center reflect current theme/unit, theme/unit related books are present, children's work related to theme/unit is displayed around the room). ²⁴						
I	Recent, dated documentation of children's developmental progress by assessing important literacy/language areas through the use of direct assessments/cognitive checklists/portfolios. Should be accessible. ¹⁸						
I	Recent, dated documentation of children's developmental progress by assessing important math skills through the use of direct assessments/cognitive checklists. Should be accessible. ¹⁹						
II	Evidence of small-group lesson plans (this can include Tier 1 small groups or Tier 2 small groups). ²⁵						
II	Duration of small-group activities is appropriate for children's attention span. ²⁴⁰						
II	Plan literacy/language instruction based upon individual assessment/checklists. Plan should be listed on lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). ²³⁷						
II	Plan math instruction based upon individual assessment/checklists. Plan should be listed on lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). ²³⁸						
II	Lesson plans show strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme). ²²						
II	If dual language/bilingual classroom, lesson plans should reflect times when Spanish-only/English-only occurs according to the school/district's instructional model. Teachers should attempt to follow the language model, rather than using his/her dominant language or students' dominant language. If there is no formal model, the mentor should discuss language goals with the director to know how to mentor. ²⁴¹						

Classroom Observation Tool (COT) Report 2014-2015

13—Effective Use of Technology (optional)

Level	Goal Title	BOY Obs.	MOY Obs.	Update COT	NS	STGR Goal Set Date	STGR Goal Met Date
II	Teach children basic skills for using technology effectively such as mouse skills, whether and how to power on/off, proper care of materials, etc. 243						
II	Activities at computer or listening centers address high-priority instructional targets (e.g., letter knowledge, math, electronic book reading), rather than entertainment purposes. 245						
III	Activities at computer or listening centers include instructions/labels with pictures/icons that assist children in using technologies independently or with minimal adult assistance. 244						
III	If classroom includes LCD projector, SMART board, tablets/iPad or other technologies, use these to regularly enhance instruction in large- and small- group activities (e.g., short educational video discussed to support science instruction; SMART board used for shared writing to draft, revise, and publish). 246						

Appendix C

Foundational Skills for Instructional Change

The goal of this manual is to serve as a guide in selecting appropriate teacher goals, especially at the beginning of year, to help you quickly decide on an appropriate path for mentoring. Using this simpler set of priorities with your teacher will keep him/her from being overwhelmed by the extensive list of CEC items and COT behaviors and the comprehensive offerings of CIRCLE manual activities.

The new COT contains a three part leveling system that is designed to help mentors narrow down to a set of attainable or appropriate goals from amongst the many choices, depending on the needs of individual teachers and classroom contexts.

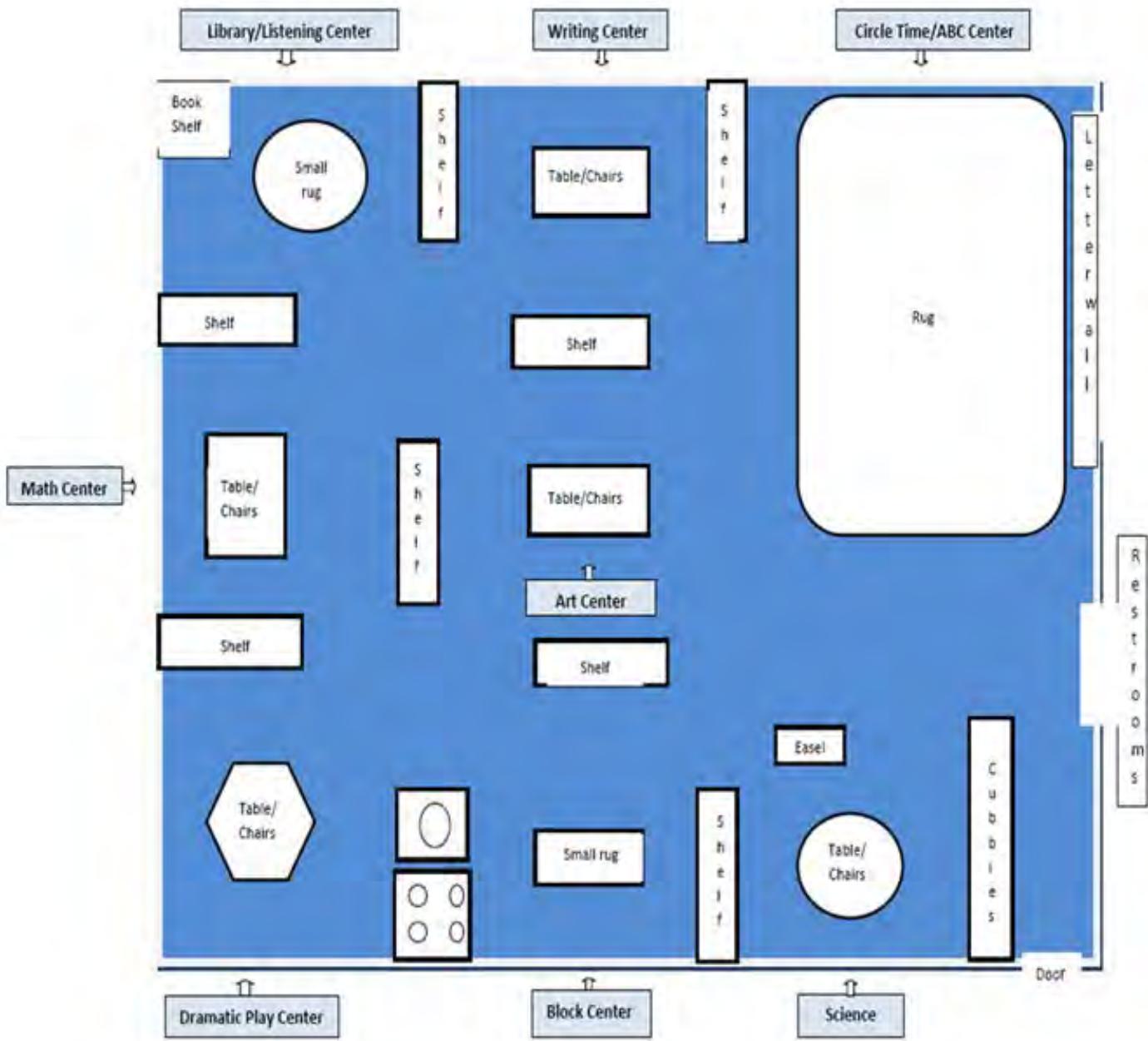
Teachers may start the year with some skills that are at a basic or introductory level but other skills may be intermediate or even advanced. Although teachers are unlikely to fit “neatly” into a level, a leveled set of goals can help to narrow the scope of possible goals. This manual includes a variety of Level 1 behaviors from the COT and pulls together selected activities from the CIRCLE manual to support teacher instructional change.

