

County of San Bernardino
Preschool Services Department
SCHOOL READINESS STANDARDS
2016-2017

Head Start

School Readiness Defined: (Performance Standard 1307.3(b))

DOMAIN	CHILDREN'S GOALS	DATA SOURCES
APPROACH TO LEARNING	<p>Children will :</p> <ol style="list-style-type: none"> 1. Emotional and Behavioral Self-Regulation <ul style="list-style-type: none"> • Manage emotions with increasing independence • Follow classroom rules and routines with increasing independence • Appropriately handle and take care of classroom materials • Manage actions, words, and behavior with increasing independence 2. Cognition Self-Regulation (Executive Functioning) <ul style="list-style-type: none"> • Demonstrate an increasing ability to control impulses • Maintain focus and sustain attention with minimal adult support • Persist in tasks • Hold information in mind and manipulates it to perform tasks • Child demonstrates flexibility in thinking and behavior 3. Initiative and Curiosity <ul style="list-style-type: none"> • Demonstrate initiative and independence • Show interest in and curiosity about the world around them 4. Creativity <ul style="list-style-type: none"> • Express creativity in thinking and communicating • Use imagination in play and interactions with others 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize DRDP Approaches to learning • Utilize CLASS in <ol style="list-style-type: none"> 1. Instructional Support: Concept Development through analysis and reasoning, creating, integration, and connections to the real world 2. Classroom Organization: Productivity and instructional learning formats 3. Emotional Support: Regard for student perspectives • Utilize ECER's • Utilize parent conferences and home visits to help involve parents in their child's success • Use of Creative curriculum • California Preschool Learning Foundations
SOCIAL & EMOTIONAL	<p>Children will :</p> <ol style="list-style-type: none"> 1. Relationships with Adults <ul style="list-style-type: none"> • Engage in and maintain positive relationships and interactions with adults • Engage in prosocial and cooperative behavior with adults 2. Relationships with Other Children <ul style="list-style-type: none"> • Engage in and maintain positive interactions and relationships with other children • Engage in cooperative play with other children • Use basic problem solving skills to resolve conflicts with other children 3. Emotional Functioning <ul style="list-style-type: none"> • Express a broad range of emotions and recognize these emotions in self and others • Express care and concern toward others • Manage emotions with increasing independence 4. Sense of Identity and Belonging 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize DRDP Social & Emotional Development • ACUSCREEN for Social & Emotional Development 28-33 • Utilize CLASS in • Instructional Support: Concept development, quality of feedback, language modeling • Classroom Organization: Behavior management, productivity, and instructional learning formats • Emotional Support: Positive climate, teacher sensitivity, and regard for student perspectives • Utilize ECER's scores in Personal Care Routines subscale #8-9 and Interaction subscale #28-35 • Utilize parent conferences and home visits to help involve parents in their child's success

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	<ul style="list-style-type: none"> • Recognize self as a unique individual having own abilities, characteristics, emotions, and interests • Express confidence in own skills and positive feelings about self • Have a sense of belonging to family, community, and other groups 	<ul style="list-style-type: none"> • Use Incredible Years curriculum that supports social and emotional development • Use of Creative curriculum • California Preschool Learning Foundations
LANGUAGE and COMMUNICATION	<p>Children will:</p> <ol style="list-style-type: none"> 1. Attending and Understanding <ul style="list-style-type: none"> • Attend to communication and language from others • Understand and respond to increasingly complex communication and language from others 2. Communicating and Speaking <ul style="list-style-type: none"> • Vary the amount of information provided to meet the demands of the situation • Understand, follow, and use appropriate social and conversational rules • Express self in increasingly long, detailed, and sophisticated ways 3. Vocabulary <ul style="list-style-type: none"> • Understand and use a wide variety of words for a variety of purposes • Show understanding of word categories and relationships among words 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize DRDP Language and Literacy • ACUSCREEN for Language development #21-27 • Utilize CLASS in • Instructional Support: Concept development, quality of feedback, language modeling, and literacy focus • Classroom Organization: Behavior management, productivity, and instructional learning formats • Emotional Support: Positive climate, teacher sensitivity, and regard for student perspectives • Utilize ECER's scores in Language and Literacy subscale # 12 & 13 • Utilize parent conferences and home visits to help involve parents in their child's success • Use of Creative curriculum • California Preschool Learning Foundations
LITERACY	<p>Children will</p> <ol style="list-style-type: none"> 1. Phonological Awareness <ul style="list-style-type: none"> • Demonstrate awareness that spoken language is composed of smaller segments of sound 2. Print and Alphabet Knowledge <ul style="list-style-type: none"> • Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) • Identify letters of the alphabet and produce correct sounds associated with letters 3. Comprehension and Text Structure <ul style="list-style-type: none"> • Demonstrate an understanding of narrative structure through storytelling/re-telling • Ask and answer questions about a book that was read aloud 4. Writing 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize DRDP Language and Literacy • ACUSCREEN for Language development 26,27 • Utilize CLASS in • Instructional Support: Concept development, quality of feedback, language modeling, and literacy focus • Classroom Organization: Behavior management, productivity, and instructional learning formats • Emotional Support: Positive climate, teacher sensitivity, and regard for student perspectives • Utilize ECER's scores in Language and Literacy subscale #14-16

