

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

**UNITED WAY FRAMEWORK INPUTS AND ACTIVITIES TEACHER IMPLEMENTATION CHECKLIST/ECERS**

**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 input, activity, assessment and ECERS area.	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.

Inputs				
	"Cavity Free Kids" classroom curriculum materials are available to classrooms.	HE	HE	HE
	<i>I Am Amazing</i> , classroom curriculum materials for promoting health, safety and self-esteem	HE	HE	HE
Activities				
	Children go outdoors daily unless there is inclement weather. On such days children engage in gross motor activities, such as music and movement.			
	There is a scheduled rest time each afternoon.			
	Accommodations are made to help children manage chronic health conditions using the "Special Health Care Plan."			
	A dentist or dental hygienist provides a dental exam for each child. In many instances this person comes to the Head Start classrooms.	FA	FA	FA
	Classroom dramatic play interest area includes a doctor's office, especially around times when health and dental screenings occur.			
	At the beginning of the year teachers develop with the children classroom rules, which include ways to keep the classroom safe.			
	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.			
Assess				
	Children are weighed and measured to obtain a BMI within 45 days of enrollment; a second growth assessment occurs during February. When there is a concern the nutritionist is contacted.			
	Children receive a vision and hearing screening within 45 days of enrollment. The information is given to parents using ChildPlus Report 3030 so that referrals can be made to appropriate providers. In many centers, the Missouri Lions Club provides the vision screening. The Lions Club can help with getting them to the right provider, help with obtaining glasses to little or no cost as well as with any other type of follow-up.	FA	FA	FA
	Children receive a lead test provided by the Health Departments within 30 days of enrollment. If there is a concern, the Health Department works with Head Start on case management.	FA	FA	FA
	Hematocrits are included as part of the initial physical or provided by the Health Department. Again, if there is a concern the Health Department works with Head Start on case management.	FA	FA	FA

**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.

Inputs				
	The annual Playground Checklist included the Head Start Body Start Head Start Play Space Assessment material. This tool serves 1) as guidance in prioritizing enhancing the outdoor space and 2) as a tool to engage teachers and assistant teachers in new ways to think about using the outdoor space.	HE/ ED		
	Toys and Games Interest Area: includes fine motor materials such as stringing beads, pegboards, puzzles and interlocking materials.			
	Art Interest Area: includes scissors, glue, and writing and drawing tools.			
	Water Table: includes such fine motor materials as tongs, turkey basters, and squirt toys, as well as containers for pouring, to enhance fine-motor strength and coordination.			
	Music and Movement Interest Area: includes rhythm instruments, a CD player and a variety of props such as streamers and scarves			
	Outdoor Interest Area: provides a wealth of gross motor activities			

Activities				
	Teachers incorporate "I'm Moving, I'm Learning" strategies in the classroom as well as outdoors. These include activities to increase awareness of space (and how not to bump into others) and control ("Freeze!")			
	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.			
	During toileting times, and outdoor and rest time transitions, children learn to put on shoes, socks and coats and zip, button, tie and fasten clothes.			
	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.			
Assess				
	At least three times during the year, teachers, with assistant teacher input, document children's gross motor skills assessing their current level of performance.			
	At least three times during the year, teachers, with assistant teacher input, document children's fine motor skills assessing their current level of performance.			

### **SOCIAL & EMOTIONAL DEVELOPMENT**

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

Inputs				
	The daily schedule is posted at children's eye level with words and pictures to convey the order of the day's events. This schedule accurately reflects the order of the day's events.			
	Teachers and assistant teachers use the "Conscious Discipline" approach when working with children.			
Activities				
	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.			
	Teachers discuss parent handout, "Ways to change your child's behavior," at the first parent conference.			
Assess				
	At least three times during the year, teachers, with assistant teacher input, document children's growth in their ability to self-regulate, assessing their current level of performance.			

### **SOCIAL & EMOTIONAL DEVELOPMENT**

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

Inputs				
	CLASS: Positive Climate	ED	ED	ED
Activities				
	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.			
Assess				
	At least three times during the year, teachers, with assistant teacher input, document children's progress in building healthy relationships with adults and peers.			

### **SOCIAL & EMOTIONAL DEVELOPMENT**

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

Inputs				
	CLASS: Teacher Sensitivity	ED	ED	ED
	CLASS: Regard for Student Perspectives	ED	ED	ED
Activities				
	Teachers and assistant teachers take time to notice children's successes, especially those			

	who are challenges			
Assess	Four times each year, children are rated on levels between 1-5. For those who are either a 4 or 5, teachers and assistant teachers begin the process of “Developing Strategies for Positive Social-Emotional Supports.”			

**SOCIAL & EMOTIONAL DEVELOPMENT**

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

Inputs	CLASS: Behavior Management	ED	ED	ED
Activities	Teachers and assistant teachers use many of the 90 <i>Conscious Discipline</i> Strategies in the classroom.			
Assess	Within 45 days of enrollment each child is screened using the Social/Emotional Screen. Results are discussed with the family. For children with whom there are concerns, follow-up occurs teachers and assistant teachers begin the process of “Developing Strategies for Positive Social-Emotional Supports.”			

**APPROACHES TO LEARNING**

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

Inputs	CLASS: Productivity	ED	ED	ED
	The daily schedule includes at least 60 minutes of uninterrupted choice time during which children identify and complete self-directed tasks.			
	Four times a year parents are given the magazine, <i>Parent and Child</i> . Some articles focus on making choices. Teachers and assistant teachers refer to these articles in written communications to parents, such as newsletters, as well as when talking with parents.			
	Interest areas follow <i>Creative Curriculum</i> “Setting Up a Classroom for 20 Preschool Children”			
Activities	Teachers dismiss children first who have a difficult time with group activities, and continue to engage those who remain involved.			
	Teachers provide consistent, clear learning activities.			
	Teachers are organized and efficient, planning ahead.			
	Teachers minimize disruptions to learning and time spent on managerial tasks.			
	Transitions are brief, and include learning opportunities			
	During transitions everyone, adults and children, know what is expected of them.			
Assess	When completing the Child Development Plan for Individualization the second and third times, teachers, with assistant teacher input, assess children’s approaches to learning.			

**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.

Inputs	CLASS: Concept Development	ED	ED	ED
	Block Interest Area: includes accessories both for classification and to encourage imaginary play. Blocks and accessories are organized and labeled on shelves.			
	Dramatic Place Interest Area: include changing settings such as a doctor’s office or grocery store.			
Activities	At clean up time, children are encouraged to put materials back in clearly-defined places.			
	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.			
Assess				
	At least three times during the year, teachers, with assistant teacher input, document children's progress in solving problems and using classification skills.			
	At least three times during the year, teachers document children's progress in symbolic representation.			

### **LANGUAGE DEVELOPMENT**

Receptive Language: The ability to comprehend or understand language.

Inputs				
	CLASS: Language Modeling	ED	ED	ED
	Teachers and assistant teachers regularly send home information about what children are doing at Head Start. Parents can then more easily ask their child questions about their time at Head Start.			
	At least once a week children's work is sent home as conversation starters for parents to talk with their children about Head Start.			
	Each parent receives the handbook, "EMAA Parent Ideas to Promote Literacy," during the second parent-teacher conferences. This handout has ideas for talking with their children based on ideas developed by EMAA Head Start parents.			
	Family photos are displayed to encourage discussion.			
	Teachers develop topics and studies that provide opportunities for interesting and substantive conversations with children and teach them about their world.			
Activities				
	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.			
	Parents are taught this strategy during the second parent-teacher conference using "Talking With Your Child."			
	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.			
Assess				
	At least three times each year teachers, with assistant teacher input, document a conversation/communication between an adult and child, or child and child, using observation or interview technique to document receptive language skills.			
	At least three times each year teachers, with assistant teacher input, document a conversation/communication between an adult and child, or child and child, using observation or interview technique to document expressive language skills.			
	Within 45 days of enrollment each child is screened using the DIAL-3. Follow-up occurs with those for whom there is a potential delay in the area of speech and language (as well as in the other areas).			