Mentors should use instructional planning time to get a basic/modified schedule in place. Use modeling or co-teaching strategies at every classroom visit. Mentors will determine which additional mentoring strategies can best support a teacher during classroom instruction.

Room Arrangement

Creating a positive classroom community requires establishing a relationship with each child. Children who feel a connection with their teachers are more likely to follow classroom rules, work cooperatively and behave appropriately. Early learning occurs within relationships. Early learning environments in which teachers are attuned to temperamental differences among children may help to provide a comprehensive basis for the development of skills important for learning. (Clancy Blair, 2004)

The arrangement of the classroom affects how children learn and play together. Room setup is the physical layout of the classroom. Setting up a classroom environment requires a lot of thought and strategic planning. Additionally, the overall room setup and design plays a significant role in the level of interaction and engagement for learning. The setup should support the child's social and emotional development and cognitive learning.



Circle Time/Large Group Meeting Area

The circle time/large group meeting area is where the teacher and children come together to learn about different topics and engage in hands-on activities.

The circle time/large group meeting area allows for:

- developing children's language skills
- practicing taking turns
- sharing ideas and feelings

- learning and developing new skills and concepts
- introducing new information

Setting Up Circle Time/Large Group Meeting Area

- Include a rug for comfort and to define space
- Provide space for all children to sit comfortably
- Engage children in a variety of different activities
- Include children's names to define a space for each child
- Include space for a letter wall
- Include wall space for management charts and curriculum materials
- Provide an easel or large tablet for shared writing

Learning Centers

Learning Centers are subdivided areas of the classroom devoted to one topic or type of activity, where children play, talk, and work in small groups.

Setting Up the Classroom with Well Defined Centers

- promotes higher quality verbal interactions
- provides opportunities for increased cooperative play
- increases ability to focus on specific tasks with fewer distractions
- helps children make choice more easily

Setting Up Learning Centers

- Include the following 7 learning centers
 - Library/Listening Center
 - Construction Center
 - Writer's Corner
 - ABC Center
 - Creativity Station
 - Pretend and Learn Center
 - Math/Science Center
- Arrange centers with 2-3 sides (use furniture, shelves, walls, tables, etc. to form centers)
- Separate noisy and quiet centers
- Integrate tables and chairs into centers as appropriate
- Label materials and shelves with words and pictures
- Include books and writing materials in every center
- Include theme related materials in every center

Teacher's Full Day Schedule

Mentors should support teachers to plan for a daily schedule that includes a minimum of 3 hours of cognitive instruction. The schedule helps teachers to use time wisely throughout the day.

ACTIVITY	TIME FRAME
Meet and Greet	10 minutes
Breakfast Routines	15 minutes
Cognitive Transitions	2-5 minutes
Circle Time/Large Group Meeting	20 minutes maximum
Cognitive Transitions	2-5 minutes
Center Time	60 minutes minimum
Cognitive Transitions	2-5 minutes
Circle Time/Large Group Meeting	20 minutes maximum
Cognitive Transitions	2-5 minutes
Outside Time	20 minutes
Restroom/Cognitive Transitions	10 minutes
Circle Time/Large Group Meeting	20 minutes maximum
Cognitive Transitions	2-5 minutes
Lunch	30 minutes
Prepare for rest time	10 minutes
Rest time	Depends on policy
Snack Time Routines	15 minutes
Circle Time/Large Group Meeting	20 minutes maximum
Cognitive Transitions	2-5 minutes
Center Time	30 minutes minimum
Cognitive Transitions	2-5 minutes
Outside Time	30 minutes
Closing Circle Time/Reflection Time	20 minutes maximum