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	<ul style="list-style-type: none"> Write for a variety of purposes using increasingly sophisticated marks 	<ul style="list-style-type: none"> Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative curriculum California Preschool Learning Foundations
DUAL LANGUAGE LEARNERS	<p>Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</p> <p>Children who are DLLs may switch between their languages.</p> <p>Children will show an increasing understanding of the conventions and physical organization of print material in English and that print in English carries meaning:</p> <ul style="list-style-type: none"> Demonstrates awareness that print in English carries meaning Knows that English print consists of letters; knows the names of a few English letters; is able to identify or write a few letters in English Shows understanding of familiar cause a specific result and effect through language or action 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP English Language Development ACUSCREEN is offered in Spanish Agency offers bi-lingual staff to assist with ELD children Utilize CLASS in <ol style="list-style-type: none"> Instructional Support: In home language Classroom Organization: In home language Emotional Support: Positive climate, teacher sensitivity, and regard or student perspectives Utilize ECER's scores to individualize each classroom Utilize parent conferences and home visits to help involve parents in their child's success Use of Creative curriculum California Preschool Learning Foundations
COGNITION	<p>Children will:</p> <ol style="list-style-type: none"> Counting and Cardinality <ul style="list-style-type: none"> Know number names and the count sequence Recognize the number of objects in a small set Understand the relationship between numbers and quantities Compare numbers Associate a quantity with written numerals up to 5 and begins to write numbers Operations and Algebraic Thinking <ul style="list-style-type: none"> Understand addition as adding to and understand subtraction is taking away from Understand simple patterns Measurement 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> Utilize DRDP Cognition (includes math and science) ACUSCREEN for Cognitive Development 1-14 Utilize CLASS in <ol style="list-style-type: none"> Instructional Support: Concept Development through analysis and reasoning, creating, integration, and connections to the real world Classroom Organization: Productivity and instructional learning formats Emotional Support: Regard for student perspectives Utilize ECER's scores in Learning Activities subscale # 17 -27

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	<ul style="list-style-type: none"> • Measure objects by their various attributes using standard and nonstandard measurement. Also be able to use differences in attributes to make comparisons <p>4. Geometry and Spatial Sense</p> <ul style="list-style-type: none"> • Identify, describe, compare, and compose shapes • Explore the positions of objects in space <p>5. Scientific Inquiry</p> <p>6. Reasoning and Problem Solving</p>	<ul style="list-style-type: none"> • Utilize parent conferences and home visits to help involve parents in their child's success • Use of Creative curriculum • California Preschool Learning Foundations
Perceptual, Motor, and Physical Development	<p>Children will show increasing awareness of safety practices that minimize risk and support healthy growth:</p> <ul style="list-style-type: none"> • Cooperates when requested to follow simple safety rules • Usually follows simple safety rules on her own • Applies known safety rules in a variety of situations • Show increasing awareness of safety practices that minimize risk and support healthy growth 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize DRDP Physical Development – Health Domain #1-10 • ACUSCREEN for Perceptual-Motor Development 15-20 • Utilize CLASS in <ol style="list-style-type: none"> 1. Instructional Support: Physical Development 2. Classroom Organization: Productivity and instructional learning formats 3. Emotional Support: Regard for student perspectives • Utilize ECER's scores in Personal Care Routines subscale # 8-11 • Use of Creative curriculum • California Preschool Learning Foundations

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PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Parent, Family, and Community Engagement (PFCE): is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and the children (Head Start Resource Center, 2011)

DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY WELL-BEING	<p>Family's will:</p> <ul style="list-style-type: none"> • Develop relationships with staff that is helpful to the family as a whole • Show the ability to access resources and systems that meet their individual family needs and goals <ul style="list-style-type: none"> • Show increasing awareness of safety practices that minimize risk and support healthy growth • Pursue knowledge and understanding of the importance of health and nutritional goals for the family • Refine the family skill to plan and coordinate increased financial security and literacy 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreement for building relationships with families • Utilize the agency Parent Survey & Family Services Assessment as a tool to recognize family needs • Provide support and community resources that support family and home safety • Link families to community organizations that offer financial trainings and to develop personal and family goals • Offer nutritional classes based on Parent Survey • Utilize parent conferences and home visits to help involve parents in their child's success
POSITIVE PARENT-CHILD RELATIONSHIPS	<p>Family's will:</p> <ul style="list-style-type: none"> • Gain knowledge and experience for expectant parents and prenatal health • Show increasing awareness of the transition into parenthood • Develop the knowledge and skills to develop warm relationships that nurture their children's learning and development • Become engaged in the importance of being primarily their child's first teacher • Develop appropriate skills to overcome children's behavior challenges • Understand and have knowledge of children's disabilities and their rights 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreement for building relationships with families • Engage trainings from community support based on Family Partnership Agreements for teenage and first time parents • Utilize the agency Parent Survey as a tool that recognized the need for training child development stages • Support families in seeking appropriate practices as being the primary child's teacher and engaging them into transition • Develop a relationship with local LEA's and Regional Centers as support for families with challenging behaviors • Utilize parent conferences and home visits to help involve parents in their child's success

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DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY AS LIFE LONG EDUCATORS	<p>Family's will:</p> <ul style="list-style-type: none"> • Be welcomed into the classroom and participate in their child's education • Learn about their child's growth and development that is essential to learning • Learn about options for acquiring services for their child • Gain confidence in achieving lifelong learning goals for their child 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreement for building relationships with families • Engage trainings from community support based on Family Partnership Agreements for teenage and first time parents • Utilize the agency Parent Survey as a tool that recognized the need for training child development stages • Support families in seeking appropriate practices as being the primary child's teacher and engaging them into transition • Utilize parent conferences and home visits to help involve parents in their child's success
FAMILIES AS LEARNERS	<p>Families will:</p> <ul style="list-style-type: none"> • Show the ability to identify their strengths as learners, life interests, and careers • Be able to set learning goals aligned with their interest and career • Enroll in college courses that led towards a GED or degree • Participate in learning experiences that support their parenting 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Provide information and trainings going back to college/GED • Utilize parent conferences and home visits to help involve parents in their child's success • Utilize the agency Parent Survey as a tool to recognize family needs • Provide training for transitions 3 times a year that includes <ol style="list-style-type: none"> 1. Parents as Advocates 2. Parent-child interactions / How children learn 3. Parents as Primary Educators (Home and School)
FAMILY ENGAGEMENT IN TRANSITION	<p>Family's will:</p> <ul style="list-style-type: none"> • Have knowledge in advocating for their children in during transition, specifically social and emotional impacts on their children • This includes Early Head Start into Head Start and Head Start into Kindergarten, and Kindergarten through Elementary school • Have knowledge of their parents' rights and children's rights and IDEA • Collaborate with local school districts and kindergarten readiness • Be encouraged as a parent leader and advocacy by having the opportunity to interact with other parents 	<p>Support Staff will:</p> <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Utilize the agency Parent Survey as a tool to recognize family needs • Utilize school district STAR & API scores and inter-district transfers process to inform parents • Provide training for transitions 3 times a year that includes <ol style="list-style-type: none"> 1. Parents as Advocates 2. Parent-child interactions / How children learn 3. Parents as Primary Educators (Home and School) • Utilize parent conferences and home visits to help involve parents in their child's success

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DOMAIN	FAMILY GOALS	DATA SOURCES
FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Family's will: <ul style="list-style-type: none"> • Have knowledge in advocating for their children in during transition, specifically social and emotional impacts on their children • Show increasing awareness of the ability to connect with parents and families for support • Encourage parent-to-parent resources and knowledge exchange • Have a save and respectful environment to learn from others • Have a comprehensive resource list from the community for services needed 	Support Staff will: <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Utilize the agency Parent Survey as a tool to recognize family needs • Utilize Community Assessment for school district STAR & API scores and inter-district transfers • Have knowledge to facilitate trainings on educational, formal and informal social networks, and strengthen family's role as the primary educator • Offer an environment to encourage parent participation • Utilize parent conferences and home visits to help involve parents in their child's success
FAMILY AS ADVOCATES AND LEADERS	Families will: <ul style="list-style-type: none"> • Learn about their opportunities to engage in leadership and advocacy activities (policy council) • Built upon their strengths through parent initiated participation in program supported activities (policy council, parent committee) • Access information about school to community and home activities for participation as a leader • Participate in kindergarten transitions in the community 	Support Staff will: <ul style="list-style-type: none"> • Utilize Family Partnership Agreements for building relationships with families • Utilize the agency Parent Survey as a tool to recognize family needs • Utilize Community Assessment for school district STAR & API scores and inter-district transfers • Offer an environment to encourage parent participation • Utilize parent conferences and home visits to help involve parents in their child's success

