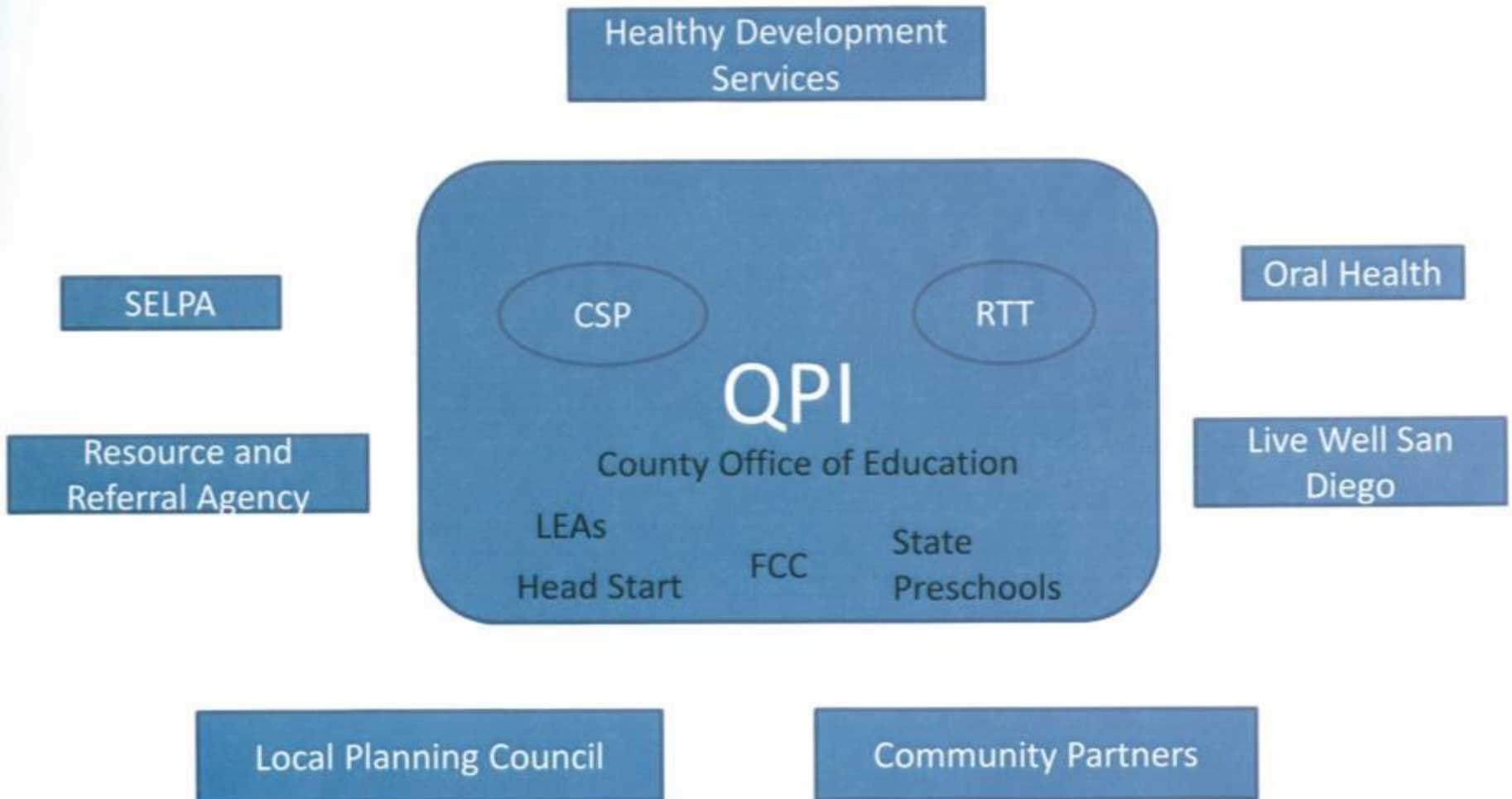
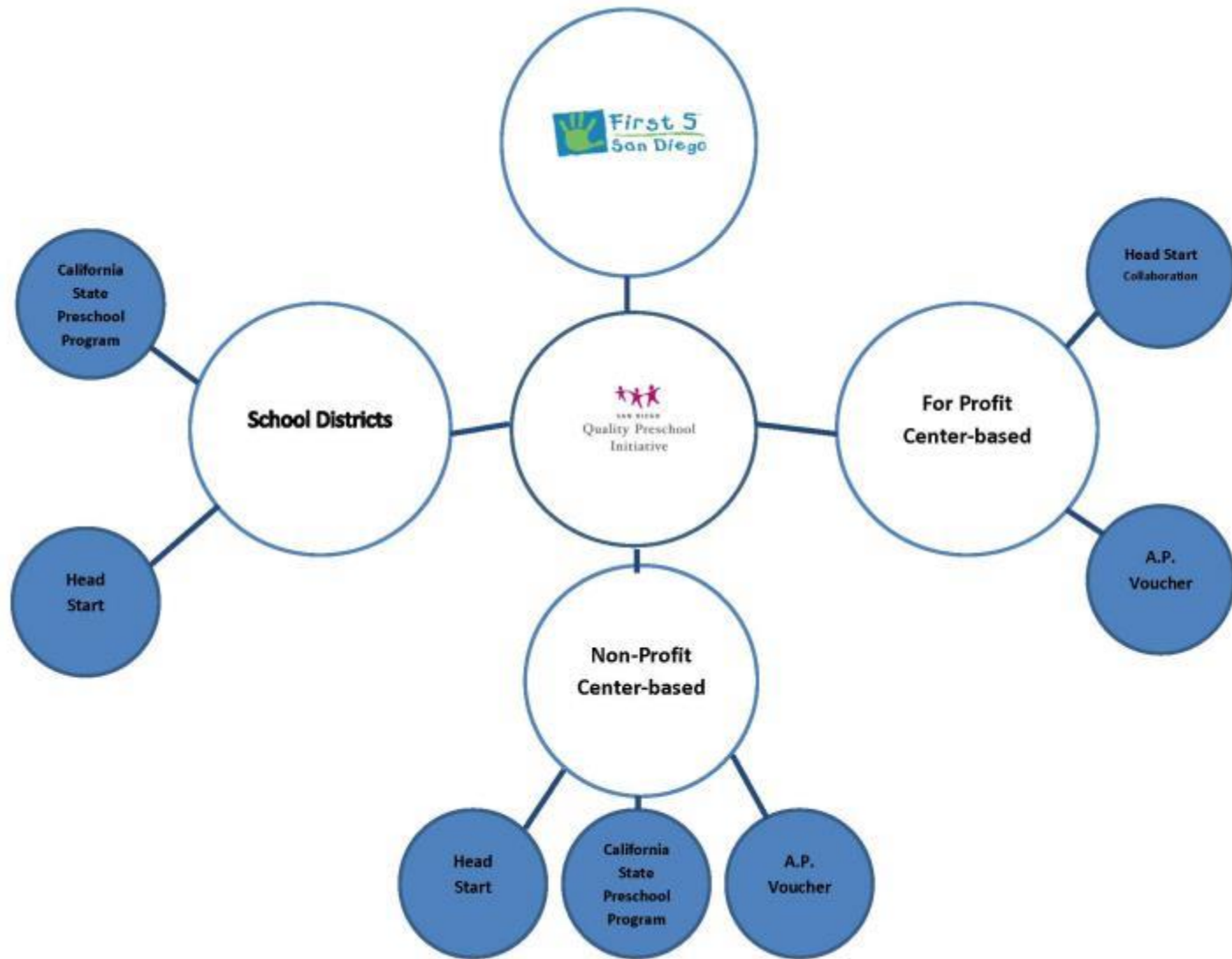


Early Learning Cross-System Integration

















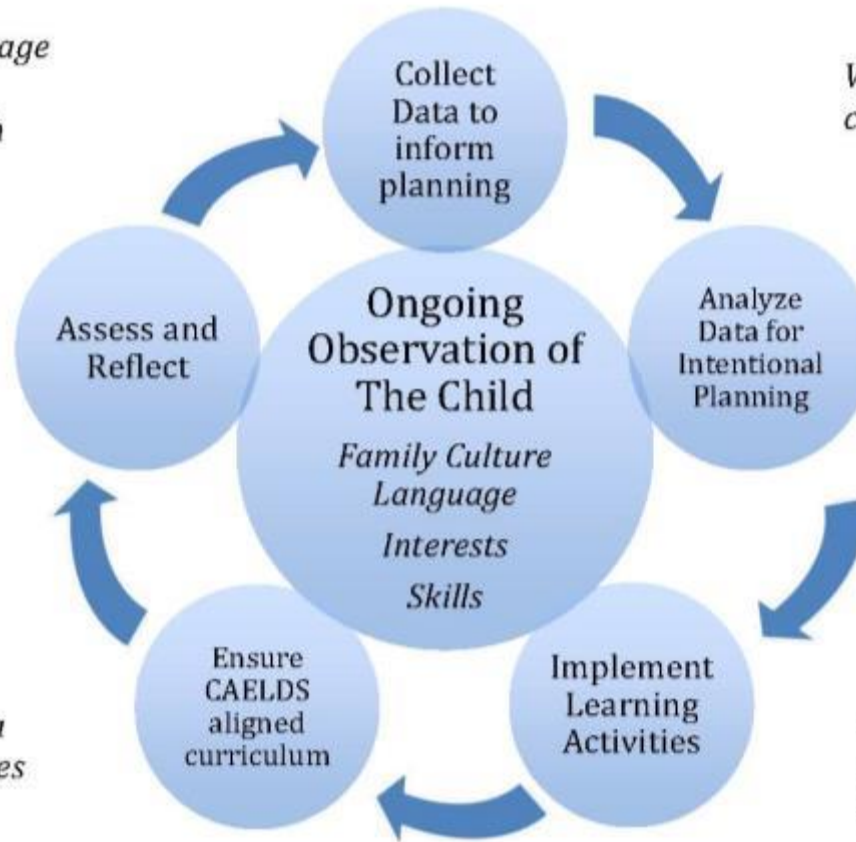
Early Education Curriculum Planning Process

How do we engage families in answering each question?

What do we want children to learn?

How will we respond when a child experiences difficulty or success?

How will we know when each child has learned it?



CAELDS- *California Early Learning and Development System*



Andres "I made a bird"

Birds

- Andres "Birds laid eggs on their nest"
- Andres "Los pajaros vuelan"
- Cris "Bird laid eggs in their nest"
- Armando "Birds make nest"
- Emilio "Birds keep their baby bird warm"
- Miguel Angel "Pajaros puden volar"
- Arana "Birds make their nest"
- Alejandro "Pajaros vuelan"
- Alyssa "Birds sleep in their house"
- Isadora "Birds laid eggs and make their own nest"
- Selenitah "Baby birds"
- Ace "When the birds laid eggs the birds keep them warm"
- Christopher "Birds eat worms"
- Gerardo "Birds can fly"
- Carolina "Birds can fly and they eat worms"
- Carla "Birds sleep in their nest"
- Hayes "Birds can fly"
- Santana "Birds sleep in their nest"
- Isabella "Los pajaros hacen su propio nido"



Miguel Angel "Es un pajarito"



CORE I
Child Development & School Readiness

B Social-Emotional Development

Goal: *Children receive support to develop healthy social and emotional concepts, skill, and strategies*

Exploring	Developing	Building	Fully Integrated
<p>Learns about the Social Emotional Foundations and Frameworks.</p> <p>Explores research-based approaches to support healthy social and emotional development for all children.</p>	<p>Develops deeper understanding supporting healthy social and emotional development for all children through Supportive Relationships, Responsive Environments, and Social-Emotional Teaching Strategies.</p>	<p>Builds upon knowledge of healthy social and emotional development to include understanding of the Function of behavior and how to individualize interventions to address individual child needs.</p>	<p>Integrates effective social and emotional supports site-wide with fidelity. Participates in a professional learning community to fully support all children's social and emotional development through effective teaching, policies, and procedures.</p> <p><u>For Centers</u> There is a leadership team guiding implementation concepts related to social emotional support with a plan for ongoing sustainability.</p>

CORE I
Child Development & School Readiness

C Health, Nutrition, and Physical Activity

Goal: *Children receive support for optimal physical development, including health, nutrition, and physical activity*

Exploring	Developing	Building	Fully Integrated
<p>Learns about approaches to supporting children's health, nutrition and physical development and activity.</p>	<p>Develops a deeper understanding of the role of health, nutrition and physical development and activity in children's optimal development.</p>	<p>Builds toward integration of health, nutrition and physical activities into daily practices through an evidence-based curriculum in physical development and activity, health, and nutrition.</p>	<p>Fully integrates health, nutrition and physical development and activities into daily practices with children and families.</p>

Our Classroom Expectations

We are Respectful:

- We use our words
- We use gentle hands
- We use a soft voice inside the classroom
- We are kind to each other
- We take care of our toys / books
- We talk when it is our turn to talk



We are Friendly

- We help each other
- We are kind to each other
- We invite our friends to play
- We share toys with our friends

We are Safe:

- We walk inside the classroom
- We keep the corners of the table
- We clean up after ourselves
- We keep our hands and feet to ourselves





Sample Pathway Goal

PATHWAY A: SCHOOL READINESS

[View in RTT Pathway](#) | [View](#)

12/9/2014

12/9/2014

For school readiness I will focus on the domain of Language and Literacy in the listening and speaking strand. I will read the CA preschool foundations and frameworks to find strategies to implement to support all children. The evidence will be to use language to communicate for different purposes including: describing, requesting, commenting, reasoning, predicting or problem solving. We have started this objective since November and it will be ongoing supporting different levels of development and the evidence will be anecdotal notes.

Sample ASQ Referral

	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	Student First Name	ASQ-3	Distributed	Scored	Shared	Parent Concern	Section Two Bolded	Comm	Gross Motor	Fine Motor	Problem Solving	Personal and Social	Notes
84	Isabella	Yes	8/19/2014	9/3/2014	9/12/2014	Yes	vocabulary, hearing,	25	60	15	40	15	
85	Angel	Yes	8/20/2014	9/3/2014	9/12/2014	Yes	vision	60	60	45	60	60	
86	Kamilla	Yes	12/16/2014	1/5/2015	1/16/2015	Yes	Speech,	20	40	25	40	50	
87	Sophia	Yes	12/1/2014	12/12/2014	12/19/2014	No		60	60	55	55	55	
88	Aleczander	Yes	12/17/2014	1/5/2015	1/16/2015	Yes	Speech,	25	45	60	45	60	
89	Ever	Yes	8/20/2014	9/3/2014	9/12/2014	No		60	60	50	50	60	
90	Phillip	Yes	8/8/2014	9/16/2014	9/19/2014	Yes	Asthma	60	60	40	45	60	
91	Senzel	Yes	9/11/2014	9/16/2014	9/19/2014	Yes	behavior, mumbles	35	60	20	30	40	
92	Mia	Yes	12/9/2014	12/16/2014	12/19/2014	No		35	60	50	50	55	
93	Diego	Yes	8/22/2014	9/3/2014	9/12/2014	Yes	behavior	60	60	50	60	55	
94	Haley	Yes	12/1/2014	12/12/2014	12/19/2014	No		55	60	55	45	50	
95	Isabella	Yes	8/20/2014	9/3/2014	9/12/2014	No		60	60	55	55	55	
96	Jazlene	Yes	11/20/2014	12/8/2014	12/12/2014	Yes	history of hearing impairment	55	55	50	40	55	
97	Paul	Yes	12/12/2014	1/5/2015	1/16/2015	No		60	40	55	50	55	
98	Eileen	Yes	12/1/2014	12/12/2014	12/19/2014	No		55	60	55	45	60	
99	Kaleb	Yes	12/2/2014	12/12/2014	12/19/2014	No		35	40	30	50	40	
00	Nicole	Yes	8/28/2014	10/21/2014	10/31/2014	No		60	60	50	50	55	
01	Alexander	Yes	8/21/2014	9/3/2014	9/12/2014	Yes	speech, behavior	25	50	40	40	45	
02	Derek	Yes	12/12/2014	12/16/2014	12/19/2014	Yes	speech	50	60	20	20	50	
03	Kaylani	Yes	9/4/2014	9/10/2014	9/12/2014	Yes	stress and speech	50	60	0	50	60	
04	Diego	Yes	8/20/2014	9/3/2014	9/12/2014	Yes	speech (family or	50	60	55	40	40	
05	Jesus	Yes	8/22/2014	9/3/2014	9/12/2014	Yes	speech,	0	45	10	20	30	
06	Cesar	Yes	8/27/2014	10/21/2014	10/31/2014	No		60	60	50	55	60	

Report



Coach Log

(3) Additional Topic / Percent of Time Spent:
N/A 10%

Notes

Observation: **ABC Site shared CLASS observation video with Ms. Cyndy and Ms. Melissa**

Discussion:

- Ms Smith requested that I share a video observation that I uploaded on October 29.
- I used the Preschool CLASS manual to explain the Emotional Support Domain. The dimensions we discussed while observing this video were Positive Climate, Teacher Sensitivity. We will cover RSP during our next visit.
- We explored the definition of each dimension: Positive climate/The emotional connection, respect and enjoyment demonstrated between teachers and students and among students. Teacher Sensitivity/Teachers' awareness of and responsiveness to students' academic and emotional concerns.
- Ms. Smith supported Ms. Lupe in finding the behavior markers in her video observation. Mary found 6 to 8 behavior markers under the indicators of Relationships, positive affect, positive climate and respect. Some examples were:
 1. **Melissa sat in physical proximity to children during the butterfly art activity.**
 2. **There were observations of social conversation among peers. Children disused and shared their butterfly creations.**
 3. **There were frequent displays of positive affect by the teacher and students such as smiling, laughter and enthusiasm. Melissa smiled at the children as she assisted them with putting their butterflies together.**
 4. **Ms. Melissa demonstrated respect for children by using a warm, calm voice, respectful language and cooperation and sharing. Children shared art materials and supplies while making butterflies in the art area.**
- After viewing the video we reviewed QPI Pathway SMART Objectives Guidelines QPI Pathway Alignment.
- ABC Site also explained Child Signature Program
- ABC Site Ms. Lupe and Ms. Smith explored Pinwheel together and explored the Education, Professional Development and RTT Pathway tiles. We also reviewed QPI and CPIN workshop list. EESP explained the difference between PLC's and Workshops.
- Ms. Melissa will complete the Tobacco Cessation Training for her personal Professional Growth.
- Ms. Melissa has completed the second Teaching Pyramid Training, I shared resources from the www.caconclusion.org website, *Tell me what to do Instead* and *How to Move From Praise to Acknowledgement*.

Ms. Smith shared how she is thrilled to have Ms. Melissa in the classroom support her and the educational development the children in the classroom.

Next Steps: Next one-on-one meeting will take place on 12/11. Ms Smith and ABC Site will meet for our first MTP conference to discuss MTP Prompts for planning.

Session “Landing Page”

Session: **AM: Smallville**

Lead Teacher: **Small, Jessica**

Hours Coached: 12 hours 0 minute

Education: Bachelors

ASQ-3 Status:  94% 6%

DRDP-PS Status:  88% 12%

Adult To Child Ratio:  1 to 10, Adults: 2, Children: 20

	Totals		Last Review	Avg. Score	Last 2 Weeks	Total
Students:	20	ECERS-R:	12/5/2014	6.10	ASQ-3: 0 of	17
		FCCER-R:	[None]		ASQ-SE: 0 of	12
		ITER:	[None]		DRDP-PS: 0 of	18
		CLASS:	12/5/2014	5.73		

Staff Quality Investment “Landing Page”