### **LITERACY KNOWLEDGE & SKILLS**

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

Inputs				
	Teachers and children use written signs to communicate—such as at clean up time			
	Signs including job charts, labeled materials on shelves with picture/words, recipes and rules are displayed in the center. Teachers point to the words and pictures on these items.			
Activities				
	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.			
Assess				
	At least three times during the year teachers, with assistant teacher input, document an observation which occurred when a child is looking at a book or engaged in print activities supporting the child's current indicator level.			

### **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.

Inputs				
	The Daily Schedule includes Book Time, a time when all children, supported by adults look at ("read") books on their own or, if needed, with an adult.			
	Library Interest Area: creates an inviting place for children to look at books and to be read to.			
	Each week books are sent home to have someone at home read to the child. Parents return book and form documenting this experience and the number of books that were read to the child that week.			
	Teachers discuss and give parents handout, "Reading a Book to Your Child," during first home visit.			
	Topics and studies provide meaningful ways to add literacy to children's play.			
	Books and reading materials are placed appropriately in at least five interest areas.			
Activities				
	There is at least one established book time—included on daily schedule—in which children select books to read on their own.			
	Each time a child turns in homework teachers acknowledge their effort, such as through a book review/promotion activity			
	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.			
Assess				
	At least three times during the year teachers, with assistant teacher input, document an observation which occurred when a child is being read to (Levels A-C) or during choice time (Level D) supporting the child's current indicator level. Each week parents document on a scale of 1 to 5, their child's enjoyment of reading on the weekly reading homework assignment.			

### **LITERACY KNOWLEDGE & SKILLS**

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

Inputs				
	Teachers discuss and give parents handout regarding the stages of "Learning to Write" at the first parent conference.			
	Writing materials are available in at least 5 interest areas as is appropriate, e.g. pad of paper and pencil for grocery list or writing a prescription, paper to write signs in block area, etc.			
Activities				
	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.			
Assess				
	At least three writing samples are included in the child's portfolio, supporting the child's current indicator level for both writing name and writing to convey meaning.			
	Daily signature sample.			

### **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.

Inputs				
	CLASS: Instructional Learning Format	ED	ED	ED
	Classrooms display numbers and what they represent, e.g. apples 1-10, as well as have available math manipulatives.			
	Books featuring counting and other math concepts are present in the classroom.			
Activities				
	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.			
	Song and rhyme time includes songs/rhymes with numbers. These are listed on the weekly plan.			
Assess				
	At least three times during the year teachers, with assistant teacher input, document observations regarding each child's knowledge of the numbers, supporting the child's current indicator level.			

### **MATHEMATICS KNOWLEDGE & SKILLS**

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

Inputs				
	Toys and Games Interest Area: include shape manipulates			
	Block Interest Area: include various shape blocks			
Activities				
	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.			
Assess				
	At least three times during the year teachers, with assistant teacher input, document children's progress on understanding spatial relationships and shapes.			

### **MATHEMATICS KNOWLEDGE & SKILLS**

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

Inputs				
	Sand and Water Interest Area: includes pouring and measuring materials			
	Dramatic Play Interest Area: includes measuring tools			
	Discovery Interest Area: includes measuring tools such as balance scales, thermometer			
	Art Interest Area: rulers, yardsticks, measuring tapes.			
	Cooking Area: measuring tools			
Activities				
	Measuring children: When measured each child's name is recorded on the measuring stick displayed in the classroom.			
	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.			
Assess				
	At least three times during the year teachers, with assistant teacher input, document children's abilities to compare and measure			

### **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.

Inputs				
	Discovery Interest Area: includes rotating materials to increase children's knowledge of life, physical and earth/environment science			
	Animals and/or plants are in each classroom.			
	Books featuring science concepts are present wherever there are science materials.			
Activities				

	At least once a week, teachers provide hands-on science experiences and/or experiments which are documented on the weekly plan.			
	Children are involved in the care of the animals and/or plants.			
	Studies related to children's interests provide opportunities for investigating topics over time.			
	These involve experiences with authentic objects that children can manipulate.			
Assess				
	Teachers and assistant teachers informally assess children's increased knowledge about science topics.			