Using Lesson Plans

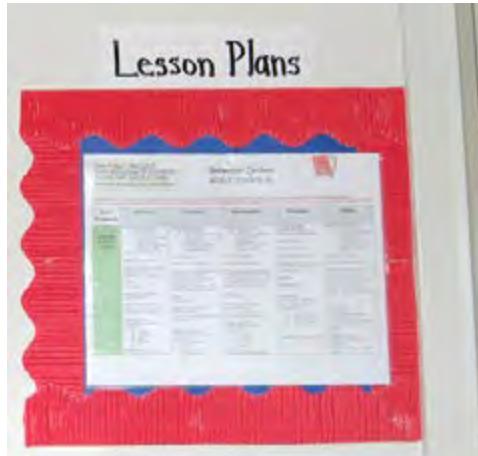
Mentors can use instructional planning to support teachers in developing a detailed written lesson plan. The lesson plan includes specific goals, objectives, and methods of delivery used for instructional lessons.

Lesson planning allows for:

- focusing on teaching goals and objectives
- becoming more thoughtful in the selection of activities being taught
- gathering materials and make appropriate choices before children arrive
- choosing interesting and effective instructional strategies for children
- using assessment results to target content areas that need to be taught
- determining what type of instructional settings will be used
- reflect on content areas that have been taught

Lesson plans include:

- learning objectives
- outside activities
- theme
- materials and resources
- circle time activities
- vocabulary words/letter wall words
- center activities
- references (curriculum, CIRCLE manual)
- read alouds
- special events



Circle Time

Circle Time is a time during the day when teachers and children meet together for valuable large group learning experiences.

Circle Time allows for:

- building a sense of community
- sharing information and ideas
- introducing new topics
- developing and teaching specific concepts and skills
- fostering language development
- engaging children in social interaction and cooperation with other peers and adults

Planning and Implementing Circle Time

- Provide 2-3 circle times per day
- Maximum 20 minutes each meeting
- Always include cognitively challenging activities
- During circle time, children engage with the teacher, peers and materials through a variety of curriculum activities.

Suggested Activities

Shared reading

Introduce activities/materials

Language activities	Discuss events of the day
Phonological Awareness activities	Discuss theme concepts
Letter Knowledge activities	Songs, poems, finger plays, nursery rhymes
Letter Wall activities	Movement games/activities
Shared writing activities (daily news, etc.)	Discuss classroom helpers, rules, routines, etc.
Mathematics activities	Explain and/or review center activities
Read Alouds	Calendar/Weather (maximum 3 minutes)

Transitions

Transitions are times during the day when children change from one activity to another.

Transitions allow for:

- moving from one activity to another
- practicing cognitive mini lessons (phonological, letter knowledge, math, language)
- getting children's attention
- filling time between activities
- gathering children into large or small group
- keeping children on task
- limiting off task behavior

Planning and Implementing Transitions

- Quick and fun
- Planned and purposeful
- Provide a change in pace
- Provide a cognitive connection
- Help move children through the day
- Vary in length according to purpose

During transitions, include mini lessons that allow children to practice cognitive skills.

During Instructional Planning, mentors help teachers choose appropriate transitions such as the following suggestions:

Say the beginning sound of words	Identify a letter on the letter wall
Name thematic items	Jump a number of times
Clap syllables (names, theme words)	Clap or snap a pattern
Name item and describe	Give the opposite of a word
Ask the definition of a word/item	Same and different concepts
Place a word on the letter wall	Make compound words

Give 2 rhyming words
Name starts with the same letter

Count the words in a sentence
Identify a number

Center Time

Center time is a time during the day when children construct their own knowledge through exploration and play with instructional learning materials.

Center Time allows for:

- establishing a center management routine
- accommodating a variety of learning styles and skill levels
- learning through engaging hands-on activities
- promoting independence and self-direction
- integrating curriculum content
- building on children's current interest
- promoting cooperative and independent play
- scaffolding children's learning within a center
- developing language through rich opportunities with peers and teachers
- engaging children in planned small group activities

Planning and Implementing Center Time

- Half day—allow a minimum of 1 hour each day
- Full day—allow a minimum of 2 hours each day
- Children have free choice of centers and activities
- Refresh materials/activities in the centers according to curriculum theme
- Small group instruction occurs during center time

During center time children explore, and reinforce or extend learning. Support children's learning in a variety of ways by including cognitively challenging activities.

Suggested Center Activities

Participate in conversations with children	Use new vocabulary words
Take dictation	Read a book, poem, environmental print
Ask open-ended questions	Encourage peer to peer talk
Encourage writing	Compare sizes, shapes, dimensions
Scaffold language and learning	Discuss letter names and sounds
Emphasize beginning sounds of words	Encourage story retelling
Discuss features of letters	Identify words that rhyme
Count items with children	Clap syllables in words and names

Using the Center Management System

Using the Center Management System supports the social emotional domain of self-control/regulation. This is the child's ability to function independently and make choices in the classroom community. Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well-organized classroom with well-prepared activities helps children extend their attention span and builds self-control and personal responsibility. Management charts are external reminders that help children learn self-control/regulation through their daily routines.

- Display in appropriate centers
- Display at children's eye level
- Use center management system daily during center time
- Include children's name and picture on card



Introducing the Center Management System

Mentors can support teachers with implementing the Center Management System by using the following scenario.

"In our classroom, when you go to centers, you are going to get to decide which centers you would like to play in. Since we cannot all go into one center, we have a chart at each center. Each chart has name tag boxes for the number of children who can play in each center. When it is your turn to choose your center, you will take your name tag and attach it to the center chart." (Model placing a name tag on the center chart)

"Let's practice."

Give each child a name tag. Have four (4) children put their name tag on the chart.

"What do you notice when there are four names on the chart? (Allow children to respond) Right, there is no more room. When a chart is full, you need to choose another center. When you move to another center, you take your name tag with you and place it on the new chart."

Teacher will select a center chart

Have four (4) different children put their name tag on the chart.

Say, "Great, let's practice this today when we go to centers. I will be here to help you if you have any questions."

Scaffold children as needed as they learn how to use the management system.

Ongoing Use of the Center Management System

Reinforce the use of the center management charts

"You are doing a great job of remembering to take your name tag with you when you change centers."

Attendance Charts

The attendance chart is a visual cue of children's presence in the classroom and provides a quick check of attendance.

The Attendance Chart allows children to:

- recognize names of other children
- make comparisons between their name and classmates' names
- use print in an authentic way

Setting Up and Using the Attendance Chart

- Display chart at the children's eye level by the classroom door
- Include all children's names on chart
- Use the chart interactively with the children



Introducing the Attendance Chart

Mentors can support teachers with implementing the Attendance Chart by using the following scenario.

Show the attendance chart, point to the home and school icons and say, "Boys and girls, look at this chart. What pictures do you see?" (Children respond.)

"This chart is a way for you to show whether you are here at school or at home. When you get here in the mornings, you move your name tag to school. When you leave in the afternoon, you move your name tag to home."

Hand out a name card to each child. Have four children at a time place their name cards under the school picture. Continue until all names are on the chart.

At the end of the day, ask children to move their names under the home picture so they are ready for the next day.

"Attendance Helper" could be one of the jobs on the helper's chart. The attendance helper makes sure everyone moves their name tag both to school and back to home.

Ongoing Use of the Attendance Chart

Say, "You have been doing a great job of moving your names from "Home" to "School." This helps us know who is here and who is absent."

The attendance chart can also be used to reinforce math concepts such as counting the number of children at school and home, simple story problems, etc.

Rules Charts

Young children thrive on solid and clear-cut rules and routines that are meaningful. The children know what to expect and what will be expected of them. One way to do this is by using a rules chart. A rules chart is a visual reminder of classroom rules. Visual rules and routines give children a sense of security. When children know the rules of the classroom, they are more successful and independent.

The Class Rules Chart allows children to:

- manage their own behavior
- develop a sense of social responsibility
- know the expectations for classroom behavior

Setting Up and Using the Class Rules Chart

- Display the rules chart at children's eye level
- Display in circle time/large group area or on the back of a shelf
- Use the chart to remind children of class rules throughout the day
- Use positive wording

Our Classroom Rules

- | | |
|--------------------------------|--|
| 1. We walk. | |
| 2. We listen. | |
| 3. We share. | |
| 4. We clean up. | |
| 5. We take care of our school. | |

Introducing the Rules Chart

Mentors can support teachers with implementing the Rules Chart by using the following scenario.

Say, "Boys and girls, when we are at school, there are certain ways that we have to act so that we can learn and stay safe. We call these rules. What are some rules that you have at your house?" (Allow children to respond.) "To help us remember our rules, we have a classroom rules chart."

- Read each rule and discuss how it helps children learn or be safe.
- Point to each rule and track the print as you read.
- Refer to rules chart when children need reminders throughout the day.

Ongoing use of the Class Rules Chart

Use the rules chart during a "teachable moment" in the classroom. For example, children are getting in line and several children run. Say, "We are having some problems with running in the classroom."

- Say, "Is running in the classroom safe? What could happen?"
- Accept responses. "We walk so everyone will stay safe. What is our rule about walking?"

- Point and review rule number 1 (We walk).
- Have children role play and practice walking.
- Say, “That’s right, you are getting the idea. Walking will keep us safe.”

Throughout the day and year, reinforce classroom rules. Include specific praises about what the children are doing when they are following the rules, as well as reminders about following the rules when they are broken.

The children’s daily schedule is a visual plan of the day with words and pictures that help children understand and learn the routines of their classroom. It is a concrete way to represent time and allow flexibility across the day when special events occur.

Children’s Daily Schedule

The Children’s Daily Schedule Chart allows children to:

- predict the daily sequence of events
- use print in a meaningful way

Setting Up and Using the Children’s Daily Schedule Chart

- Display in circle time/large group meeting area
- Display at children’s eye level
- Use chart interactively with children
- Change sequence or time as needed when the schedule changes



Introducing the Children’s Daily Schedule

Mentors can support teachers with implementing the Children’s Daily Schedule using the following scenario.