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Early Head Start

School Readiness Defined: 'An increasing degree of self-regulation, the ability to pay attention, the development of memory, comfort & skills in maintaining relationships, curiosity, and confidence.' (EHS National Resource Center)

DOMAIN	CHILDREN'S GOAL	DATA SOURCES
Social & Emotional Development	<ul style="list-style-type: none"> • Children will develop and engage in positive relationships and interactions with adults. • Children will begin to develop personal relationships with peers. • Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation). • Children will begin to learn and internalize rules, routines, and directions. • Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize Teaching Strategies Gold Social-Emotional Objectives: 1 (a), 1 (b), 2 (a), 2 (b), 2 (c), 2 (d), 3 (a) • Ages & Stages Questionnaire – Social/Emotional (ASE-SE) • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize CLASS in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling • Utilize ITER's – R scores in subscales 11,13,16,17,20,25,26,27,28,31 • Utilize parent conferences and home visits to help involve parents in their child's success
Language and Literacy Development	<ul style="list-style-type: none"> • Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s). • Children will understand and begin to use oral language for conversation and communication. • Children will hear and distinguish the sounds and rhythms of language. • Children will begin to learn and demonstrate how print works. • Children will engage with stories books. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize Teaching Strategies Gold Language Objective 8 (a), 9 (a), 9 (c), 10 (a), 10 (b); Literacy Objective 17 (a), 17 (b), 18 (b) • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize CLASS in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling • Utilize ITER's – R scores in subscales 6, 7, 12, 13, 14, 20,26,27,31 • Utilize parent conferences and home visits to help involve parents in their child's success

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DOMAIN	CHILDREN'S GOAL	DATA SOURCES
Approaches Toward Learning Development	<ul style="list-style-type: none"> • Children will demonstrate interest, curiosity, and eagerness in exploring the world • Children will demonstrate persistence in learning and discovery. • Children will learn and use words to describe what they are thinking and doing. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize Teaching Strategies Gold Cognitive Objective 11 (b), 11 (d), 12 (a), 12 (b) • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize CLASS in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling • Utilize ITER's – R scores in subscales 5,9,10,18,22,24,28,3 • Utilize parent conferences and home visits to help involve parents in their child's success
Cognition and General Knowledge Development	<ul style="list-style-type: none"> • Children will learn and begin to use math concepts during daily routines and experiences. • Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen. • Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize Teaching Strategies Gold Cognitive Objective 11 (b), 11 (d), 12 (a), 12 (b), 13 • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize CLASS in <ol style="list-style-type: none"> 1. Emotional and Behavioral Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance 2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling • Utilize ITER's – R scores in subscales 5,9,10,18,22,24,28,3 • Utilize parent conferences and home visits to help involve parents in their child's success
Physical Well-Being and Motor Development	<ul style="list-style-type: none"> • Children will develop control of large muscles for movement, navigation, and balance. • Children will develop control of small muscles for manipulation and exploration. • Children will learn and begin to demonstrate healthy and safe habits. 	<p>Teaching Staff will:</p> <ul style="list-style-type: none"> • Utilize Teaching Strategies Gold Physical Objective 4, 5, 6, 7 (a), 7 (b) • Utilize Developmental Assessment of Young Children-Second Edition (DAYC-2) • Utilize CLASS in <ol style="list-style-type: none"> 1. Emotional and Behavioral

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		<p>Support: Positive climate, Teacher sensitivity, Regard for student perspectives and Behavior Guidance</p> <p>2. Engaged Support for Learning: Facilitation of Learning and Development, Quality of Feedback, and Language Modeling</p> <ul style="list-style-type: none"> • Utilize ITER's – R scores in subscales 2,3,16,17,18,30,31,32 • Utilize parent conferences and home visits to help involve parents in their child's success