### **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.

Inputs				
	Music and Movement Interest Area: includes a variety of instruments as well as many movement CDs			
	Music and movement is included on the Daily Schedule.			
	Teachers and assistant teachers have been trained in 'I'm Moving, I'm Learning' strategies.			
Activities				
	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.			
Assess				
	Teachers and assistant teachers informally assess children's awareness and appreciation of different kinds of music, ability to express thoughts, feelings, and energy through music and awareness of the various components of music.			

### **CREATIVE ARTS EXPRESSION**

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

Inputs				
	Art Interest Area: includes a variety of materials for children to explore the visual arts.			
	Displays consist primarily of children's <i>original</i> artwork and writing samples, at the children's eye level, on the walls and/or room dividers.			
	Teachers discuss and give parents handout, "Stages of Children's Art" at the first parent conference.			
Activities				
	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.			
Assess				
	At least three times during the year one sample of a child's work is included in the portfolio, supporting the child's current indicator level.			

### **CREATIVE ARTS EXPRESSION**

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

Activities				
	Each week children engage in drama activities at least once as documented on the Weekly Plan.			
	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.			
Assess				
	Teachers informally assess how and when children show that real-life roles can be enacted, represent ideas through drama, e.g., pretend to be a plant growing or the wolf blowing the little pigs houses down, and showing appreciation of the dramatizations of others..			

### **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.

Inputs				
	CLASS: Quality of Feedback	ED	ED	ED
Assess				
	Teachers and assistant teachers informally assess children's increased knowledge about social studies topics.			

**ENGLISH LANGUAGE DEVELOPMENT**

Receptive English Language Skills: The ability to comprehend or understand the English language.

Expressive English Language Skills: The ability to speak or use English.

Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.

Inputs/ Activities	See Second Language Learner section of this Education Work Service Plan.			
Assess	At least three times during the year, teachers document children's progress in listening to and understanding English as well as in speaking English.			

**ECERS (Early Childhood Environmental Rating Scale) SCORES**

<b>SPACE AND FURNISHINGS</b>	1. Indoor space	2. Furniture for routine care, play			
3. Furnishings for relaxation	4. Room arrangement for play	5. Space for privacy			
6. Child-related display	7. Space for gross motor play	8. Gross motor equipment			
<b>PERSONAL CARE ROUTINES</b>	9. Greeting/departing	10. Meals/snacks			
11. Nap/rest	12. Toileting/diapering	13. Health practices			
14. Safety practices					
<b>LANGUAGE-REASONING</b>	15. Books and picture	16. Encouraging... communicate			
17. Using language to dev...skills	18. Informal use of language				
<b>ACTIVITIES</b>	19. Fine motor	20. Art			
21. Music/movement	22. Blocks	23. Sand/water			
24. Dramatic play	25. Nature/science	26. Math/number			
27. Use of....computers	28. Promoting...diversity				
<b>INTERACTION</b>	29. Supervision of...motor activities	30. General supervision of children			
31. Discipline	32. Staff-child interactions	33. Interactions among children			
<b>PROGRAM STUCTURE</b>	34. Schedule	35. Free play			
36. Group time	37. Provision for...disabilities				
<b>PARENTS AND STAFF</b>	38. Provisions for parents	39. Provision for personal needs.			
40. Provision for professional ....	41. Staff interaction/cooperation	42. Supervision/evaluation			
43. Opportunities for professional growth					