- Show the schedule and say, “Boys and girls, look at this chart. What do you see?” Wait for children’s responses.
- “You’re right; the chart has pictures of children. The pictures help us know what is going to happen next in our classroom.”
- Discuss what is happening in the pictures, making connections to what your children will be doing during each part of the day.
- Say, “Boys and girls, we use our daily schedule to help us see what comes next.”
- Attach a clothespin beside the current time frame. “We will move the clothespin as we move through the day.”
- Say, “One of you will be the ‘schedule helper’ and move the clothespin on the daily schedule when we change activities.”

Ongoing Use of the Children's Daily Schedule

Use the daily schedule to help children who are anxious about when their caregiver is going to return for them. Show where you are in the day, and point out when the day will be over and caregivers return.

The Helper's Chart

Co-teaching is an effect mentoring strategy to use to support teachers in implementing the Helpers Chart. Mentors can assist teachers in customizing appropriate classroom jobs that fit the needs of the classroom.

The Helper's Chart allows children to:

- learn responsibility and gain a sense of ownership
- feel a sense of belonging to the classroom community
- recognize letters and names

Setting Up and Using the Helper Chart

- Display in circle time/large group meeting area
- Display at children's eye level
- Use chart interactively with children
- Include a job for every child
- Change jobs weekly
- Include children's names and pictures

Classroom Helpers		
	Jaida	
	Mari	
	Prince	
	Kristey	
	Ramon	
	Jeffery	
	Morgan	
	Braden	
	Sage	
	Juan	
	Logan	
	Landry	
	Emma	
	Zane	
	Taylor	
	Bryce	

Introducing the Helper's Chart

Mentors can support teachers with implementing the Helper's Chart by using the following scenario.

- Say, "Our classroom is like our home. We are all part of our classroom family. Just like at your home, there are certain things that need to happen. At your home, your dishes and clothes have to be washed. The furniture has to be dusted. These are called jobs. What are some jobs that you help with at your house?" (Children respond.)
- "What jobs do we need to do in our classroom?" Wait for responses.
- Point to the helper chart and say, "This helper chart shows the jobs that need to get done to help our classroom run smoothly."
- Discuss two or three jobs, giving explicit modeling and instructions about how each job will be completed.
- Have the children practice doing each job as it is introduced.
- Continue introducing and practicing jobs until all jobs have been introduced.

Ongoing Use of the Helper Chart

Reinforce the use of the helper chart by praising specific examples, such as,

- “The classroom looks great due to our wonderful clean up managers.”
- “We are the best class in walking down the hall since our line leader and caboose set a good example for us.”
- Say, “Now we’re going to play a game as we choose our jobs.”
- Put job cards in a bag and have each child choose one.
- Sing the following song and have children take turns saying the name of their job: Sing to the tune of “Are You Sleeping?”

We are helpers, we are helpers,
Look and see, look and see,
What is your job? What is your job?
Please tell us, please tell us.

- Children say the name of their job and place the card in the pocket chart.
- Use the helper chart throughout the school year in various ways such as:
- Choose a job and have children give ideas about what the job is about and how you would do it correctly.

Letter Wall

The letter wall is an organized display of letters from A-Z and includes words with pictures under the appropriate matching letter.

The Letter Wall allows children to:

- see the letters displayed from A-Z
- learn letters in a meaningful way
- interact with letters and words
- have a specific place to look for children’s name cards and vocabulary

Setting Up and Using the Letter Wall

- Display in circle time/large group meeting area
- Display at children’s eye level
- Have room for placement of 4-5 words under each letter
- Have all word cards placed directly under the matching letter
- Place word card directly under appropriate letter
- Add children’s name with pictures
- Add thematic word cards with pictures/icons
- Include word cards with lowercase letter (except proper nouns)
- Use interactively with children daily

Letter Wall should be displayed as follows:



Language Development

Co-teaching is an appropriate mentoring strategy to use to support teachers in using language building strategies and activities. Mentors should encourage teachers to have conversations with all of the children in the classroom throughout the day.

Language Building Strategies

Language building strategies are ways to expand and extend the language heard and used by children. As new objects/concepts are introduced, using these strategies provides children with a deeper and broader meaning. The first two strategies to try are labeling and describing.

Label: Labels are names for objects, concepts and actions. It is best to provide labels for objects when children are actively engaged with that object or in that action. Since they are already paying attention children easily connect what you are saying to the appropriate object or action. This occurs during book reading, "See the apron the cook is putting on" and during play (Child says, "Put this on me." Teacher responds, "You want to wear the apron?").

Describe: Describing is telling how something looks, tastes, sounds, feels and smells. By adding a description, the children have an additional way to think about the object or concept. For example, "An apron is something you wear over your clothes when you are cooking."

Picture Walk Activity

Materials: Book

Procedure:



In a picture walk, pictures are discussed, but the book is not read.

- Gather children close enough to be able to see and discuss the details within the pictures.
- Show the children each page of the book as it is discussed.
- Use the language building strategies label and describe to discuss the items in the pictures.

Example

- Say, "Today we are going to look at a book called The Little Red Hen. Let's take a picture walk to find out what the story is about."
- Point to the cover and say, "What do you see on the cover of the book?" (Children respond.)
- Say, "Another word for chicken is hen (label). That's who this story is about... the little red hen. She is called the little red hen because her feathers are red (describe). I see some tools on the cover. Do you know what they are?" (Children respond.)
- Say, "Yes, these are tools that can be used in a garden for planting. This one (point to hoe) is called a hoe. Let's say the word together: hoe. Does anyone know what we use a hoe for?" (Children respond.)
- Say, "Let's turn the page and see what we can find out by looking at the picture."
- Turn the page and continue the process by discussing the pictures on the next page.
- Say, "Look at the mailboxes. Can you tell who lives in the house by looking at the mailboxes?" (Children respond.)
- Say, "That's right. A cat, a dog and a mouse all live in the house with the little red hen. Which of those animals are usually pets?" (Children respond.) "Pets are animal friends (describe).
- Say, "What do you see in the little red hen's hands?" (Children respond.) "Yes, it is a broom (label). A broom is a stick with bristles on it (describe).

What's in the bag? Activity

Materials: Bag with theme related objects

Procedure:

This activity is part of the ongoing theme discussion in the classroom. Use these language building strategies to model how to talk about one of the objects in the bag.

Label—Labels are names for objects and actions.

Describe—Describing is telling how something looks, tastes, sounds, feels and smells.

- Say, "Yesterday we read a book about cooking. In my bag, I have some of the things we read about in the story."
- Show the apron. Say, "This is an apron." (labeling) Have children repeat the word.
- "An apron is something you wear over your clothes when you are cooking." (describe)
- Have a child pull an object from the bag.
- Have a conversation with the children about the object.
- In this conversation have children label, describe, explain, compare and link the object by asking questions and scaffolding children's responses.
- Continue until each child has had a turn.
- As more objects are described and explained, the children connect the new concepts to deepen their understanding of cooking and the utensils used.

Conversations Throughout the Day

A conversation is an informal talk or discussion one has with one or more participants. Often when we talk to children, we are giving directions or information. In a conversation we are not just talking to children but with them. Conversations should occur at arrival time, circle time, center time, outside play, and meal time.

Children learn to use language by engaging in conversations. Limited opportunities to talk limit language development. Conversations can be used as a way to introduce new words and to extend and enrich children's thinking.

To build language structure, teachers observe, listen, and respond to children while engaging them in extended interactions and conversations.

To Have a Conversation

- Get down on children's level and make eye contact, close enough that the child can see and hear you.
- Listen to what the child says.
- Ask an open-ended question that requires several words in response. Begin questions with "wh" words who, what, where, when, why, (and how).
- Give children time to think about questions and wait for their responses. Giving children time to respond (the "five second rule") encourages them to keep talking.
- Engage children in back and forth conversations of three or more turns.

Questioning

Mentors help teachers use different levels of questioning. Asking questions is not the same as teaching information. Remember, teach children the concepts first, and then ask questions to determine children's understanding.

Bloom's Taxonomy (Revised)

Simple	Cognitive Level	Starter Verbs	Child Expected to:
	Remember	Define, duplicate, list, memorize, recall, repeat, reproduce, state	Recall or remember the information
	Understand	Describe, classify, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	Explain ideas or concepts
	Apply	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	Use learned materials in new ways
	Analyze	Appraise, compare, contrast, explain, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	Distinguish between the different parts
	Evaluate	Appraise, argue, defend, judge, select, support, value, evaluate	Justify a stand or decision
Complex	Create	Assemble, construct, create, design, develop, formulate, write	Create new product or point of view

Phonological Awareness

Phonological awareness is the ability to detect the sounds in language without thinking about the meaning of what is said and can be taught before children have begun to make a connection with letters. A crucial understanding that letters or groups of letters can represent sounds or phonemes (alphabetic principle) requires phonological awareness.

Children can hear larger “chunks” of sounds in the beginning, moving to increasingly smaller parts of words. Children acquire this sensitivity to sound by playing with language through manipulating the sounds in words by blending, segmenting and changing sounds within words.

Modeling and co-teaching would be appropriate mentoring strategies to use to support teachers in implementing phonological activities. This handbook emphasizes the listening level of the phonological continuum.

LISTENING

- To allow children to practice focusing their attention on particular sounds of interest
- To sharpen children's ability to attend selectively to sounds
- To listen for a particular sound and pair it with its source
- To set the stage for all other phonological awareness skills

Teddy Bear, Teddy Bear Activity

Procedure:

Recite the chant, "Teddy Bear, Teddy Bear" with the children.
Children must listen and perform the actions as said in the poem.



**Teddy bear, teddy bear, reach up high.
Teddy bear, teddy bear, touch the sky.**

**Teddy bear, teddy bear, bend down low.
Teddy bear, teddy bear, touch your toe.**

**Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.**

Say the poem again. After saying of one of the pairs of rhyming words, pause at the next rhyming word and have the children fill in the word that rhymes.

**Teddy bear, teddy bear, reach up high.
Teddy bear, teddy bear, touch the sky.**

**Teddy bear, teddy bear, bend down low.
Teddy bear, teddy bear, touch your toe.**

**Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.**

Say the poem again. After saying of one of the pairs of rhyming words, pause at the next rhyming word and have the children fill in the word that rhymes.

Sounds Like... Activity

Empty film canisters* make excellent sound containers.

Fill each canister with two or more of each different object:

- door keys
- beans
- rice

- paper clips
- pennies

Have a picture of each object that you place in the containers. (If you don't have pictures, just glue an additional object onto an index card.)

The children:

- shake the container,
- listen for the sound and
- place the container on the correct picture.

To make the activity self-checking, place matching colored sticky dots on the bottom of the container and the back of the picture/index card.

* Prescription bottles (thoroughly cleaned) may be substituted.

Extension:

Have two canisters of the same sound (objects). Children find the pairs that match.

- paper clips
- pennies

Letter Knowledge

Letter knowledge consists of being able to associate the names, shapes and sounds of letters. Teachers must engage children in print and letter knowledge activities that help them understand the function of print. Children also need to be able to discriminate between letters and to move both from sound to letter, as well as from the letter to the sound each letter stands for. Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in a meaningful context connected to experiences.

This handbook focuses on letter identification, letter discrimination and letter-sound correspondence. Mentors should support teachers in implementing activities that focus on these skills.

Name Sort

Materials:

- Name card for each child
- Baggie for each child containing letters in their name and a few that are not in their name
- T-chart for each child (see reference section—in your name/not in your name)

Procedure:

Say, "In your baggie are the letters of your name and some that aren't in your name. Look at your name card and then at each letter. Decide if the letter is in your name."

"If the letter is in your name, place it on the side of the chart that says "Letters in my name."

"If the letter is not in your name, place it on the side of the chart that says, "Letters not in my name."

After the children have placed the letters on the chart have each child say and point to the letters in their name.

Extension: Have children compare letters in their name. Examples: Say, “Tracy has an ‘a’ in her name. Do you have an ‘a’ in your name? Kevin has a ‘v’ in his name. Do you have a ‘v’ in your name?”

Provide experiences to help children begin to compare and contrast letters.

- Talk with the children about the letters of the alphabet.
- Point to the alphabet chart or letter wall to ask, “What shapes do you see?”
- “Some letters have straight lines, some have circles, some have curves, some have slanted lines. Each letter has its own shape.”
- Some letters look almost alike and some letters look very different.

Letter Sort

Materials:

T—Chart labeled with Straight Lines/Curved Lines

Letters (T, Ll, F, E, I, H, Ss, Oo, Cc)

Procedure:

- Say, “Today we’re going to look at the shapes of letters. “Some letters have straight lines and some letters have curved lines.”
- Hold up the letter T and point to the straight lines as you say, “This letter has straight lines.”
- Hold up the letter S and point to the curved lines as you say, “This letter has curved lines.”
- Choose a letter and say, “I choose this letter. It has straight lines. It goes on this side of the chart.” Place the letter on the side of the chart that says “straight lines.”
- Have each child choose a letter, tell if it has straight or curved lines, and place it on the correct side of the chart.
- Continue until all letters have been sorted.

Variation:

Follow the above procedure using other sorting rules such as: round and not round, tail and no tail, short and tall, uppercase and lowercase, etc.

T-Chart

Name _____

Place sorting rule here.

Researchers say that questioning the text is at the core of comprehension. Questioning or wondering causes children to predict, to infer, or to analyze more closely. That is why asking questions is the first step in building comprehension. The kinds of questions you model should be real wonders that stimulate thinking, not teacher contrived wonders. Asking real or honest questions helps children deepen their understanding about the text. For example, as children hear text, they should be thinking about what they are hearing and have questions that come into their minds. "I wonder ..." or "How did that happen?" may be questions they think about as they are listening.

Sorting Rules

sticks		no sticks	
round		not round	
slanted		straight	
dot		no dot	
tail		no tail	
tall		short	
in your name		not in your name	
uppercase		lowercase	
beginning		end	

Developing Literacy Using Reading Materials © 2007 Texas Education Agency

Letter Sounds

Knowing how letters function in writing and how letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.

Sound Sort Activity

Materials:

- Two trays
- Two letter cards
- One basket of small objects or pictures that begin with two distinct letter sounds

Procedures:

- Place two trays on the table.
- Name the items in the basket.
- Show the letter card and ask, "What letter is this? What sound does it make?" Place the letter card in one of the trays.
- Show the second letter card and ask, "What letter is this? What sound does it make?" Place the letter card in one of the trays.
- Say, "Now let's play a sound sort game. You will choose an item from the basket; tell what it is and what sound it starts with. Next, you will decide which letter makes that sound and place it on the correct tray."
- Model by saying, "I choose the turtle. Turtle starts with /t/. Since T says /t/, turtle goes on the tray with the T."
- Let each child have a turn to place an item on the tray.
- After all items are placed on the trays, say, "Let's name all of the things that begin with the letter T and make a /t/ sound." Name the items together.
- Say, "Let's name all of the things that begin with the letter M and make a /m/ sound." Name the items together.

Book Reading

Book reading, the single most important activity for building the knowledge required for eventual success in reading (Reading Across the Nation, 2007). The major goal of book reading is to expand children's understanding about each particular story, knowledge of the world around them and the way book language differs from oral language. Books can be read in a large group or small group setting.

Reading aloud to children:

- promotes an enjoyable experience with books
- motivates children to want to learn to read
- provides a good model of fluent and expressive reading
- helps develop a sense of story
- builds background knowledge
- builds comprehension
- increases concept and vocabulary knowledge
- provides opportunities to hear and understand more formal language
- inspires writing

Mentors should encourage teachers to plan questions to use when reading a book.

Planning for a Book Read

- Read through the book completely before reading it aloud to children.
- Think about words that may be unfamiliar to the children and how you could explain the word with a child friendly definition.
- Think about how to extend the book into centers.
- Think about other books you could read related to the theme.
- Gather all necessary materials before each read aloud.

Before, During, and After Reading

- Before Introduce book, discuss book concepts and key vocabulary. Help children make predictions and personal connections.
- During Read with expression, stop for children's comments, questions and predictions, explain new words, ask what characters may be doing/feeling, ask open-ended questions.
- After Use open-ended questions and extension activities such as acting out, retelling or creating graphic organizers, vocabulary mini lesson.

Teachers build excitement and engage children in the book read by:

- Using different voices for characters
- Using sound effects
- Reading faster in some places and slower in others
- Using a variety of voice pitches
- Using body language
- Showing excitement
- Being dramatic
- Showing your own enthusiasm for reading

Title, Author, and Illustrator Introduction

Before reading:

- Point to and read the name/title of the book.
- Point to and read the name of the author and illustrator and discuss what they do.
- What does the author do? (The author writes the words.)
- What does the illustrator do? (The illustrator draws the pictures.)

Mentors can support teachers with introducing the Title, Author, and Illustrator by using the following song.

“The Author Writes the Words” (Tune “The Farmer and the Dell”)

The Author writes the words, the author writes the words.

Hi Ho, oh don’t you know, the author writes the words.

The illustrator draws the pictures; the illustrator draws the pictures,

Hi Ho, oh don’t you know, the illustrator draws the pictures.

Using Prior Knowledge

Prior knowledge is what is already known about a topic. The focus of this strategy is on children’s knowledge and understanding about a topic. The teacher asks a question or gives a prompt to stimulate children’s thinking about a personal connection with the book.

Appendix D.1 CIRCLE Progress Monitoring

Student Profile for Data Upload

There are two methods by which student roster information can be added to Engage. The first method, most suitable for larger schools and districts, is to upload one or more Excel spreadsheets into Engage using the Batch Upload Process (BUP). The second method is to enter the information directly into Engage using the Bulk Entry Screen (BES).

Batch Upload Process (BUP)

Create an Excel file having the following format, one student for each record.

Column	Heading	Value	Description	Example(s)
1	Action	I	Insert	
2	Transaction_Type	Student	Student record	
3	Community_Name		Community or district name	Houston ISD
4	Community_Engage_ID		Engage Community ID	EDS1400004
5	School_Name		School name	Gallegos Elementary
6	School_Engage_ID		Engage School ID	EDD1400226
7	Student_Engage_ID		Leave empty – system will autoassign	
8	Student_Internal_ID		Your ID for the student, if any	7654321, or empty
9	Student_First_Name		Student's first name	Celesta
10	Student_Middle_Name		Student's middle name, if any	Estella, or empty
11	Student_Last_Name		Student's last name	Vega
12	Student_Birth_Date		Student's birth date	7/20/2010
13	Student_Gender		Student's gender	F or M
14	Student_Ethnicity		Student's ethnicity, if available	0,1,2,3,4,5,6,7,8,9, or empty
15	Student_TSDS_ID		Student's Texas Student Data System (TSDS) ID, if available	1234567890, or empty
16	Student_Class_Level		Student's grade level, if available	PK, K, 1, 2, or empty
17	Class_Name		Name of class the student is being assigned to, if any	Garcia's Class, or empty
18	Class_Engage_ID		Engage ID of class the student is being assigned to, if any	ECL1401444, or empty
19	Classroom_Name		Name of classroom the student is being assigned to, if any	Garcia's Classroom, or empty
20	Classroom_Engage_ID		Engage ID of classroom the student is being assigned to, if any	ECR1401443, or empty

Ethnicity Codes	
0	= Unknown
1	= African American
2	= Alaskan
3	= Native American
4	= Indian
5	= Asian
6	= Caucasian
7	= Hispanic
8	= Multiracial
9	= Other

Class Levels	
PK	= Pre-Kindergarten
K	= Kindergarten
1	= 1st grade
2	= 2nd grade

Bulk Entry Screen (BES)

Engage's bulk entry screen will allow you to type in up to 50 students at a time. You'll need the following information.

Select (in Engage): Community/District, School, Homeroom Teacher (or select "Not yet assigned"), Class Day Type (AM, PM, Full Day); Class Name will be autofilled based on previous selections, or you can "Add New Class".

Enter (for each student): Student's first, middle and last name; date of birth; gender; student ID (optional); ethnicity (optional); grade level (PK, K, 1, or 2); assessment language (English, Spanish, or English and Spanish).

Appendix D.2 CIRCLE Progress Monitoring Assessment Schedule

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14 – October 16	
2	January 18 – February 19	
3	April 18 – May 20	

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			
Social and Emotional			
Book and Print			
Early Writing			
Approaches to Learning			
Physical Health & Development			

Appendix E

eCIRCLE Professional Development Courses

Appendix F

CIRCLE Activity Collection Assignments