

**East Missouri Action Agency, Inc., Head Start
CHILD OUTCOMES FRAMEWORK: GOALS FOR SCHOOL-READINESS
SITE MANAGER**

UNITED WAY FRAMEWORK INPUTS AND ACTIVITIES ASSISTANT TEACHER IMPLEMENTATION CHECKLIST

Assistant teacher's name _____

Directions: Site managers assess teaching staff three times each year. Through the mentoring process, site managers use results to help staff develop strategies to further growth toward mastery of each activity.	Oct	Jan	Mar
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PHYSICAL DEVELOPMENT & HEALTH

Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

At the beginning of the year routines for toileting, washing hands, eating, brushing teeth, exercise and resting are taught. The latter two activities may include teaching independent dressing as well. Over time children learn to do these activities independently.			
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PHYSICAL DEVELOPMENT & HEALTH

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Children pour their beverage at each snack or meal.			
During meals and snacks teachers and assistant teachers observe children's fine motor progress. Once they are able to use eating utensils, they are given knives to master cutting food.			
Children sign-in each day with teachers and assistant teachers scaffolding pencil grip.			
Many art activities include tearing and/or cutting depending on children's fine motor level.			
Teachers and assistant teachers incorporate active play options indoors when going outside is not possible.			

SOCIAL & EMOTIONAL DEVELOPMENT

Self-regulation: The ability to recognize and regulate emotions, attention, impulses,

Teachers and assistant teachers use the "Conscious Discipline" approach when working with children.			
Teachers and assistant teachers work with children at the beginning of the year to learn the classroom rules. These are posted with pictures and are documented on the weekly plan.			

SOCIAL & EMOTIONAL DEVELOPMENT

Social Relationships: The healthy relationships and interactions with adults and peers.

Children are warmly greeted upon arrival.			
Teachers and assistant teachers interact with parents at arrival and departure times.			
Special attention is given to children who struggle forming relationships, such as with "I Love You" Rituals" which take about 15 seconds.			
Teachers and assistant teachers make positive comments and communicate their warm feelings toward children.			
Teachers and assistant teachers engage in social conversation with children.			
Teachers and assistant teachers facilitate positive peer interactions.			
Teachers and assistant teachers encourage children to settle disputes.			

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Teachers and assistant teachers take time to notice children's successes, especially those who are challenges.			
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SOCIAL & EMOTIONAL DEVELOPMENT

Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

Teachers and assistant teachers use many of the 90 <i>Conscious Discipline</i> Strategies in the classroom.			
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APPROACHES TO LEARNING

Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

During transitions everyone, adults and children, know what is expected of them.			
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LOGIC & REASONING

Reasoning & Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

At clean up time, children are encouraged to put materials back in clearly-defined places.			
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Teachers and assistant teachers provide children with activities to encourage children compare and classify objects.			
To enhance children's concept development (thinking skills), teachers and assistant teachers ask 'why' and/or 'how' questions to older children and 'what' and 'where' questions to younger children.			
Teachers and assistant teachers use the words, 'predict' and 'experiment' as they engage children in thought-provoking activities.			
Teachers and assistant teachers brainstorm—focus children's attention on the process of generating solutions to a problem. E.g. a child says that there are not enough chairs or crayons. Instead of giving a solution, ask a child what he or she thinks would be possible solutions (more than one).			
Teachers and assistant teachers integrate concepts with children's previous knowledge, children's lives and real-world situations.			

LANGUAGE DEVELOPMENT

Receptive Language: The ability to comprehend or understand language.

Teachers and assistant teachers engage in frequent conversations with children, e.g., talk about ideas and personal experiences.			
During mealtimes, education teachers and assistant teachers 1) stay seated at the table, 2) model manners but do <i>not</i> cajole children to do so, and 3) talk with children about topics of interest to them.			
Teachers and assistant teachers use open-ended, versus close-ended, questions the majority of the time when talking with children.			
Teachers and assistant teachers encourage conversations between children.			
Teachers and assistant teachers 'talk to themselves,' describing what they are doing.			
Teachers and assistant teachers describe what children are doing throughout the day.			
Teachers and assistant teachers use advanced language, using a variety of words as well as defining words.			
Teaching teams participate in four trainings during the year which include enhancing development of topics.			

LITERACY KNOWLEDGE & SKILLS

Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.

Each week every child dictates something to teachers and assistant teachers, such as a dictated story, story dramatization, a note the child wants to send to parent, a sign that the child requests, something on the child's art, a group story, or something in a journal.			
Teachers and assistant teachers refer to print throughout the day.			
Teachers and assistant teachers talk with children about what they are writing when children are watching.			

LITERACY KNOWLEDGE & SKILLS

Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

Teachers and assistant teachers find ways to read to small groups of children throughout the day.			
Teachers and assistant teachers make books with the children regularly.			
Parents read to their Head Start child. Teachers and assistant teachers are aware of children who are not read to at home and find people who will read to and document how many books are read to the child.			
Teachers and assistant teachers turn in chart each month indicating number of books read to each child. Book certificates are sent home to parents to encourage reading.			

LITERACY KNOWLEDGE & SKILLS

Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

Children sign in each day.			
Children write their name for a specific purpose in the classroom, e.g. to sign up to use the computer, to write their name on their work, etc.			
Pre-k children have many opportunities to write words.			

MATHEMATICS KNOWLEDGE & SKILLS

Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

Number Relationships & Operations The use of numbers to describe relationships and solve problems.

Teachers and assistant teachers count out loud whenever counting children or items.			
During each week's nutrition activity children follow recipes which include using numbers			

MATHEMATICS KNOWLEDGE & SKILLS

Geometry & Spatial sense: The understanding of shapes, their properties, and how objects are related to one another.

Children are encouraged to create new shapes from other shapes, such as napkins, paper, blocks.

Teachers and assistant teachers map children's actions using positional words.

MATHEMATICS KNOWLEDGE & SKILLS

Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.

Children are provided with opportunities to measure using non-standard measures such as paper clips, blocks, straws, or spoons.

Each week children engage in cooking activities that often involve measuring.

SCIENCE KNOWLEDGE & SKILLS

Scientific Skills & Method The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

Studies involve experiences with authentic objects that children can manipulate.

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CREATIVE ARTS EXPRESSION

Music: The use of voice and instruments to create sounds.

Creative Movement & Dance: The use of the body to move to music and express oneself.

Children are encouraged to make up new lyrics and actions to familiar tunes or to create their own songs.

Teachers and assistant teachers play a variety of CDs.

Teachers and assistant teachers transform the Dramatic Play or another area into a musical stage or recording studio.

Children are exposed to printed music.

CREATIVE ARTS EXPRESSION

Art: The use of a range of media and materials to create drawings, pictures, or other objects.

Art activities use children's creative ideas rather than pre-drawn patterns.

Teachers and assistant teachers write down what the child says on the artwork, or accompanying a photo of a block structure, ("Tell me about your work.") or steps that a child took to complete an elaborate representation.

CREATIVE ARTS EXPRESSION

Drama: The portrayal of events, characters, or stories through acting and using props and language.

Children are invited to dramatize stories teachers and assistant teachers read.

Children are provided opportunities to try out different theater/movie roles. For example, they might be the writer, actor, director, designer or audience member.

SOCIAL STUDIES KNOWLEDGE & SKILLS

Self, Family & Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

People & the Environment: The understanding of the relationship between people and the environment in which they live.

History & Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.

Teachers and assistant teachers informally assess children's increased knowledge about social studies topics. Assistant teachers assist teachers with all the outcome assessments

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Comments: