FINAL REPORT OF 2007-2009
PREKINDERGARTEN EXPANSION GRANT
EA09-171-2

DEPARTMENT OF EVALUATION
AND ACCOUNTABILITY

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Dallas Independent School District

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PREKINDERGARTEN EXPANSION GRANT
2007-2009
EA09-171-2

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Dallas, Texas
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ABSTRACT

Prekindergarten programs were implemented by local agencies based on state law and guidelines of the Texas Education Agency (TEA). This evaluation assessed the effectiveness of the Dallas Independent School District’s (Dallas ISD) prekindergarten program, emphasizing implementation of the School Readiness Integration (SRI) plan under the Prekindergarten Expansion Grant. The district has received funding under this grant since 1999-00. Funding for Cycle 13 (2007-08) and 14 (2008-09) were $5,480,824 and $5,436,274 respectively. Funds were used for the continued operation and expansion of the Dallas ISD prekindergarten program serving a total of 17,122 students the last two years. The grant was administered by the Dallas ISD Early Childhood Department. In 2007-08, the Dallas ISD prekindergarten program was offered in 143 schools and three SRI sites. In 2008-09, 142 schools and eight SRI sites offered the Dallas ISD prekindergarten program. Three-fourths of all prekindergarten students were Hispanic; about 21% were African American. Overall, 94% of students served were economically disadvantaged and more than half were in the full day program each year. Since 2007-08, eight SRI partnerships developed and one withdrew. The collaborations helped SRI staff develop curriculum and generate ideas. One certified teacher stated that the students spoke more English as their participation lengthened. In the summer of 2008, more than 75% of licensed child care facilities in Dallas County participated in the program’s professional development sessions. During the summer of 2009, 30 centers pre-registered to participate in professional development sessions. All sessions were free with pre-registration. Prekindergarten students, except students at SRI sites, were administered the DIAL-3 at the beginning of the school year and again at the end of the year. District students improved considerably over the course of the year.
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PROGRAM DESCRIPTION

The Dallas Independent School District offered a prekindergarten program that was open to eligible students who lived within the district’s boundaries to develop skills needed to succeed in school. The Dallas ISD prekindergarten program provided eligible students with the opportunity to improve early literacy, language, mathematics, and social skills during the school year. Over the last two years, the Dallas ISD prekindergarten program served 17,122 students; 8,527 students in 2007-08 and 8,595 students in 2008-09.

The Texas Education Agency required a school district to offer a prekindergarten program if classroom space was available and 15 or more eligible students were at least four years of age. A prekindergarten program could include children who were at least three years of age, but districts were not required to do so. Each school district was responsible for notifying the community of the available prekindergarten programs and eligibility requirements. All public notices were published in English and Spanish. School districts could serve non-qualifying students, but they were not entitled to the benefits of the Foundation School Program. Districts ensured that serving non-qualifying students did not interfere with serving students who met qualifications.

School districts were not required to provide a prekindergarten program if classroom space was unavailable. However, a school district could consider implementing a School Readiness Integration plan (SRI), which was the option of sharing the use of an existing Head Start or licensed child care facility to operate a prekindergarten classroom as authorized under Section 29.1533 of the Texas Education Code. Through the SRI plan, a school district was able to coordinate community resources to serve more eligible students. For instance, during the last two years, a total of 182 eligible students were placed on a waiting list because there was not enough space available, while 299 of the 17,122 students who participated in the Dallas ISD prekindergarten program attended an SRI site.

The Foundation School Program provided a school district funding to operate half day prekindergarten programs for eligible students. In 1999, Section 29.155 of the Texas Education Code authorized the Prekindergarten and Kindergarten Grant Program. The Prekindergarten
Expansion Grant was a continuation grant that allowed school districts and open-enrollment charter schools to apply for grants through TEA to: 1) expand existing half day prekindergarten or kindergarten programs to full day, 2) establish new prekindergarten programs at campuses that previously did not operate such programs, and 3) hire teachers, other personnel, or supply materials for kindergarten or prekindergarten programs. These grant funds were a supplemental payment generated in addition to current funding for half day prekindergarten provided through the Foundation School Program. Prior to the grant legislation, the Dallas ISD provided a half day prekindergarten program to eligible students, but did not provide a full day prekindergarten program, except at Brashear Elementary and Montessori schools. The district began utilizing these grant funds in the 1999-00 school year to phase in full day prekindergarten programs over several years. In 1999-00, full day programs were offered at 17 schools (Cycle 1). In 2000-01, the number of full day sites rose to 51 (Cycle 3), and for the 2001-02 school year, full day prekindergarten was offered at 61 schools (Cycle 5). Funding for Cycle 13 (2007-08) was $5,480,824 and Cycle 14 (2008-09) was $5,436,274. School districts that received funds under Cycle 14 did not qualify for funding under the Prekindergarten Expansion Grant beyond the 2008-09 school year. Alternative resources were considered to continue full day prekindergarten programs beyond the 2008-09 school year.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide context, implementation, and outcome data of the Dallas ISD prekindergarten program, with emphasis on implementing the SRI plan under the Prekindergarten Expansion Grant. Data and information would be used by the Dallas ISD Early Childhood Department program managers and specialists to judge the merit and worth of program components and to undertake adjustments and revisions, as necessary. Data would also be used to comply with grant-reporting requirements for the Prekindergarten Expansion Grant, Cycle 13 and Cycle 14.
MAJOR EVALUATION QUESTIONS

2.1 What was the context of the Dallas ISD Prekindergarten program?

Methodology

Information regarding the Dallas ISD prekindergarten program, budget, staff, and grant-related information was obtained from interviews and documentation provided by program managers, specialists, and other district administrative personnel. Demographic data was extracted from the district database in February 2008 and 2009. SRI students were matched by SRI teachers.

Results

In 2007-08, Cycle 13 of the Prekindergarten Expansion grant operated with $5,480,824 serving 8,527 students; forty-five schools offered a half day program, 98 schools offered a full day program, and there were three SRI sites.

Cycle 14 (2008-09) operated with a grant amount of $5,436,274 serving 8,595 students; forty-six schools offered a half day program, 96 schools offered a full day program, and there were eight SRI sites.

During the 2008-09 school year, ChildCare Group, a community non-profit organization, awarded the Dallas ISD Early Childhood Education Department the Outstanding Community Partner Award for its dedication to providing quality child care services to children outside the home.

Prekindergarten and SRI Characteristics.

Over the last two years, more than half of the students the district served in prekindergarten were English Language Learners with 60.7% in 2007-08 and 58.7% in 2008-09. With the two years combined, 94% of the students served in the district’s prekindergarten program were economically disadvantaged.

Tables 1 and 2 report prekindergarten enrollment by ethnicity and gender in each program. Enrollment increased in 2008-09 by 68 students from 2007-08. In the past two years, more than half of the students served in the district’s prekindergarten program attended a full day program with 60.7% in 2007-08 and 58.6% in 2008-09. In 2008-09, full day enrollment decreased slightly from 2007-08, but SRI enrollment increased from 0.9% in 2007-08 to 2.6% in 2008-09.
Overall, three-fourths of all prekindergarten students were Hispanic and about 21% were African American. Over the last two years, African American students were more likely to be served in the full day program. In 2008-09, slightly more African American students were enrolled in the SRI program than Hispanic students. In 2007-08, slightly more female students were served in the prekindergarten program, while they were more equally represented in 2008-09 with 50.1% male and 49.9% female.

Table 1
2007-08 Prekindergarten Student Characteristics
By Program

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td>African American</td>
</tr>
<tr>
<td>Half Day</td>
<td>2890</td>
<td>295</td>
</tr>
<tr>
<td>%</td>
<td>88.2</td>
<td>9.0</td>
</tr>
<tr>
<td>Full Day</td>
<td>3593</td>
<td>1474</td>
</tr>
<tr>
<td>%</td>
<td>69.4</td>
<td>28.5</td>
</tr>
<tr>
<td>SRI</td>
<td>46**</td>
<td>28</td>
</tr>
<tr>
<td>%*</td>
<td>61.3</td>
<td>37.3</td>
</tr>
<tr>
<td>Total</td>
<td>6529</td>
<td>1797</td>
</tr>
<tr>
<td>%</td>
<td>76.6</td>
<td>21.1</td>
</tr>
</tbody>
</table>

*Does not equal 100.
**Some students not included due to incomplete rosters.

Table 2
2008-09 Prekindergarten Student Characteristics
By Program

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td>African American</td>
</tr>
<tr>
<td>Half Day</td>
<td>2905</td>
<td>329</td>
</tr>
<tr>
<td>%</td>
<td>87.1</td>
<td>9.9</td>
</tr>
<tr>
<td>Full Day</td>
<td>3545</td>
<td>1349</td>
</tr>
<tr>
<td>%*</td>
<td>70.4</td>
<td>26.8</td>
</tr>
<tr>
<td>SRI</td>
<td>109</td>
<td>113</td>
</tr>
<tr>
<td>%*</td>
<td>48.7</td>
<td>50.4</td>
</tr>
<tr>
<td>Total</td>
<td>6559</td>
<td>1791</td>
</tr>
<tr>
<td>%</td>
<td>76.3</td>
<td>20.8</td>
</tr>
</tbody>
</table>

*Does not equal 100.
2.2 How was the Dallas ISD Prekindergarten Program Implemented?

Methodology

Program implementation information was obtained through interviews with the Dallas ISD Early Childhood Department, classroom observations, and previous prekindergarten reports from 2005-06 and 2006-07. Additional information was obtained from the TEA website. Descriptive information on the district’s multilingual program was taken from previous reports prepared by evaluators for the multilingual program.

Results

Participant Eligibility and Notification. A student who met the following eligibility criteria was eligible to participate in a prekindergarten program:

1. unable to speak and comprehend the English Language;
2. educationally disadvantaged. ‘Educationally disadvantaged’ prekindergarten students were defined by the TEA as students eligible to participate in the national free or reduced-price lunch program;
3. homeless, as defined by 42 U.S.C. Section 11302;
4. the child of an active duty member of the armed forces of the U.S., including the state military forces or a reserve component of the armed forces, who was ordered to active duty by proper authority;
5. the child of a member of the armed forces of the U.S., including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code (Section 29.153(a) of the Texas Education Code).

The Dallas ISD required each school that offered a prekindergarten program to notify the community it served about available prekindergarten programs and eligibility requirements in both English and Spanish. Schools posted available program information in each school, hosted an information session at the kindergarten registration event known as the Kindergarten Round-Up, or distributed flyers in local grocery stores. After an application was completed by the parent, the school verified qualifying information and compiled rosters for each prekindergarten classroom. All remaining students were placed on a waiting list maintained by the central Early Childhood office. In 2008-09, the enrollment process was standardized into a handbook for each school to follow, effective beginning the 2009-10 school year.
Prekindergarten Curriculum. The TEA developed the Texas Prekindergarten Guidelines to assist prekindergarten teachers with classroom planning. These guidelines aligned with the Texas Essential Knowledge and Skills to help teachers make decisions on curriculum content and instructional strategies. A summarization of these curriculum guides was prepared to inform parents about the expectations for their children. This guide for prekindergarten is included in Appendix A. The district’s Early Childhood Department also provided teachers with curriculum planning guides and the resources to use the Scholastic Early Childhood Program curriculum to accompany the Texas Prekindergarten Guidelines. In addition, the Early Childhood Department developed daily schedule guidelines for prekindergarten half day and full day programs (Tables 3 and 4, below). SRI programs had a similar schedule with some variation from the SRI site schedule. These guidelines broadly described the time requirements and variety of activities necessary for comprehensive, developmentally appropriate instruction.

Table 3
Example of Half Day Schedule from Prekindergarten Guidelines*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Child Arrival and Independent Activities</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle Time (for example, Read Aloud, introducing center activities, talking about children’s experiences)</td>
</tr>
<tr>
<td>60 min</td>
<td>Centers/Small Group Time (includes child-directed play in play centers)</td>
</tr>
<tr>
<td>15 min</td>
<td>Snack Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle Time (for example, science, and math activities, Read Aloud)</td>
</tr>
<tr>
<td>30 min</td>
<td>Outdoor Time (for independent play and teacher-child conversations)</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle time</td>
</tr>
<tr>
<td>10 min</td>
<td>Closing/Reflection</td>
</tr>
</tbody>
</table>

*From the Revised Texas Prekindergarten Guidelines.
Table 4

Example of Full Day Schedule from Prekindergarten Guidelines*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Child Arrival and Independent Activities</td>
</tr>
<tr>
<td>15 min</td>
<td>Opening (for example, Pledge, Helper Chart, Calendar (2-3 minutes), Songs with Movement</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle Time (for example, Read Aloud, introducing center activities, talking about children’s experiences)</td>
</tr>
<tr>
<td>60-90 min</td>
<td>Centers/Small Group Time (includes child-directed play in play centers)</td>
</tr>
<tr>
<td>15 min</td>
<td>Snack Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>20 min</td>
<td>Outdoor time (for independent play and teacher-child conversations)</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle time (for example, science, math activities)</td>
</tr>
<tr>
<td>30 min</td>
<td>Lunch Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>15 min</td>
<td>Movement/Large Motor/Music</td>
</tr>
<tr>
<td>15 min</td>
<td>Circle time</td>
</tr>
<tr>
<td>30 min</td>
<td>Centers (for example, child-directed play, science discovery, child-directed reading or writing time)</td>
</tr>
<tr>
<td>25 min</td>
<td>Outdoor Time (for independent play and teacher-child conversations)</td>
</tr>
<tr>
<td>10 min</td>
<td>Closing/Reflection</td>
</tr>
</tbody>
</table>

*From the Revised Texas Prekindergarten Guidelines.

Programs Serving English Language Learner Students (ELL). The Dallas ISD continued to offer instructional models to meet the needs of students whose use of the English language needed support, including Full Bilingual, Modified Bilingual, and English as a Second Language models. Full Bilingual was implemented on campuses serving new or continuing Spanish-dominant ELL students with a beginning level of English proficiency. Identified ELL students who scored 1 or 2 on the Woodcock-Muñoz Language Survey, given to students as they enter Dallas ISD, qualify for Full Bilingual. This program was staffed with certified bilingual education teachers and used a dual language instructional approach focusing on language development and reading in both English and Spanish. Content skills in mathematics, science, and social studies were taught in both languages. Students stay in the program until eligible to exit or until transition to ESL classes. Modified Bilingual was implemented on bilingual campuses serving new or continuing Spanish-speaking ELL students with an intermediate level of English proficiency, WMLS 3 or 4. This program was also staffed with certified bilingual education
teachers and used Spanish language support or sheltered instructional strategies. Modified Bilingual focused on language development and reading in English, with content skills in mathematics, science, and social studies. Students stay in the program until eligible to exit or until transition to ESL classes. Due to shortages of certified bilingual education teachers, some Spanish-speaking prekindergarten students were served with the Elementary ESL program. This program was staffed with certified ESL teachers and provided English-only instruction to promote English acquisition, content knowledge, and students’ cultural heritage.

Parents of prekindergarten students filled out a Home Language Survey during the enrollment process. The survey included questions about the predominant language spoken at home and by the child. If the response for both home language and child language was English, the child was identified as non-ELL. If the response indicated a language other than English, the child was considered a potential ELL student and was administered the English WMLS. Prekindergarten students with scores of 1, 2, or 3 on the English WMLS were classified as ELL by the Language Proficiency Assessment Committee.

Professional Development. The Early Childhood Department continued the coaching and mentoring program in 2007-08 and 2008-09. Mentor and coach positions were designed to provide on-going support for classroom teachers in the effective implementation of the curriculum and instructional methods. The coaches were experts in the area of early childhood, particularly prekindergarten, but were not currently teaching full-time in the classroom. They consistently maintained periodic observations of prekindergarten teachers in the classroom (see Appendix B for observation instrument). The results of these visits allowed the coaches or mentors to model lessons and provide assistance upon teacher request, or as deemed necessary by the Early Childhood Department.

Mentor teacher responsibilities included participation in monthly meetings and in four training sessions with Early Childhood Specialists. They also planned and provided periodic training for teachers in the areas they represent. Mentors’ classrooms were also used as models or demonstration classrooms for teachers needing assistance. Two days during the year, mentors
were given time off from their classroom teaching duties to visit prekindergarten sites in their areas, where they modeled lessons or met with teachers to discuss specific teaching needs.

Early Childhood Specialists provided prekindergarten teachers technical assistance and support. Each Specialist served a learning community with curriculum support, coaching, professional development, and interaction with administrators. They also assisted in training teachers with an alternative certification on a monthly basis. The Dallas ISD Early Childhood Department also had an ECCEL, Early Childhood Community for Exemplary Teachers program that selected prekindergarten teachers from each learning community to meet every month and participate in leadership development activities to create leaders and higher quality prekindergarten classrooms.

The district’s Early Childhood Department provided professional development opportunities for every prekindergarten teacher. Each professional development session was tailored by experience. They were also open to all employees of any Dallas County Head Start or licensed child care agency. More than 75% of these centers participated in the professional development sessions in the summer of 2008. During the summer of 2009, 30 centers pre-registered to participate in professional development sessions. All sessions were free with pre-registration.

Together We Succeed. Together We Succeed was a collaboration between the Early Childhood Education Department of the Dallas ISD and Head Start of Greater Dallas. TWS completed Year 5 of a five year project in 2007-08. The purpose of the project was to support the implementation of a language rich curriculum and to ease the transition of preschool students from the East Dallas Head Start Center into four Dallas ISD schools. The project served the prekindergarten students in four Dallas ISD schools (James B. Bonham, James W. Fannin, Oran M. Roberts, and Ignacio Zaragoza) and East Dallas Head Start, and utilized funding to strengthen the Early Childhood program at the schools. Dallas ISD and Head Start teachers and teacher assistants received additional training and on-site coaching and mentoring. They had access to extra technical assistance and support from Dallas ISD Early Childhood Specialists. The project
also provided training and support for parents of children attending participating Dallas ISD schools and the East Dallas Head Start Center.

**Parental Involvement.** The Early Childhood Department had several avenues of reaching parents of prekindergarten students. A ‘Parent Communicator’ publication was provided on the district’s website, and parents were able to access a Virtual Pre-K home-school connection tool at [www.virtualpre-k.org](http://www.virtualpre-k.org). Virtual Pre-K was developed by Chicago Public Schools and connected the classroom and the home via the internet. Teachers received a manual with a kit that supplied take-home packets. The teacher sent a take-home packet with the students that directed the student and parent to the site. Once parents accessed the site, they found the lessons the student was working on in the classroom, as well as information on parenting topics, building literacy skills, activities to do at home, a community calendar, and much more. Parents were also able to ask questions or look for ideas in an open forum with other parents and teachers.

In 208-09, Dallas ISD was the only district in the state of Texas that had a Parent Outreach and Involvement Specialist. As part of TWS in 2007-08, the specialist hosted a series of workshops for parents at Bonham, Fannin, Roberts, and Zaragoza elementary schools. The workshops were presented in both English and Spanish and provided childcare. The topics of each workshop were specific to campus needs, with a focus on early literacy. Some topics presented focused on the concept of creating a positive and disciplined home environment to promote independent minded children. As part of each workshop, parents made take-home reading activities to support the language development of their children throughout the school year and summer. Many of these workshops were slated to continue past the completion of the TWS grant and expand to all elementary schools to accommodate the need for more parental involvement.

**Classroom Observations.** Due to time constraints, a representative sample of prekindergarten classrooms were unable to be drawn as a comparison group to SRI sites.
Instead, prekindergarten classroom observations were conducted to help determine what evaluators should be looking for at SRI observations and interviews. Pages one through four of the 2008-09 SRI Observation Form were used (Appendix C). Two classrooms at Stevens Park Elementary and one classroom at Caillet Elementary were observed. Observations focused on classroom environment, principles of learning, student/teacher engagement, and instruction and content. Observations were scheduled through the Early Childhood Department and conducted on March 5 - 6, 2009.

Each prekindergarten classroom provided a good print-rich environment with students’ names, word walls, and age appropriate books in both English and Spanish. Centers were clearly defined with appropriate manipulative and small toys representative of each center. Students in most of the classrooms understood the rules and expectations the teacher had for the class. Most students were fully engaged in their activities and were given good positive reinforcement. Each classroom had at least one assistant to help the teacher. Overall, most classrooms were conducted in a manner that allowed teachers to administer individual assessments and maintain control of learning in student led group activities.

2.3 How was the School Readiness Integration Plan Implemented?

Methodology

The TEA required that a school district must consider implementing a School Readiness Integration plan, which was the option of sharing the use of an existing Head Start or licensed child care program to operate a prekindergarten classroom as authorized under Section 29.1533 of the Texas Education Code. Evaluators visited each SRI site to conduct interviews and observations between February 23 and March 4, 2009. Interviews and observations focused on challenges of implementation, enrollment procedures, effects of the Dallas ISD and SRI partnership on the SRI center, classroom environment, principles of learning, student/teacher engagement, and instruction and content (see Appendix C for observation and interview instrument). Data collected was content analyzed. Additional data was collected from notes taken at meetings between the child care community and the Dallas ISD Early Childhood Department, and was content analyzed.
Results

Eligibility Community child care agencies who participated were:

- Licensed by the State of Texas
- Served students who live within the Dallas ISD boundaries
- Served 3- and 4- year olds in classes of 15-18 students
- Furnished adequate classroom space with minimum space of 36 square feet per student as required by the TEA
- Served a minimum of 30 three and four year olds, and
- Met other requirements determined by the Dallas ISD.

Process and Implementation. In 2007-08, three SRI sites in Dallas County served 75 students. In 2008-09, eight SRI sites served 224 students, with a total of 299 students served over the two school years. By developing an SRI partnership, a school district was able to prepare more children with the skills necessary to succeed in school. In March 2007 and March 2008, the Dallas ISD Early Childhood Department sent out invitations to all licensed child care facilities (about 400) in Dallas to attend an SRI Partnership Forum. Invitations included a cover letter, application, guidelines, and a brochure of Key Steps to School Readiness (Appendix D). Partnership guidelines were discussed and any additional questions were asked and answered. Each SRI application received a score, and was reviewed for possible partnership. The Early Childhood Department completed several site visits at potential SRI sites to ensure adequate space, and verified the quality of the learning environment. Once approved, each SRI site was partnered with a nearby elementary school that provided the child care center with a Dallas ISD certified teacher to teach preschool. The Dallas ISD paid for this position and was expected to supply any necessary materials, depending upon the budget provided by the partnered school. The certified teacher was assigned a prekindergarten class with three and/or four year olds, and worked with other staff members on curriculum plans and learning strategies. The Dallas ISD prekindergarten program was free to all participants; however, the SRI site had the option to charge tuition. Most SRI facilities observed were state funded and offered free tuition to students; however, a few were private child care facilities and could charge tuition, if necessary. This partnership not only reached more children in a prekindergarten program, but also built quality programming in SRI facilities to enhance the learning of other students served at the site.
The Dallas ISD was one of few school districts that operated a prekindergarten classroom at an SRI site. In fact, the Texas Early Childhood Education Coalition developed an SRI Manual for other Texas school districts that incorporated the district’s Early Childhood Department method of SRI implementation, Guidelines, and Partnership Application.

SRI Observation Results

**Bachman Head Start.** This site was in its first year of partnership and was paired with Burnett Elementary. The center enrolled students aged three to five who had all their immunizations, completed paperwork, and met the income guidelines. There were 16 students in the observed half day classroom with two teacher assistants. Students did not have to pay tuition to participate.

The certified teacher assigned to the site supplied her own materials for the classroom. There was an excellent print-rich environment with written words in English and Spanish clearly visible throughout the classroom; however, there was an inadequate supply of age appropriate books. The classroom had clearly defined centers with manipulative and small toys available in each area. Students largely understood the rules of the classroom and were actively engaged in the lesson. Some challenges of the partnership were for the certified teacher and center teachers to share instruction in the classroom. Some advantages were having a certified teacher to mentor center teachers and help with lesson plan ideas. Overall, the partnership helped teachers better meet the needs of the students, and Bachman intended to continue the partnership another year.

**ChildCare Group Bock Center.** This site partnered with the Dallas ISD Early Childhood Department since 2007. In 2008-09, it was paired with Reagan Elementary and had the same certified teacher as in previous years. In 2008-09, the center enrolled students aged three to five. Students were selected to participate by the director based on age, gender, and ethnicity to participate. There were 17 students, the certified teacher, and two teacher assistants in the observed half day classroom. Students did not have to pay tuition to participate.

The principal at Reagan Elementary ensured the SRI teacher received the same budget as prekindergarten teachers at the elementary school. The classroom displayed an excellent print-rich environment and centers were clearly defined with appropriate toys in each. Students
fully understood the rules and expectations of the classroom and the teacher provided a respectful learning environment where students were actively engaged and learning. Since the center was in its second year of operation, there were few challenges, except desired to have more certified teachers at the center. The partnership seemed cohesive and operated as more of an extension of the elementary school. The teacher and teacher assistants developed an excellent working relationship, and presented their SRI partnership at the National Association for the Education of Young Children Conference.

ChildCare Group Landauer Center. This site was in its first year of partnership in 2008-09 and was paired with Chavez Elementary. The center enrolled students aged three to four who were selected to participate at random. There were 16 students in the observed half day classroom, the teacher and two teacher assistants. Students did not have to pay tuition to participate.

The sharing of instruction between teachers was a challenge for this site. Students understood the rules and expectations of the classroom, but teachers did not set firm routines for instruction. As a result, the certified teacher consistently modified lessons because of the lack of shared and cohesive instruction with the teacher assistant. For instance, the observer noted the teacher assistant left the students in the middle of instruction while the certified teacher was with another group. The certified teacher modified the lesson to incorporate the absence of the teacher assistant. Overall, the certified teacher saw progress in the children and found parents to be more involved and willing to volunteer.

ChildCare Group Martin Luther King Center. This site was in its first year of partnership and was paired with Wheatley Elementary. The center enrolled students aged three to four who were selected to participate at random. There were 18 students in the observed half day classroom with a teacher and two teacher assistants. Students did not have to pay tuition to participate.

The teacher provided the students a good print-rich environment with excellent word walls. Students were actively engaged and the teacher exhibited a level of expectation for students to be successful. The site was challenged by the limited amount of instruction time due
to conflicts with breakfast, lunch, nap, and tardiness. The students in the morning class received an hour and a half of instruction, while the students in the afternoon class received an hour of instruction.

**Dallas Bethlehem Center.** This site was in its first year of partnership and paired with Charles Rice Elementary. The center selected students who were three years of age by September 1 and whose parents wanted them to participate. There were 15 students observed in the half day classroom. The teacher was assisted by one teacher assistant. Students paid tuition, $45 per week, only if they stayed at the center a full day.

Students had a good print-rich environment and were fully engaged in the learning process. The teacher exhibited a level of expectation that encouraged students to be successful. Students had the opportunity to participate in field trips to the arboretum and the zoo. The Dallas Bethlehem Center displayed a strong, cohesive partnership. The certified teacher expressed some challenges at the beginning of the year with discipline and the children not knowing the alphabet, shapes, numbers, etc. Since then, center teachers worked with the certified teacher to prepare the children with skills for the classroom. The Center’s Assistant Director expressed that the SRI partnership has helped with enrollment because parents are impressed and enthusiastic about the partnership. The principal from Charles Rice Elementary sent custodians to the center to clean and paint the SRI classroom. Additional challenges included unclear procedures for handling disciplinary referrals and getting parents to understand and abide by the district’s attendance policy.

**David’s Place Head Start.** This site partnered with O.M. Roberts Elementary during the 2007-08 school year. The center selected four year old students who qualified for Head Start to participate. Students did not have to pay tuition.

This center did not renew its SRI partnership for the 2008-09 school year because the certified teacher did not meet its needs. Therefore, only an interview was conducted using pages one and six of the 2008-09 SRI Observation Form. The teacher was unable to collaborate or communicate effectively with assistants and parents. The site director stated that parents withdrew from the classroom and center. A partnership could be reconciled, but the site director
would like to be more informed of the process before the teacher arrived and have a more collaborative role in the partnership.

Ferguson-Oates Head Start. This site was in partnership with the Dallas ISD Early Childhood Department since 2007. In 2008-09, it was paired with Kiest Elementary and had the same certified teacher as the prior year. The center enrolled students aged three to five, who were selected to participate the same way as all the other students in the other classrooms, with equal number of boys and girls, and with limited English proficient students in a bilingual classroom. There were 17 students in the observed half day classroom, one teacher, and two teacher assistants. Students did not have to pay tuition to participate.

The teacher provided students with a good print-rich environment with an adequate variety of age appropriate books. The teacher stated it was easier the second year because center teachers realized the Dallas ISD teacher was not there to take their job, but instead to work together. Also, the teacher was able to sit down with the site director and set up the schedule for the new year, making it easier to integrate curriculum. The site director stated that the partnership helped to prepare parents with the district’s guidelines, like the attendance policy. The partnership also enhanced center teacher instruction by collaborating with the certified teacher. The center wanted to have a more collaborative role in the partnership by training the certified teacher in Head Start methods of handling feedback with parents.

Good Street Baptist. This site was in its first year of partnership and paired with Rhodes Elementary. The center selected students aged three to five who were at the center for the full day. There were 14 students observed in the half day classroom with one teacher and one teacher assistant. Students were only charged if they were at the center a full day at $47 a week.

The teacher provided students with excellent centers with an excellent amount of toys available in each. Centers were the focus of the day’s lesson, with students counting the number of items they bought at a store and then sounding them out. The certified teacher fully exhibited a level of expectation that students would be successful and asked students to clarify and justify their ideas. The certified teacher found the partnership to be better than expected. The partnership also proved to be quite beneficial for the center because parents wanted their
children to attend prekindergarten at the center rather than the school. The students could stay after the prekindergarten program and did not have to be transported from the school to another facility for after school care.

SER Child Development Center. This site was in its first year of partnership and paired with Hernandez Elementary. The center selected students aged four to five to participate. There were 20 students observed in the half day classroom, one teacher, and two teacher assistants. Students were not charged tuition.

The teacher provided students with an excellent print-rich environment with excellent word walls and age appropriate books. The teacher checked on students for understanding and paced instruction appropriately. The certified teacher transferred to the center from a second grade classroom. He stated he did not have early childhood experience and had a lot of questions. Additional challenges the certified teacher experienced included the variance of ability levels and the frequent withdrawal of students. For instance, students transferred from his classroom to Hernandez Elementary as soon as there was an opening. Also, he did not have a budget available to supplement the materials provided by the center. He used the library at Hernandez Elementary as a resource for books. The certified teacher noticed that students spoke more English as their program participation lengthened, and volunteered to help center teachers who were not English proficient to learn more English. Overall, he recommended more support for the partnership.

The Executive Director of Programs for SER indicated the SRI partnership would not continue another year for several reasons. First, the center experienced a lot of turnover of certified teachers, which contributed to some loss in enrollment at the center. By the time the third teacher was in place, the center felt little support from the school to provide the teacher with supplies, curriculum, or knowledge of how to work with early childhood students, especially since the teacher had no prior early childhood teaching experience. SER believed it was to take part in the certified teacher hiring process, but that did not happen. Secondly, the center did not feel it was supported by the partnership to address questions or concerns that arose from the challenges it faced.
Summary and Recommendations

Since 2007-08, eight SRI partnerships were developed, and a few have withdrawn. SRI site administrators have seen benefits in their center staff and students. The collaboration has helped staff develop curriculum and generate ideas. One certified teacher stated that the students learned to speak more English over the course of the program. SRI administrators and some certified teachers have also stated that students progressed since they have started the program. A few SRI sites were able to implement cohesive SRI partnerships and operated as an extension of the paired elementary school. Some SRI sites did experience a lack of communication from the certified teacher and paired school. Some SRI sites were also challenged with scheduling limits.

Some recommendations would be to host a meet and greet orientation before the school year begins for certified teachers, SRI center staff, participating elementary school principals, and prekindergarten teachers. This event would allow teachers, administrators, and center staff to build rapport and exchange questions and ideas. District policies and procedures should be addressed. Each SRI site should be provided a list of all SRI sites with contact information and a copy of the district’s Parent and Student Handbook to facilitate discussions with parents regarding district policies. Overall, certified teachers should be placed before the school year starts to begin working with staff and parents at their SRI site. Elementary school principals should also be available and involved to operate a more cohesive SRI partnership as an extension of the elementary school.

2.4 What were the outcomes of the Dallas ISD Prekindergarten Program?

Methodology

*Developmental Indicators for the Assessment of Learning*  
Dallas ISD

Prekindergarten students were assessed in the fall and spring with the *Developmental Indicators for the Assessment of Learning*. SRI students were not assessed on either administration. The *DIAL-3* was an individually administered, norm-referenced, development screening test utilizing fun, age-appropriate tasks to identify preschool children who may be at risk for academic or developmental delay, or who may need further diagnostic assessment. The test came in a
A reusable easy-to-carry kit. Three screening areas -- motor, language, and concepts -- directly assess performance items; each area also included a behavioral score. The motor area tested gross motors skills, including catching, jumping, hopping and skipping, and fine motor skills, including building with blocks, cutting, copying shapes and letters, writing, and “finger touching” tasks. The language test involved answering personal questions (name, age, gender), articulation, naming or identifying objects and actions, phonemic awareness tasks (rhyming, I spy). The concepts test included pointing to or naming parts of the body, naming or identifying colors, rote counting, counting blocks, spatial awareness, identifying concepts in a triad of pictures, and sorting shapes. Scale scores (based on the number of correct responses) were developed for each area (motor, language, concepts) as well as a DIAL-3 total. There was a behavioral score and intelligibility rating (not reported here).

The DIAL-3 met the guidelines for screenings and assessments for preschool children as prescribed under the March 4, 2004 directives from the Department of Education, “Serving Preschool Children Under Title I---Non-Regulatory Guidance.” Under Title I, testing was not required for children under third grade, however, the Secretary recommended that school districts utilize age appropriate screenings and assessments to aid individualized instruction and insure a strong foundation in literacy and numeracy. According to the Department of Education, “appropriate assessments for preschool children include individually administered standardized assessments, observational checklists completed by teachers while students play, or an analysis of student work.” Information should be used to guide instructional decisions and enhance teaching and learning. The screening or assessment tool should be validated for its intended purpose and population.

For this report, Mean Normal Curve Equivalent scores (derived from scale scores) were reported by school for the fall and spring administrations of the motor, concepts and language tests. NCE scores ranged from one to 99 with a mean of 50 and standard deviation of 21.06. They were frequently used in reporting for Title 1 and other federal programs. The NCE was an equal-interval scale and can be treated arithmetically.
Results

*DIAL-3*. Tables 5 and 6 showed the results for fall and spring administration of *DIAL-3*, including gain scores. These results were reported by program for the 2007-08 and 2008-09 school years, and included only those students who were screened in both the fall and spring sessions. In analyzing the scores, there were three important issues to keep in mind. First, the screening criteria were adjusted by age in two month increments, so a student must respond correctly to more items in the spring to achieve the same score as in the previous fall. Second, by definition, the mean (average) NCE score was 50; therefore, a student whose score was at the mean in the fall and again in the spring would have a gain of zero compared to the reference group. That is, this student’s gains were about average for the time of instruction between the fall and spring testing dates. Any gain greater than zero suggested the student had progressed relative to all the other students in the national norming group. Third, this screening diagnostic was reliable when evaluating the individual child, and provided reliable information when individual scores were aggregated into very large numbers of children, but it was not appropriate to make mathematical comparisons of any one classroom to another.
### Table 5

*DIAL-3 Mean NCE Scores by Program and Screening Area, Fall 2007 and Spring 2008*

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td><strong>Half Day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>2908</td>
<td>41.59</td>
<td>22.77</td>
</tr>
<tr>
<td>Concepts</td>
<td>2908</td>
<td>19.09</td>
<td>16.78</td>
</tr>
<tr>
<td>Language</td>
<td>2908</td>
<td>17.01</td>
<td>16.97</td>
</tr>
<tr>
<td>Total</td>
<td>2908</td>
<td>21.28</td>
<td>16.82</td>
</tr>
<tr>
<td><strong>Full Day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>4749</td>
<td>47.27</td>
<td>24.29</td>
</tr>
<tr>
<td>Concepts</td>
<td>4749</td>
<td>24.93</td>
<td>20.07</td>
</tr>
<tr>
<td>Language</td>
<td>4749</td>
<td>23.82</td>
<td>20.66</td>
</tr>
<tr>
<td>Total</td>
<td>4749</td>
<td>28.31</td>
<td>20.99</td>
</tr>
</tbody>
</table>

### Table 6

*DIAL-3 Mean NCE Scores by Program and Screening Area, Fall 2008 and Spring 2009*

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td><strong>Half Day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>3016</td>
<td>43.16</td>
<td>23.26</td>
</tr>
<tr>
<td>Concepts</td>
<td>3016</td>
<td>20.64</td>
<td>17.85</td>
</tr>
<tr>
<td>Language</td>
<td>3016</td>
<td>20.04</td>
<td>18.12</td>
</tr>
<tr>
<td>Total</td>
<td>3016</td>
<td>23.58</td>
<td>18.11</td>
</tr>
<tr>
<td><strong>Full Day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>4688</td>
<td>46.58</td>
<td>24.51</td>
</tr>
<tr>
<td>Concepts</td>
<td>4688</td>
<td>25.28</td>
<td>20.56</td>
</tr>
<tr>
<td>Language</td>
<td>4688</td>
<td>25.74</td>
<td>21.21</td>
</tr>
<tr>
<td>Total</td>
<td>4688</td>
<td>28.95</td>
<td>21.44</td>
</tr>
</tbody>
</table>
SUMMARY AND RECOMMENDATIONS

In 2007-08 and 2008-09, the district’s prekindergarten program and Prekindergarten Expansion Grant, managed by the Early Childhood Department, continued to provide quality educational experiences for the district’s youngest students. Funding under Cycle 13 (2007-08) was $5,480,824 and Cycle 14 (2008-09) was $5,436,274. In 2007-09, the Dallas ISD prekindergarten program served 17,122 students, with 8,527 students in 2007-08 and 8,595 students in 2008-09. Three-fourths of all prekindergarten students were Hispanic; about 21% were African American. Overall, 94% were economically disadvantaged and more than half the students were in the full day program each year. In 2007-08, the prekindergarten program was offered at three SRI sites, 45 schools offered a half day program, and 98 schools offered a full day program. In 2008-09, the prekindergarten program was offered at eight SRI sites, 46 schools offered a half day program, and 96 schools offered a full day program. In 2008-09, full day enrollment decreased slightly from 2007-08, but SRI enrollment increased from 0.9% in 2007-08 to 2.6% in 2008-09. In 2008-09, slightly more African American students were enrolled in the SRI program than Hispanic students.

Since 2007-08, eight SRI partnerships developed and one withdrew. SRI site administrators saw benefits among their center staff. The collaboration helped their staff develop curriculum and generate ideas. One certified teacher stated that the students learned to speak more English as their participation lengthened. SRI administrators and some certified teachers also stated that students progressed since they started the program. As stated earlier, recommendations include hosting a meet and greet event that would allow teachers, administrators, and center staff to build rapport and exchange questions and ideas. Overall, certified teachers should be placed before the school year starts to begin working with staff and parents at their SRI site. Elementary school principals should also be made available and involved in order to operate a more cohesive SRI partnership as an extension of the elementary school. In 2007-08, more than 75% of licensed child care facilities in Dallas County participated in the professional development sessions in the summer of 2008. During the summer of 2009, 30
centers pre-registered to participate in professional development sessions. All sessions were free with pre-registration. Prekindergarten students, except students at SRI sites, were administered the DIAL-3 at the beginning of the school year and again at the end of the year. District students improved considerably over the course of the year compared to a national normed group.

The district’s Early Childhood Department should be commended for being one of the few Texas school districts to have several SRI sites. In 2009-10, the number of SRI sites will increase to 12 licensed child care facilities. The department may be limited to facilities for prekindergarten programs, but strives to reach every child in Dallas County, and provide them with the skills needed to succeed in school by maintaining communication with nearly 400 licensed child care facilities in Dallas County. The following recommendations are offered regarding the prekindergarten program:

- Continue to pursue avenues to increase expansion from half day to full day programs and to increase the number of SRI partnerships. Track all students participating in each program.
- Continue administration of an appropriate assessment for prekindergarten students and ensure that all schools comply with administration and reporting procedures, particularly at SRI sites.
- Continue funding the Early Childhood Department’s prekindergarten coaching and mentoring program. This program provides essential services to prekindergarten teachers and ensures consistent program implementation across the district.
References


Appendix A

What your Child will Learn in Prekindergarten
What your child will learn in Prekindergarten
## Prekindergarten Mathematics

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>Number, Operation, and Quantitative Reasoning</th>
<th>Patterns, Relationships, and Algebraic Thinking</th>
<th>Geometry and Spatial Reasoning</th>
<th>Measurement and Probability &amp; Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count objects</td>
<td>Identify patterns of sound and movement</td>
<td>Identify and name colors, shapes, sizes, and position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare quantities of objects</td>
<td>Reproduce patterns of objects</td>
<td>Match objects that are alike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize whole and part of objects</td>
<td>Predict what comes next in a pattern</td>
<td>Sort like/same objects into groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group and regroup objects</td>
<td>Recognize patterns in the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| What your child will do | Count everyday objects to five or higher | Make movement or sound patterns such as "clap, stomp, clap, stomp," etc. |
|                         | Compare everyday objects and tell which one has "more," "less," "same," or "equal" | String beads or arrange toys in patterns such as "blue, green, blue, green,..." |
|                         | Tell whether an object, such as an orange, is whole or only a part of the whole | Predict what comes next in a pattern (triangle, circle, triangle, circle,...) |
|                         | Arrange and rearrange real objects into groups | See patterns in floor tiles, windows, rows of trees, etc. |

| What you'll see (products) | Counting fingers, toys, people, etc., out loud | Increased interest in rhythm games, dancing |
|                           | Observing and arranging groups of objects during play | Arranging toys or objects in patterns |
|                           | Identifying objects as whole or part of a whole | Pointing out patterns in the world around them |

| How you can help | Divide items in two containers (i.e., pasta, beans, buttons). Encourage child to touch and count items in each container. | Sing counting rhymes with your child (i.e., "five little ducks, monkeys jumping on the bed") |
|                 | Combine all items; ask your child to arrange in two groups and compare which one has more or less. Try the same activity with other items. | Make a necklace with Fruit Loop cereal and yarn. Help your child string them in a color pattern such as "green, yellow, orange, red, green, yellow, orange, red..." |
|                 | Make a math card with a picture of a shape and a number. Write the number and the word for the shape. | Take your child on a color and shape hunt! Ask your child to look for and point out different shapes and colors on his clothes or around the house. |
|                 | Invite your child to tell you what will happen next in your home routines (i.e., after dinner comes bath time, then story time). | When you do laundry, ask your child to help you sort pairs of matching socks by size and color. |
|                 | Show your child food items and ask him to guess their weight. Write down the answer. Weigh items to see if the guess is correct. |                                             |
## Prekindergarten Language Arts

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>Listening and Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen for a variety of purposes (e.g., following directions, retelling story events, etc.), Conversational skills, Answer questions related to a specific topic</td>
<td>• Understand print concepts (i.e., print runs from left to right, and top to bottom)</td>
<td>• Communicate in a variety of ways, Develop hand muscles to facilitate writing, Writing is both useful and enjoyable</td>
<td></td>
</tr>
</tbody>
</table>

| What your child will do | | |
| Follow simple directions as they are stated and retell events in a story, Participate in conversations using complete sentences, Answer questions with detail | Examine a variety of books and printed materials, Participate in book sharing and storytelling activities, Practice recognizing letters and their sounds, Select favorite books and stories for repeated readings | Explore writing through drawing, Grasp, squeeze, pinch, and cut various materials, Free choice writing (scribbling) and drawing |

| What you'll see (products) | | |
| Directions followed when understood and simple stories retold, Requests and answers made in full sentences of at least three words, Questions answered with more than just one word | Book and written materials handled correctly, Pretend reading (i.e., making up a story to match a picture), Some letter/sound matching, Requests for specific books, or retelling a favorite story | Appropriate attempts to communicate in writing (i.e., scribbling), Improvements in the way writing utensils are handled, Playful attempts to write messages |

| How you can help | | |
| Share simple family stories and ask your child to retell stories, Build your child's vocabulary by discussing interesting words and objects in the world around you | Read daily from a variety of children's books and other forms of print and point to words from left to right, Encourage the reading of labels, signs, boxes, and other printed materials in the environment, Teach your child the letters in his/her name | Help your child scribble, draw pictures, and make designs with letters, Play with puzzles, tops, books, clay, magnetic letters, etc., to develop finger muscles, Write letters in finger paint or shaving cream for bath time fun and practice writing letters in the air |
# Prekindergarten Science

<table>
<thead>
<tr>
<th>Science Processes</th>
<th>Science Concepts</th>
<th>Health</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What your child will learn</strong></td>
<td><strong>Demonstrate safe practices and appropriate use of materials</strong></td>
<td><strong>Observe and describe properties of rocks, soil, and water</strong></td>
<td><strong>Follow health-promoting routines such as washing hands</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Describe observations and give explanations using their own words</strong></td>
<td><strong>Identify animals and plants as living things</strong></td>
<td><strong>Understand the need for exercise and rest</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use senses to observe and learn about objects, events, and organisms</strong></td>
<td><strong>Group organisms and objects as living and non-living and begin to identify things people have built</strong></td>
<td><strong>Recognize and select healthy foods</strong></td>
</tr>
<tr>
<td><strong>What your child will do</strong></td>
<td><strong>Observe, touch, and use a spoon, straw, eye dropper, magnifying glass, food coloring, liquid soap, and a balance scale</strong></td>
<td><strong>Go on a nature walk to observe and collect various rocks, soil, and water</strong></td>
<td><strong>Respond appropriately during a fire drill</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Watch plants grow and trees change during each season</strong></td>
<td><strong>Touch or point to objects or pictures of living things</strong></td>
<td><strong>Never eat substances that are not food</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use a scooter or stick to dig in moist, shaded soil</strong></td>
<td><strong>List items that living things need to survive (i.e., food, water, sunlight, etc.)</strong></td>
<td><strong>Never talk to, accept rides from, or take treats from strangers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Describe what is seen</strong></td>
<td><strong>Sort living and non-living objects or pictures</strong></td>
<td><strong>Practice sliding chair under the desk and lining up quietly without showing classmates</strong></td>
</tr>
<tr>
<td><strong>What you'll see (products)</strong></td>
<td><strong>Blowing liquid soap and water to make bubbles</strong></td>
<td><strong>Identify structures built by animals and people</strong></td>
<td><strong>Identify food and non-food items</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Science journal entries with student drawings, teacher's anecdotal records, or scribbling notes of student comments</strong></td>
<td><strong>Collection of assorted rocks and soil</strong></td>
<td><strong>Identify what to do when a stranger approaches them</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Objects with a variety of different textures, colors, tastes, and fragrances in the Science Center</strong></td>
<td><strong>Collection of objects or pictures of living and non-living things</strong></td>
<td><strong>Choosing soft music or story read aloud without talking or interrupting</strong></td>
</tr>
<tr>
<td><strong>How you can help</strong></td>
<td><strong>Prepare a meal together</strong></td>
<td><strong>Washing hands immediately after using the restroom</strong></td>
<td><strong>Eating healthy foods for lunch and snack and names which foods are healthy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Explain the use of cooking utensils and safety procedures</strong></td>
<td><strong>Participating in whole group or partnered exercise routines</strong></td>
<td><strong>Walking quickly, calmly, and quietly out of the building in a straight line</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Put home items that have different smells in separate paper bags. Blindfold your child and ask him/her to guess each item and describe it by using his/her senses.</strong></td>
<td><strong>Child listens to entire selection of soft music or story read aloud without talking or interrupting</strong></td>
<td><strong>Choosing only food items that are safe to eat</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Help your child start collections of shells, rocks, or bugs so that they can see similarities and differences.</strong></td>
<td><strong>Eating healthy foods for lunch and snack and names which foods are healthy</strong></td>
<td><strong>Role playing proper responses to threatening strangers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>When you go outdoors with your child, play games to identify living things and non-living things</strong></td>
<td><strong>Teach your child daily habits (i.e., brushing teeth and tongue; bathe, clean under nails, and wash hair repeatedly)</strong></td>
<td><strong>Draw a diagram of your home and practice an emergency exit plan.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Help your child start collections of shells, rocks, or bugs so that they can see similarities and differences.</strong></td>
<td><strong>Ride tricycle, play tag, or jump rope</strong></td>
<td><strong>Allow your child to design a “Don’t Eat This” symbol. Draw the symbol on small mailing labels and pass them on poisons products.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>List all healthy foods in the home</strong></td>
<td><strong>List all healthy foods in the home</strong></td>
<td><strong>With your child, create a “secret-family” password. Only those who know the password are allowed to pick them up. Change the password often.</strong></td>
</tr>
</tbody>
</table>
# Prekindergarten Social Studies

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>History</th>
<th>Geography</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build necessary skills for sharing, cooperating, and participating in social communities</td>
<td>Identify common routine events, and categorize time (next time, tomorrow, etc.)</td>
<td>Identity and create simple representations of home, school, or community features</td>
<td>The basic needs everyone has for food, clothing, and shelter</td>
</tr>
<tr>
<td>Follow rules and contribute to the class community</td>
<td>Recognize changes over time, such as seasons and growth</td>
<td>Specific words that indicate a general location (i.e., back, front, far, near, etc.)</td>
<td>The role and importance of community workers</td>
</tr>
<tr>
<td>Compare the characteristics and feelings of others to himself/herself</td>
<td>Understand cause-and-effect</td>
<td>Describe locations in relation to other objects</td>
<td>Awareness about what it means to be a consumer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What your child will do</th>
<th>What you'll see (products)</th>
<th>How you can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share classroom items, participate in group activities, and play with others daily</td>
<td>Sharing and turn-taking in a variety of activities</td>
<td>Assign simple chores to your child at home (set table, put away clothes, etc.)</td>
</tr>
<tr>
<td>Identify and follow class rules</td>
<td>Positive behaviors such as sharing, cleaning up, etc.</td>
<td>Play table games that involve following rules and taking turns</td>
</tr>
<tr>
<td>Identify feelings such as happy, sad, etc. in themselves and others</td>
<td>Making decisions that lead to the well-being of self and others</td>
<td>Create a &quot;Feelings&quot; book. Cut faces from magazines, tape or glue them on a page. Write words for each feeling and staple the pages together.</td>
</tr>
</tbody>
</table>

| Identify what comes next in the daily schedule (i.e., quiet time after lunch) | The ability to follow a routine | Discuss what people need to live |
| Describe seasons by observing the weather and nature | Decision-making based on time and seasonal changes (i.e., choosing what to wear) | Discussion about community helpers and different workers |
| Describe simple outcomes (i.e., if it is cloudy, it may rain) | Matching causes to effects (i.e., if ice is taken out of the freezer, it will melt) | General discussion about how to buy things or get needs met |

| Draw pictures, use blocks, or other items to create models of their home and other community places | Individual drawings or models of the home and other buildings or places | Discuss human needs through story or group lesson activities |
| Describe locations in relation to other objects | Use of new and familiar vocabulary to describe relative locations | Interact with a variety of community workers in person and learn about their roles through stories |
| Discuss and answer questions about needs, wants, and purchases | Discuss human needs through story or group lesson activities | Discuss human needs through story or group lesson activities |

- Help your child care for pets or plants to learn about the need for sun, air, food, shelter, and water
- Visit your local library to obtain a library card and check out books about community workers
- Have your child save money for a specific item that he/she needs or wants
## Kindergarten Enrichment Opportunities

<table>
<thead>
<tr>
<th>What your child will learn</th>
<th>Act</th>
<th>Music</th>
<th>Drama</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jee a variety of materials to create original work</td>
<td>Express feelings through movement</td>
<td>Use software programs to enhance learning (e.g., improving vocabulary, increasing phonological awareness)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jee different colors, textures, and shapes to express thoughts and feelings</td>
<td>Create or recreate stories, poems, or experiences through dramatic representations</td>
<td>Use input devices, such as mouse, keyboard, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share ideas about personal artwork and show interest in the artwork of others</td>
<td>Engage in dramatic play with others</td>
<td>Use technical terms, such as &quot;mouse,&quot; &quot;keyboard,&quot; &quot;printer,&quot; &quot;CD-ROM&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create original artwork with crayons, paint, clay, markers, etc.</td>
<td>Interpret music, songs, and stories through movement and dramatic experiences</td>
<td>Have regular access and exposure to computers and related technology that enhances learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express themselves with a variety of colors and surface textures, such as scrap materials, button, beads, cotton balls, and yarn</td>
<td>Communicate feelings and ideas and participate in cooperative activities with other children</td>
<td>Learn the basic functions of the computer and related technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about own artwork and that of others</td>
<td>Original artwork</td>
<td>Using body motions to act out the words in familiar songs and stories</td>
<td>Increased interest in computers, the Internet, and computer games</td>
<td></td>
</tr>
<tr>
<td>Conversations about what his/her pictures mean</td>
<td>Increased interest in music and dance through requests to hear favorite songs</td>
<td>Using the mouse and/or keyboard to interact with a computer learning activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tapping and drumming to music</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What you'll see (products)

- Original artwork
- conversations about what his/her pictures mean
- increased interest in music and dance through requests to hear favorite songs
- tapping and drumming to music

### How you can help

- Help your child use art materials responsibly (e.g., scissors, glue, etc.)
- Read daily with your child
- Ask your child to make a drawing of his/her favorite part of the story
- Exhibit paintings or drawings in visible areas
- Ask your child about his/her artwork by saying, "Tell me about your picture!"
- Clap the words of a song. Start with songs that have one-syllable words and then increase to more syllables
- Play different kinds of music
- Take turns leading dance movements
- Allow your child to use safe items at home as musical instruments (cups, pans, wooden spoons, etc.)
- Plan a family talent show. Encourage everyone to sing, read, or perform
- Praise your child for his/her efforts
- Engage child in pretend play. Have child choose his/her favorite animal. Dramatize movements and sounds the animal would make

### Identify child friendly Web sites that your child can access for educational or leisure purposes
- Provide and monitor access to computers on a regular basis at home or at your local library
Appendix B

Prekindergarten Classroom Observation Guide
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# PREKINDERGARTEN CLASSROOM OBSERVATION GUIDE

**TEACHER’S NAME**

**DATE**

**TIME**

**SCHOOL**

**LEARNING COMMUNITY**

**OBSERVER**

---

**Rating Scale:** 1 - Not observed  
2 - Somewhat Evident  
3 - Evident  
4 - Clearly Evident

### ENVIRONMENT

<table>
<thead>
<tr>
<th>Description</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom is clean and organized</td>
<td>1 2</td>
</tr>
<tr>
<td>Centers are clearly labeled in English and Spanish (as appropriate)</td>
<td>1 2</td>
</tr>
<tr>
<td>Current children’s work is displayed</td>
<td>1 2</td>
</tr>
<tr>
<td>Center areas are well-defined</td>
<td>1 2</td>
</tr>
<tr>
<td>Classroom has large and small group areas</td>
<td>1 2</td>
</tr>
<tr>
<td>Daily class schedule is posted in the classroom</td>
<td>1 2</td>
</tr>
<tr>
<td>Helper chart is posted in the classroom</td>
<td>1 2</td>
</tr>
<tr>
<td>There are blocks available for the students to work with</td>
<td>1 2</td>
</tr>
<tr>
<td>There are manipulatives and small toys available in the center areas</td>
<td>1 2</td>
</tr>
<tr>
<td>Shelves and materials are labeled in English and Spanish (as appropriate)</td>
<td>1 2</td>
</tr>
<tr>
<td>A word wall is posted on the wall or bulletin board</td>
<td>1 2</td>
</tr>
<tr>
<td>Children’s names are visible in the room</td>
<td>1 2</td>
</tr>
<tr>
<td>There are a wide variety of books throughout the classroom</td>
<td>1 2</td>
</tr>
</tbody>
</table>

### INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Description</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in ways other than passive listening</td>
<td>1 2</td>
</tr>
<tr>
<td>Students are engaged in a variety of instructional groupings (small, pairs, whole, and individual)</td>
<td>1 2</td>
</tr>
<tr>
<td>Students are given ample time to respond to questions or express their thoughts</td>
<td>1 2</td>
</tr>
<tr>
<td>Teacher communicates clear expectations about what the students are expected to do/learn</td>
<td>1 2</td>
</tr>
<tr>
<td>Teacher provides students with opportunities for and encourages accountable talk (conversation/sharing) in the classroom</td>
<td>1 2</td>
</tr>
<tr>
<td>Teacher frequently checks for understanding</td>
<td>1 2</td>
</tr>
<tr>
<td>Students are continuously engaged in learning activities</td>
<td>1 2</td>
</tr>
<tr>
<td>Students are provided opportunities to apply new learning</td>
<td>1 2</td>
</tr>
<tr>
<td>The use of ditto sheets is limited</td>
<td>1 2</td>
</tr>
</tbody>
</table>
## PREKINDERGARTEN CLASSROOM OBSERVATION GUIDE

**TEACHER'S NAME**

**DATE**

**TIME**

**SCHOOL**

**LEARNING COMMUNITY**

**OBSERVER**

---

**CLASSEROOM CLIMATE**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rating Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional time is maximized and time is not wasted</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Transitions between activities are smooth</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Teacher and teacher assistant are involved with students</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Teachers are friendly and sensitive to children's needs</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Teachers reinforce the effort of students</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Teachers use strategies that motivate students to learn</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Classroom routines are evident</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>There is a climate of courtesy and respect</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>There is no sarcasm, or negative criticism</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Teachers use effective communication skills and correct grammar</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Inappropriate/disruptive behaviors are quickly identified and redirected</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Students are treated fairly and equitably</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Observations/Comments:**

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Appendix C

2008-2009 SRI Observation Form
This page intentionally left blank.
Observer's Name: ____________________________________________

2008-2009 SRI Observation Form

<table>
<thead>
<tr>
<th>Site:</th>
<th>Day:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Director/Principal:</td>
<td></td>
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<tr>
<td>Half/Full Day:</td>
<td>HD</td>
<td>FD</td>
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</tr>
<tr>
<td>Licensed by:</td>
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<tr>
<td>Partner school:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accredited by:</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total number of students observed: _____________________________ Age of Students: _____________________________

No. of Teacher Assistant or support staff in classroom: ___________ Student/Teacher ratio: ___________________________

Is there a tuition rate for students enrolled in the classroom?  Yes / No
If yes, how much? ___________________________ (per week/ per month)

What are enrollment procedures for the observed classroom? ____________________________________________________________

Request a copy of the daily schedule

What materials were used during observed lesson (e.g., book titles, worksheets, etc.)?

________________________________________________________

________________________________________________________

________________________________________________________
<table>
<thead>
<tr>
<th># Stud</th>
<th>On-Task</th>
<th>Time</th>
<th>Prod. Time</th>
<th>Group</th>
<th>Instr</th>
<th>Activity</th>
<th>Description of Instruction and content / Description of Student/Teacher Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
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<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Codes:**
- **WG** = Whole Group lesson
- **SG** = Small Group lesson
- **I** = Individual lesson
- **IW** = Independent work
- **SP** = Student Pair
- **Tr** = Transition

**Instruction Codes:**
- **M** = Modeling
- **GP** = Guided Practice
- **IP** = Independent Practice
- **L** = Lecture
- **T** = Testing
- **Tr** = Transition

**Activity Codes:**
- **LA** = Language Arts
- **M** = Math
- **Sc** = Science
- **SS** = Social Studies
- **E** = Enrichment
- **Tr** = Transition
<table>
<thead>
<tr>
<th># Stud</th>
<th>On-Task</th>
<th>Prod. Time</th>
<th>Group</th>
<th>Instr</th>
<th>Activity</th>
<th>Description of Instruction and content / Description of Student/Teacher Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
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<td>28</td>
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<td>30</td>
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<td>32</td>
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<td>34</td>
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<td>38</td>
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<td>40</td>
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</tr>
</tbody>
</table>

Group Codes: WG = Whole Group lesson, SG = Small Group lesson, I = Individual lesson, IW = Independent work, SP = Student Pairs, Tr = Transition

Instruction Codes: M = Modelling, GP = Guided Practice, IP = Independent Practice, L = Lecture, T = Testing, Tr = Transition

Activity Codes: LA = Language Arts, M = Math, Sc = Science, SS = Social Studies, E = Enrichment, Tr = Transition

END TIME: ______________  Number of transitions: ______________

AFTER THE OBSERVATION

*Estimate percent of time teacher spoke in Spanish.*

*Estimate percent of time students spoke in Spanish.*
### Observation Checklist

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>None</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Print-rich environment in English and Spanish (as appropriate).</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Daily class schedule is posted.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Helper chart is posted.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Word walls showed evidence of use.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Student’s names are visible in the room.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Centers are clearly defined and accessible.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>A wide variety of age-appropriate books are found throughout the classroom.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>Children’s current work is displayed.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td>There are manipulative and small toys available in the center areas.</td>
</tr>
</tbody>
</table>

### Principles of Learning

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To a small extent</th>
<th>To some extent</th>
<th>To a large extent</th>
<th>Fully</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Students understood rules and expectations of classroom/activity.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>Students complied with teacher’s requests.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Students initiate instructional questions and problems.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Students are treated fairly and equitably.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Inappropriate/disruptive behaviors are quickly identified and redirected.</td>
</tr>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>Students form conjectures or make reasonable guesses.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>Students actively engaged in the learning process.</td>
</tr>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>Teacher paces instruction appropriately.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
<td>Teacher modifies lesson based on on-going assessment (questioning / observing / and listening to students).</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>Teacher checking on students for understanding.</td>
</tr>
<tr>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>Teacher exhibits a level of expectation that students will be successful.</td>
</tr>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>Teacher asks students to clarify and justify their ideas.</td>
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<td>5</td>
<td>Teacher fosters a climate of respect for students’ ideas and contributions.</td>
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<td>5</td>
<td>Teacher positively reinforced desired behavior.</td>
</tr>
<tr>
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<td>5</td>
<td>Teacher created opportunities for students to think and reason things through.</td>
</tr>
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<td>5</td>
<td>Routines, rotations and procedures are firmly established.</td>
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### Interview Questions

**Questions for Teacher:**

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How is the SRI partnership working in your perspective? Is it what you expected?</td>
<td></td>
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<tr>
<td>Do you feel you have the materials you need to run your classroom effectively?</td>
<td></td>
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<tr>
<td>What was your DISD budget able to supply your classroom?</td>
<td></td>
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<tr>
<td>What curriculum do you use in the classroom? In what ways is it similar/different to the Dallas ISD curriculum (if applicable)?</td>
<td></td>
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</tbody>
</table>
**Questions for Director/ Principal:**

Was the SRI partnership implemented as you expected? Were there any challenges? Any recommendations?

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Is the SRI partnership operating as you expected? Are there any challenges? Any recommendations?

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How has the SRI partnership affected your center? (i.e. enrollment, parent relationships, teachers/classrooms, etc.)

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Would you like to continue the SRI partnership with Dallas ISD? Why or Why not? Any recommendations?

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Appendix D

School Readiness Integration Packet
Memorandum of Understanding (MOU)

DALLAS ISD/ CHILDCAREGROUP (LANDAUER CENTER)
SERVICE INTEGRATION PLAN
2008-09

This MOU establishes and delineates the intention of the Dallas Independent School District to comply with the mandates set forth in the Prekindergarten Continuation Grant - Cycle 14 in an effort to meet the School Readiness Integration (SRI) requirement.

Additionally, the MOU formalizes relationships and responsibilities between the participating entities to foster an efficient and cohesive partnership to provide quality early childhood programs for students who are eligible for public prekindergarten services. TEC 29.1532

The Landauer ChildCareGroup Center (CCG) and the Dallas Independent School District (Dallas ISD) agree to provide educational services to 3 and 4 year-old children who are deemed eligible for prekindergarten education as described in this document. Services will be provided at the Landauer ChildCareGroup Center.

The terms and conditions set forth in the following document shall constitute the entire agreement between the Landauer ChildCareGroup Center and Dallas ISD and may not be amended except by a written document signed by Landauer ChildCareGroup Center and Dallas ISD.

DALLAS ISD will provide:

- A degreed, certified Prekindergarten Teacher to work at the Landauer ChildCareGroup Center from 8:00 AM until 3:45 PM each school day in accordance with the Dallas ISD approved calendar. The Dallas ISD teacher will provide services to two (2) classrooms of students each day as follows:
  1. AM Class: 8:00 – 11:00* (times are approximate)
  2. PM Class: 12:00 – 3:00* (times are approximate)
- The Dallas ISD Prekindergarten Teacher’s salary with benefits in accordance with the Dallas ISD salary schedule.
- Access to an Early Childhood Instructional Specialist/Coach to coordinate efforts between Dallas ISD and the Landauer ChildCareGroup Center to include consultation with teachers and/or director as needed.
- Copies of required Dallas ISD enrollment paperwork for students (i.e.: immunization record, birth certificate, emergency information, etc.).
- Supplementary materials and supplies that are purchased as needed to accommodate the students served by the Dallas ISD teacher.
- Parent training and information (i.e.: Virtual Pre-K, Parent Conferences), which can be requested through the Dallas ISD Prekindergarten Teacher.
- The state adopted materials (Scholastic Early Childhood System) and supplementary program materials including the Language Enrichment Activities Program (LEAP), Building Language for Literacy (BLL), and Every Day Math in PreK.
- Opportunities for Landauer ChildCareGroup Center staff to attend Dallas ISD workshops.

DALLAS ISD staff will:

- Follow the dress code policy of the District.
- Be on duty at the Landauer ChildCareGroup Center from 8:00 AM until 3:45 PM daily unless attending a workshop or approved school business.
- Utilize the hours of 8:00 AM – 3:45 PM for instructional time with students except:
  1. The teacher’s 30 minute duty free lunch period
  2. The teacher’s 45 minute conference period during the instructional day
  3. From 3:00 PM – 3:45 PM which is designated for planning time each day
- Attend Landauer ChildCareGroup Center staff meetings as long as they are conducted during the course of the regularly scheduled workday from 8:00 AM – 3:45 PM.
Memorandum of Understanding (MOU)

- Co-teach with the two (2) Landauer ChildCareGroup Center staff members assigned to the classroom, taking equal responsibility for lesson plans, daily preparation and instruction for the students.

The Landauer ChildCareGroup Center will provide:

- A Center Manager to coordinate efforts between Dallas ISD and Landauer ChildCareGroup Center.
- A furnished, developmentally appropriate classroom area to accommodate the 3 and 4 year-old students served.
- Two (2) co-teachers assigned to each classroom in which the Dallas ISD Prekindergarten Teacher will be working.
- Assistance with the distribution, completion, and submission of the required Dallas ISD student enrollment documents within the first week that a child(ren) enrolls.
- Assistance with ensuring that all students are current on all required immunizations.
- Accurate daily enrollment data, which will be communicated to the district by 9:30 AM each morning and 1:00 PM each afternoon.
- A minimum of 15-18 eligible students consistently enrolled in each classroom served by the Dallas ISD Prekindergarten Teacher.
- Information concerning implementation of the service integration when requested by district personnel.
- Information to the Dallas ISD Prekindergarten Teacher concerning times and dates of Landauer ChildCareGroup Center staff meetings.
- Access to and use of a telephone for educational purposes.
- A designated area for a file cabinet and storage cabinet during all school days on the Dallas ISD calendar.
- A tuition and registration waiver for Dallas ISD students for all school days in the Dallas ISD calendar.
- Breakfast and/or lunch for students enrolled at the Landauer Center.

Additional responsibilities of the Landauer ChildCareGroup Center include:

- A Manager/Director who will oversee staff responsible for maintaining the classroom environment after the Dallas ISD program is finished for the day.
- Certifying that it is a child care facility licensed by the State of Texas, providing Dallas ISD with a copy of its current license, informing Dallas ISD immediately of any change in its license status.
- A Manager/Director who will ensure that only children who reside within the Dallas ISD boundaries are being served in the partnership classrooms.
- Purchasing and maintaining in force a general liability insurance policy as will protect the center from all claims that arise out of or result from the center’s operations under this agreement. The center shall provide Dallas ISD a certificate of insurance naming Dallas ISD as additional insured and waiving any right of subrogation against Dallas ISD.
- The Landauer ChildCareGroup Center shall hold Dallas ISD harmless and indemnify Dallas ISD claims or losses sustained by individuals directly or indirectly involved with the performance of services in connection with this agreement.

Collaboration Efforts:

- The Landauer ChildCareGroup Center staff and the Dallas ISD Prekindergarten Teacher will utilize a weekly planning time for lesson plan development and preparation. The center staff will assist with classroom coverage during the planning time. Lesson plans will be provided weekly to the site director.
- A meeting between the Landauer ChildCareGroup Center Manager/Director and the Director/Designee of the Dallas ISD Early Childhood Department will be held twice a year (fall/spring).

2
Memorandum of Understanding (MOU)

- The Landauer ChildCareGroup Center and Dallas ISD will participate in ongoing problem solving and evaluation.
- Staff will provide families with Child Find information if a disability is suspected with any child at the center.

Staff Development/Training:

- Staff working with Dallas ISD students will be encouraged to attend training sessions provided by Dallas ISD.
- The Dallas ISD Prekindergarten Teacher will share Information regarding upcoming Dallas ISD workshops and conferences with the site Manager/Director.

Transportation:

- Dallas ISD will not provide student transportation to or from the center.

Miscellaneous Provisions:

- This agreement shall not serve to create a principal agent relationship, partnership or joint venture. Each party shall retain control over its own employees and agents.
- No party waives or relinquishes any immunity or defense on behalf of itself, its agents, trustees, officers or employees as a result of entering into this agreement.
- This agreement shall not benefit or obligate any person or entity who is not a party. The parties shall cooperate fully in opposing any attempt by any third party to claim any benefit, protection or other consideration under this agreement.
- Any notice required under this agreement must be in writing and be directed to the following persons:

  1. Vincent Reyes
     Dallas ISD Executive Director
     Core Curriculum and Instruction

  2. Beth Steerman
     Dallas ISD Director
     Early Childhood Education Department

  3. Susan Hoff
     CEO and President - ChildCare Group

  4. Phyllis Smoots
     Site Manager
     Landauer ChildCareGroup Center

- This agreement may not be assigned by either party without the prior written consent of the other party.
- Both parties agree to abide by the rules and regulations or standards set by both law and regulatory agencies.

TERMINATION:

Dallas ISD or the Landauer ChildCareGroup Center may terminate the Agreement, with or without cause, by giving sixty (60) days written notice to the other party.

TERM:

This agreement is in effect from August 1, 2008 through June 10, 2009, unless earlier terminated as provided herein.
Memorandum of Understanding (MOU)

Vincent Reyes  
Dallas ISD Executive Director  
Curriculum and Instruction

Date

Beth Steerman  
Dallas ISD Director  
Early Childhood Education

Date

Susan Hoff  
CEO and President - ChildCare Group

Date

Phyllis Smoote  
Landauer ChildCareGroup Center  
Manager

Reviewed by Dallas ISD Legal Services

Attorney

Date
Dallas Independent School District  
2009-2010  
Early Childhood Education Partnership Application

<table>
<thead>
<tr>
<th>Please indicate Yes or No to the questions below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes  □ No  Will your center participate in Dallas ISD training prior to the beginning of the school year for teachers who will be working with the Dallas ISD teacher?</td>
</tr>
<tr>
<td>□ Yes  □ No  Will your center participate in conflict resolution/problem solving if differences occur?</td>
</tr>
<tr>
<td>□ Yes  □ No  Will your center adhere to the timelines required by the Dallas ISD for submission of enrollment forms, student attendance requirements and immunization records?</td>
</tr>
<tr>
<td>□ Yes  □ No  Will you provide secured space for the Dallas ISD teacher to store his/her personal belongings and materials? If so, where?</td>
</tr>
<tr>
<td>□ Yes  □ No  Will you provide time each week for the participating teachers to plan collaboratively?</td>
</tr>
<tr>
<td>□ Yes  □ No  Are you willing to revise/adapt the student’s daily schedule so that the Dallas ISD teacher can serve two separate classes of students (15-18 students per group) for three hours each day as required by the Texas Education Agency? <em>This may require changing the students’ nap time and/or mealtime to accommodate the teacher’s schedule.</em></td>
</tr>
<tr>
<td>□ Yes  □ No  Will you agree to hold a parent orientation for the parents 3- and 4-year-olds?</td>
</tr>
</tbody>
</table>

Some of the information requested below is part of the Texas Education Agency’s School Readiness Integration application that must be completed and submitted each year. When responding, please be as specific as possible.

Why are you interested in partnering with the Dallas ISD’s Early Childhood Department? *(5 points)*

What is your center’s philosophy of early childhood education? *(5 points)*

What are the learning standards used in your program? *(5 points)*

What is your center’s approach to student discipline and classroom management? *(5 points)*

Describe the curriculum and support materials currently used in your center. *(5 points)*
### Early Childhood Education Partnership Application

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do your teachers plan collaboratively for instruction? How often? When?</td>
<td>5</td>
</tr>
<tr>
<td>Describe the minimum qualifications/requirements required for staff</td>
<td>10</td>
</tr>
<tr>
<td>working with 3- and 4-year-old students.</td>
<td></td>
</tr>
<tr>
<td>What are the current annual requirements for professional development</td>
<td>5</td>
</tr>
<tr>
<td>for your staff?</td>
<td></td>
</tr>
<tr>
<td>Describe the type of professional development activities currently</td>
<td>5</td>
</tr>
<tr>
<td>offered to your staff?</td>
<td></td>
</tr>
<tr>
<td>What kind of assessment methods are currently used in your center? How</td>
<td>10</td>
</tr>
<tr>
<td>often? How are the results used?</td>
<td></td>
</tr>
<tr>
<td>How do you currently serve students with special needs?</td>
<td>5</td>
</tr>
<tr>
<td>What is the center’s/agency’s philosophy of bilingual education?</td>
<td>5</td>
</tr>
<tr>
<td>How are English Language Learners (ELL) students currently identified</td>
<td>10</td>
</tr>
<tr>
<td>and served?</td>
<td></td>
</tr>
<tr>
<td>Do English Language Learners (ELL) students receive instruction in their</td>
<td>5</td>
</tr>
<tr>
<td>native language? How often?</td>
<td></td>
</tr>
</tbody>
</table>
Dallas Independent School District
2009-2010
Early Childhood Education Partnership Application

How are students grouped for learning activities in your center? How often? (10 points)

How often do you conference with the parents/guardians of the students enrolled in your center? What kind of information is shared during the parent conference(s)? (5 points)

With your application, please submit a:

☐ Proposed daily schedule indicating how your center will serve each class of 15-18 students, which will meet the 3-hour minimum daily instructional requirement for each class. Keep in mind that Dallas ISD teachers generally work from 8:00 AM – 3:45 PM; however their arrival/departure time can be slightly modified if needed. The Dallas ISD teachers are required to have a 30-minute duty-free lunch period, and two (2) 45-minute planning periods each day.

☐ Copy of your center’s child care license

☐ Copy of current accreditation

☐ Photograph(s) of space that will be used for the SRI classrooms

☐ Copy of tuition/fees schedule, if applicable

☐ Copy of certificate of current general liability insurance

FOR OFFICE USE ONLY

☐ Application complete

☐ Proposed schedule submitted

☐ Site visit conducted

☐ Meets or exceeds the minimum requirements

☐ Conference needed

☐ Application score ______ out of 100

☐ Partnership approved

☐ Partnership pending – Reason: ____________________________

☐ Partnership denied – Reason: ____________________________

Comments/Concerns:
Dallas Independent School District
2009-2010
Early Childhood Education – Guidelines for Partnership

- Bilingual classrooms staffed by a Dallas ISD teacher must adhere to the district's guidelines for teaching children identified as English Language Learners (ELL).
- If tuition is charged by the center, a copy of the tuition and fees sheet must be submitted to the Dallas ISD Early Childhood Department when submitting the partnership application.
- The prekindergarten program offered at the participating center must be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills as required by TEC §29.1532, (a).
- A site director at the participating center will be identified as the person responsible for coordinating efforts between Dallas ISD and the participating center and must agree to attend an orientation meeting and to meet three times during the year with the director/designee of the Dallas ISD Early Childhood Department to discuss the partnership.
- The classroom area identified must meet at least the minimum space/square foot State requirements needed to adequately accommodate the 3 and 4 year-old children served.

Classrooms for prekindergarten, kindergarten and first grade shall have a minimum of 36 square feet per pupil or 800 square feet per room. TAC §61.1033, (d), (2), (A), (i) TAC §61.1036, (d), (5), (B), (i)

- There must be at least one co-teacher assigned to the partnership classroom. (Two co-teachers per classroom are preferred.)
- The Dallas ISD curriculum must be used as one of the instructional planning tools for the partnership classroom.
- The center’s site director will be responsible for all maintenance and upkeep of the facility.
- The center must agree to participate in ongoing problem solving and evaluation of the partnership.
- The center must agree to provide families with Child Find information if a disability is suspected with any child at the center.
- The participating center must agree to participate in transition activities with the partnering Dallas ISD school.
- The partnering center will be responsible for securing and paying for a substitute teacher should one be needed.

ENROLLMENT PROCEDURES:
Children enrolled at the participating center must:
- Reside within the boundaries of the Dallas ISD (A street look-up guide is provided on the Dallas ISD home page at www.dallasisd.org, which will indicate whether or not a child resides within the District’s boundaries.)
- Be 3 or 4 years-old on or before September 1st of the current school year and submit a copy of the birth certificate or baptismal record to the Dallas ISD partnering school within a week of enrolling in the program.
- Be eligible for the prekindergarten program in Texas by qualifying under at least one of the eligibility criteria which include:
  1. unable to speak and comprehend the English language; or
  2. educationally disadvantaged; or
Dallas Independent School District
2009-2010
Early Childhood Education – Guidelines for Partnership

3. homeless, as defined by 42 U.S.C. Section 11302, regardless of the
   residence of the child, of either parent of the child, or of the child’s
   guardian or other person having lawful control of the child; or
4. the child of an active duty member of the armed forces of the United
   States, including the state military forces or a reserve component of the
   armed forces, who is ordered to active duty by proper authority; or
5. the child of an active member of the armed forces of the United States,
   including the state military forces or a reserve component of the armed
   forces, who was injured or killed while serving on active duty; or
6. being a foster child

- Be current on all required immunizations and submit a copy of the shot record to the
  Dallas ISD partnering school within a week of a child enrolling in the program.
- Complete all required Dallas ISD enrollment forms including a Home Language Survey,
  Free/Reduced Lunch Application, Emergency Contact Card, etc. and submit the
  enrollment forms to the Dallas ISD partnering school within a week of a child enrolling in
  the program.

MISCELLANEOUS PROVISIONS:
- The participating center shall purchase and maintain in force a general liability insurance
  policy that protects the center from all claims, which arise out of or result from the
  center’s operations under this agreement.
- The center shall hold Dallas ISD harmless and indemnify Dallas ISD for suits, claims or
  losses sustained by individuals directly or indirectly involved with the performance of
  services in connection with this agreement.
- This agreement shall not serve to create a principal agent relationship, partnership or
  joint venture. Each party shall retain control over its own employees and agents.
- No party waives or relinquishes any immunity or defense on behalf of itself, its agents,
  trustees, officers or employees as a result of entering into this agreement.
- This agreement shall not benefit or obligate any person or entity that is not a party. The
  parties shall cooperate fully in opposing any attempt by any third party to claim any
  benefit, protection or other consideration under this agreement.
- Any notice required under this agreement must be in writing.
- This agreement may not be assigned by either party without the prior written consent of
  the other party.
- Both parties agree to abide by the rules and regulations or standards set by both law and
  regulatory agencies.

TERMINATION:
Dallas ISD or the participating center may terminate the Agreement, with or without cause, by
giving sixty (60) days written notice to the other partner.

TERM:
This agreement is in effect from August 1, 2009, through June 10, 2010, unless earlier terminated
as provided herein.
Brain Development

- Responds to sounds and voices
- Shows active interest in person/objects
- Looks at and reaches for objects
- Responds to name with head turn, eye contact and smile
- Imitates familiar sounds and actions
- Uncovers hidden objects
- Holds first object, notices second object
- Watches movement of own hands and fingers

Language Development

- Makes single vowel sounds (/aaahh/, /ooohh/)
- Babble or coos when talked to
- Laughs aloud when playing
- Squeals
- Says "dada" or "mama" to request an appropriate person
- Imitates playful sounds
- Turns head towards source of voice
- Smiles and makes sounds to mirror image

Social/Emotional Development

- Responds with a smile when a family member approaches
- Makes eye contact
- Quiets to face or voice
- Cries less
- Enjoys playing
- Vocalizes attitudes—likes and dislikes
- May show fear and insecurity when away from mother and shys away from strangers

Physical Development

- Lifts head and turns head side to side
- Rolls side to side and back to side
- Sits with little support, may use hands
- Pulls self to stand
- Crawls on belly, arms used to pull body
- Makes stepping movements
- Sits down from standing without holding on
- Side steps around furniture
- Stands alone
- Clasps hands together
- Reaches towards objects (sometimes hits)
- Grasps and changes items from hand to hand
Brain Development

- Removes the lid of a box to find a hidden toy
- Looks at pictures in books
- "Sings" along with music
- Puts shapes into foam board
- Points and asks for objects
- Uses various things to get or reach objects
- Points to pictures in books

Language Development

- Follows one step instructions with hand movements
- Can name one or two familiar objects
- Points to one body part when asked
- Asks for food when hungry
- Speaks in two word sentences
- Uses expressions such as "oh-oh" or "no-no"
- Points and tries to say what they want

Social/Emotional Development

- Shows affection to familiar adults
- Recognizes family members' names
- Recognizes themselves in pictures or the mirror
- Plays by themselves and initiates their own play
- Shows negative feelings
- Curious and likes to explore people, places, and things
- Imitates adult behaviors in play
- Enjoys books, stories, and songs

Physical Development

- Throws a ball while standing or sitting
- Walks with one hand held or walks alone
- Crawls on hands and knees
- Pushes and pulls large items
- Begins to run fairly well
- Cooperates with dressing by offering a foot or an arm
- Stacks six or more blocks
- Moves to music - "dances"
- Bends over to pick things up
Brain Development

- Shows or tells use of one or more familiar objects
- Tells what they are doing to others
- Understands size differences (big, little)
- Gives full name
- Names or points to self or small details in pictures
- Joins in nursery rhymes and songs

Language Development

- Names some body parts, favorite toys, and familiar objects
- Uses pronouns like “me” and “you”
- Answers simple questions
- Speaks in two or three word phrases
- Points to four body parts
- Responds to 3-step directions
- Begins to ask questions by using what, when, where

Social/Emotional Development

- Enjoys role-playing; wraps up dolls and puts them to bed
- Plays simple group games
- Knows own toileting needs
- Helps to dress and undress themselves
- Shows awareness of own feelings and those of others
- Develops fear suddenly
- Claims objects as “mine”

Physical Development

- Jumps with both feet together
- Runs and plays chase
- Rides a tricycle
- Dresses himself or herself with some assistance
- Starts to potty train
- Feeds himself or herself
- Balances and hops on one foot
- Buttons large buttons
- Pours from one object into another
Brain Development

- Memorizes short parts of a book
- Responds to sounds and voices
- Correctly names some colors
- Understands the concept of counting and may know a few numerals
- Begins to have a clearer sense of time
- Follows three-part commands
- Recalls parts of a story
- Understands the concepts of "same" and "different"

Language Development

- Knows names of a variety of objects
- Demonstrates understanding of over and under
- Speaks, understands and communicates in sentences
- Speech is clear enough for others to understand
- Understands a series of simple directions
- Asks to know "why" about all things

Social/Emotional Development

- Learns the concept of taking turns, sharing and what is fair
- Understands the difference between right and wrong
- Openly expresses love or fear of others
- Initiates or joins in play with others and makes up games
- Shares toys, taking turns with assistance
- Engages in pretend play

Physical Development

- Dresses himself or herself, and has the urge to use buttons and zippers
- Runs, jumps and climbs
- Uses a slide without assistance
- Throws and catches a ball
- Pushes, pulls and steers toys
- Balances on one foot
- Builds tall structures using blocks
- Walks backwards
- Walks up and down stairs (alternating feet)
What is child development?

Child development refers to how a child becomes able to do more complex things as they get older. Development is different from growth. Growth only refers to the child getting bigger in size. When we talk about normal development, we are talking about developing skills like:

**Gross Motor:** Use of large muscle groups that help control whole body movement such as running, jumping, sitting, turning, etc.

**Fine Motor:** Use of small muscle groups that help control/handle small objects such as pencils, crayons, beans, etc.

**Language:** Communicating and expressing oneself through speech and various types of body language (i.e. facial and hand movements)

**Cognitive:** Thinking skills or ability to reason and/or problem solve using logic and understanding

**Social:** Ability to interact with peers and adults and forming relationships with teachers, friends and family

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Pasos Primordiales para la preparación escolar

Entendiendo el desarrollo de niños pequeños

0-1 año 1-2 años 2-3 años 3-4 años

Dallas Independent School District
Desarrollo del cerebro

- Responde a los sonidos y a las voces
- Muestra interés activo en las personas/objetos
- Observa y alcanza objetos
- Responde a su nombre volteando la cabeza, contacto visual y sonrie
- Imita sonidos y acciones conocidas
- Descubre objetos cubiertos
- Sostiene el primer objeto, reconoce el segundo objeto
- Observa el movimiento de sus manos y dedos

Desarrollo del lenguaje

- Hace sonidos de vocales (/aaahh/, /ooohhh/)
- Balbucea o arrulla cuando le hablan
- Se ríe fuerte cuando juega
- Hace chillidos
- Dice “papa” o “mama” para hablarse a la persona apropiada
- Imita sonidos juguetones
- Voltea la cabeza hacia el lugar donde escucha la voz
- Sonrie y hace sonidos para imitar la imagen

Desarrollo social/emocional

- Responde con una sonrisa cuando se acerca un miembro de la familia
- Tiene contacto visual
- Se queda en silencio cuando ve una cara o escucha una voz
- Llora menos
- Disfruta jugar
- Expresa actitudes lo que le gusta y disgusta
- Puede mostrar temor e inseguridad cuando está lejos de su madre y es timido con los desconocidos

Desarrollo físico

- Levanta la cabeza y la voltea de un lado a otro
- Se da vuelta de un lado a otro
- Se sienta con un poco de apoyo, quizá use las manos
- Se empuja a sí mismo para ponerse de pie
- Gatea boca abajo, usa las manos para empujar el cuerpo
- Hace movimientos para avanzar
- Se sienta después de haber estado de pie sin sostenerse
- Da pasos a los lados de los muebles
- Se pone de pie solo
- Aplaudes
- Alcanza objetos (algunas veces golpea)
- Agarra y cambia cosas de una mano a otra
Desarrollo del cerebro

- Quita la tapadera de una caja para buscar un juguete
- Observa las ilustraciones en los libros
- "Canta" junto con la música
- Pone figuras en el tablero de gomaespuma
- Señala y pregunta por objetos
- Usa varias cosas para alcanzar objetos
- Señala las ilustraciones en los libros

Desarrollo del lenguaje

- Sigue instrucciones de un paso con movimientos de las manos
- Puede decir uno o dos objetos que son conocidos
- Señala una parte del cuerpo cuando se le pregunta
- Pide comida cuando tiene hambre
- Habla en oraciones de dos palabras
- Usa expresiones como "oh-oh" o "no-no"
- Señala y trata de decir lo que quiere

Desarrollo social/emocional

- Muestra afecto a adultos conocidos
- Reconoce nombres de miembros de la familia
- Se reconoce a sí mismo en fotografías o en el espejo
- Juega solo e inicia su propio juego
- Muestra sentimientos negativos
- Tiene curiosidad y le gusta ver a la gente, lugares y cosas
- Imita jugando el comportamiento de los adultos
- Disfruta libros, cuentos y canciones

Desarrollo físico

- Avienta una pelota mientras está sentado o de pie
- Camina de la mano o solo
- Gatea con las manos y las rodillas
- Empuja y jala cosas grandes
- Empieza a correr con equilibrio
- Coopera al vestirlo ofreciendo un pie o una mano
- Apila seis o más bloques
- Se mueve con la música - "baila"
- Se inclina para levantar cosas
Desarrollo del cerebro

- Muestra o dice el uso de uno o más objetos conocidos
- Dice lo que están haciendo los demás
- Entiende las diferencias de tamaño (grande, pequeño)
- Dice su nombre completo
- Conoce o señala a sí mismo o detalles pequeños en fotografías
- Participa en rimas infantiles y canciones

Desarrollo del lenguaje

- Conoce algunas partes del cuerpo, juguetes favoritos y objetos conocidos
- Utiliza pronombres como yo y tú
- Responde preguntas simples
- Habla en dos o tres frases de palabras
- Señala cuatro partes del cuerpo
- Responde instrucciones de 3 pasos
- Empezar a hacer preguntas usando qué, cuándo, dónde

Desarrollo social/emocional

- Disfruta personificar; cobijar muñecas y dormir las
- Juega juegos de grupos simples
- Sabe sus propias necesidades higiénicas
- Ayuda a vestirse y desvestirse a sí mismo
- Mostrar conciencia de sus propios sentimientos y de los demás
- Desarrolla miel repentina
- Usa la palabra "mio" para reclamar sus objetos

Desarrollo físico

- Usa con los dos pies juntos
- Busca y juega a atrapar a los demás
- Rueda un triciclo
- Pasea sin ayuda
- Pone la ropa a entrenarse para ir al baño
- Se levanta a sí mismo
- Se balancea en un pie
- Posa un objeto grande
- Trae un objeto a otro
Entendiendo el desarrollo de niños pequeños

3-4 años

Desarrollo del cerebro

- Memoriza oraciones cortas de un libro
- Responde a sonidos y voces
- Dice algunos colores correctamente
- Entiende el concepto de contar y puede saber algunos números
- Empieza a tener un sentido más claro del tiempo
- Sigue instrucciones de tres partes
- Recuerda las partes de un cuento
- Entiende los conceptos de "igual" y "diferente"

Desarrollo del lenguaje

- Sabe los nombres de una variedad de objetos
- Demuestra entendimiento de sobre y debajo
- Habla, entiende y se comunica en oraciones
- Habla suficientemente claro para que los demás entiendan
- Entiende series de instrucciones simples
- Pregunta para saber "por qué" acerca de todo

Desarrollo social/emocional

- Aprende el concepto de tomar turnos, compartir y lo justo
- Entiende la diferencia entre correcto e incorrecto
- Expresa abiertamente amor y temor hacia los demás
- Inicia o se une a jugar con los demás e inventa juegos
- Comparte juguetes, toma turnos con ayuda
- Participa en juego de mentira

Desarrollo físico

- Se viste solo y tiene el deseo de abrocharse botones y cierres
- Corre, salta y trepa
- Usa una resbaladilla sin ayuda
- Avienta y atrapa una pelota
- Empuja, jala y dirige juguetes
- Mantiene el equilibrio en un pie
- Hace estructuras altas usando bloques
- Camina hacia atrás
- Sube y baja las escaleras (alternando los pies)
¿Qué es desarrollo del niño?

El desarrollo del niño se refiere en como un niño puede hacer cosas más complejas mientras van creciendo. El desarrollo es diferente del crecimiento. El crecimiento solamente se refiere cuando el niño está creciendo en tamaño. Cuando hablamos acerca de desarrollo normal, estamos hablando acerca de desarrollar destrezas como:

**Habilidades Motoras Gruesas:**
El uso de los grupos de músculos grandes que ayudan a controlar todo el movimiento del cuerpo como correr, saltar, sentarse, voltearse, etc.

**Habilidades Motoras Finales:** El uso de músculos pequeños que ayudan a controlar objetos pequeños como lápices, crayones, frijoles, etc.

**Lenguaje:** Comunicándose (y expresándose a si mismo) hablar y varios tipos de lenguaje corporal (i.e. movimientos faciales y de las manos)

**Cognoscitivo:** Destrezas del pensamiento o habilidad para razonar o resolver problemas usando lógica y entendimiento

**Social:** Habilidad para relacionarse con sus compañeros y adultos y formar relaciones con maestros, amigos y la familia

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