Jessica Small

Smallville Elementary School District

Agency: AG175, All Agency Staff

Edit

Delete

Education

Submit / Review

Professional Development

Submit / Review PD Hours

RTT Pathway Objectives

Quality Improvement Plan

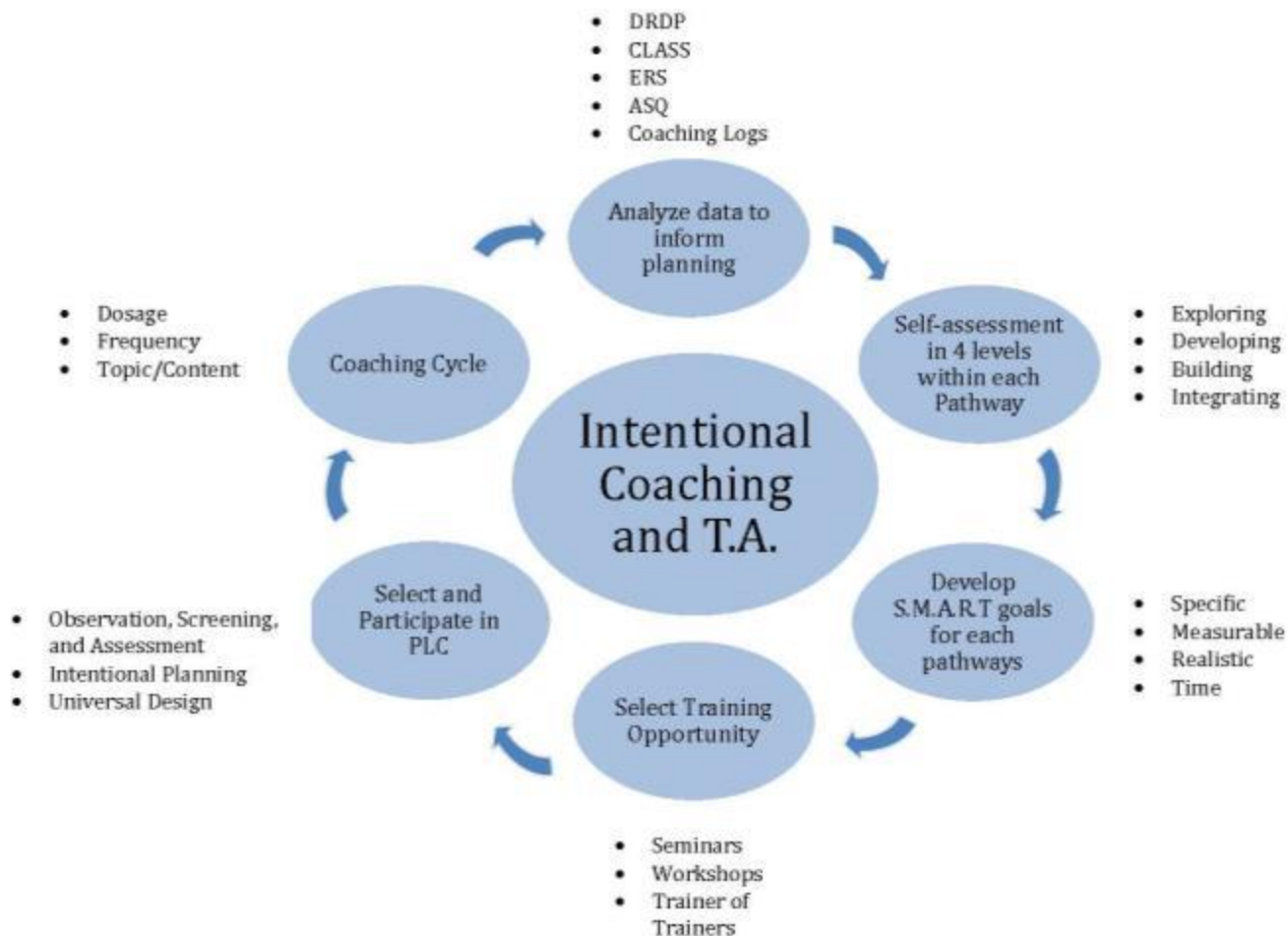
Coach Logs

Review Coach Logs

Active Stipend

Stipends

Quality Improvement Coaching Process



Coach “Landing Page”

Ally Small

All Coaches

Agency Assignments
Assign / Unassign

Site Assignments
Assign / Unassign

Session Assignments
Assign / Unassign

Coach Logs
196 hours 15 minutes

☰ Sessions

Session: [\(SE5010\) AM: Ana Small's AM Class](#)

Lead Teacher: [Small, Ana](#)

Hours Coached: 1 hour 30 minutes

Education: Not Found

ASQ-3 Status: Complete

DRDP-PS Status: 78% 22%

Adult To Child Ratio: 1 to 10, Adults: 2, Children: 19

Coach Log Summary

Existing Coaches

Coaches

Search:

Coach Name	Email	# Agencies	# Sites	# Sessions	Coaching Hours
Ally Small	alsmall@small.net	0	0	33	196 hours 15 minutes
Arlene Small	arlene.small@small.net	0	0	24	179 hours 30 minutes
Blanca Small	blanca.small@small.net	6	0	0	180 hours 45 minutes
Carina Small	carina.small@small.net	0	1	26	221 hours 15 minutes
Christine Small	csmall@small.com	0	4	14	1 hour 45 minutes
Christy Small	christy.small@small.net	0	0	29	286 hours 45 minutes
Cindy Small	csmall@small.net	1	0	2	0 hour 0 minute
Dana Small	dsmall@small.net	4	22	0	198 hours 45 minutes



Site CLASS Report

Site CLASS Report

Smallville State Preschool

Site: 130, CLASS Score: 5.15

Site Name: Smallville State Preschool, **Site ID:** 130, **CLASS Score:**5.15

Showing Averages, [Switch to Items](#)

Session	Lead	Date	Avg	E.S. (I, II, III, IV)	C.O. (V, VI, VII)	I.S. (VIII, IX, X)
Lenora Small's AM Class	Small, Lenora	8/31/2014	6.10	6.94	6.25	4.83
Lenora Small's PM Class	Small, Lenora	8/31/2014	5.65	6.13	6.00	4.67
Elena Small's AM Class	Small, Maria	9/5/2014	4.73	6.00	5.25	2.50
Maria Small's PM Class	Small, Maria	9/5/2014	4.13	5.69	4.58	1.58
			5.15	6.19	5.12	3.40

Site ECERS-R Report

Site ECERS-R Report

Central

Site: SI31.1, ECERS-R Score: 5.31

Site Name: Central, Site ID: SI31.1, ECERS-R Score: 5.31

Session	Lead Teacher during review	Date	Avg	I	II	III	IV	V	VI	VII
Elizabeth Small's Class	Elizabeth Small	3/15/2013	5.00	4.50	2.20	4.75	4.80	6.40	6.00	6.33
Graciela Small's Class	Graciela Small	3/15/2013	5.00	4.50	2.20	4.75	4.80	6.40	6.00	6.33
Jeanette's class-am	Jeanette Small	9/5/2013	5.79	5.50	4.00	5.00	6.30	6.20	6.75	6.33
Lorena Smalls Class	Lorena Small	2/13/2013	5.01	3.75	2.60	6.00	5.33	5.40	5.67	6.33
Rosa Small's Class	Rosa Small	2/13/2013	5.30	4.63	2.60	5.50	5.30	7.00	5.75	6.33
Trisha Small's class-pm	Trisha Smalls	9/10/2013	5.76	5.75	5.00	5.25	5.70	5.80	6.50	6.33
			5.31	4.77	3.10	5.21	5.37	6.20	6.11	6.33

Sample Quality Budget Planning

Pinwheel Eqs Admin | Sign Out | Feedback | Help

Existing Agency Budget Line Item(s)
 Smallsville CDC
 NTE: \$37,440.00, Budget: \$37,440.00

Category	Line Item	Amount
Books, Supplies, Equipment Printing, Travel & Facilities	Books	\$500.00
Books, Supplies, Equipment Printing, Travel & Facilities	Computers and Printers	\$85.00
Books, Supplies, Equipment Printing, Travel & Facilities	Curriculum	\$12,069.74
Books, Supplies, Equipment Printing, Travel & Facilities	Facilities Repairs and Maintenance	\$500.00
Books, Supplies, Equipment Printing, Travel & Facilities	Furniture and Equipment	\$1,000.00
Books, Supplies, Equipment Printing, Travel & Facilities	Licensing / Liability/ Other Fees	\$484.00
Books, Supplies, Equipment Printing, Travel & Facilities	Mileage	\$504.00
Books, Supplies, Equipment Printing, Travel & Facilities	Postage, Printing/Copying, etc.	\$25.00
Books, Supplies, Equipment Printing, Travel & Facilities	Professional Development and Training	\$500.00
Indirect Costs	Administrative Costs	\$2,246.40
Personnel and Benefits	Benefits	\$2,546.85
Personnel and Benefits	Instructional Assistants Professional Development	\$883.74
Personnel and Benefits	Lead Teachers	\$8,747.75
Personnel and Benefits	Merit Increases	\$747.52
Personnel and Benefits	Substitute Teachers	\$6,600.00

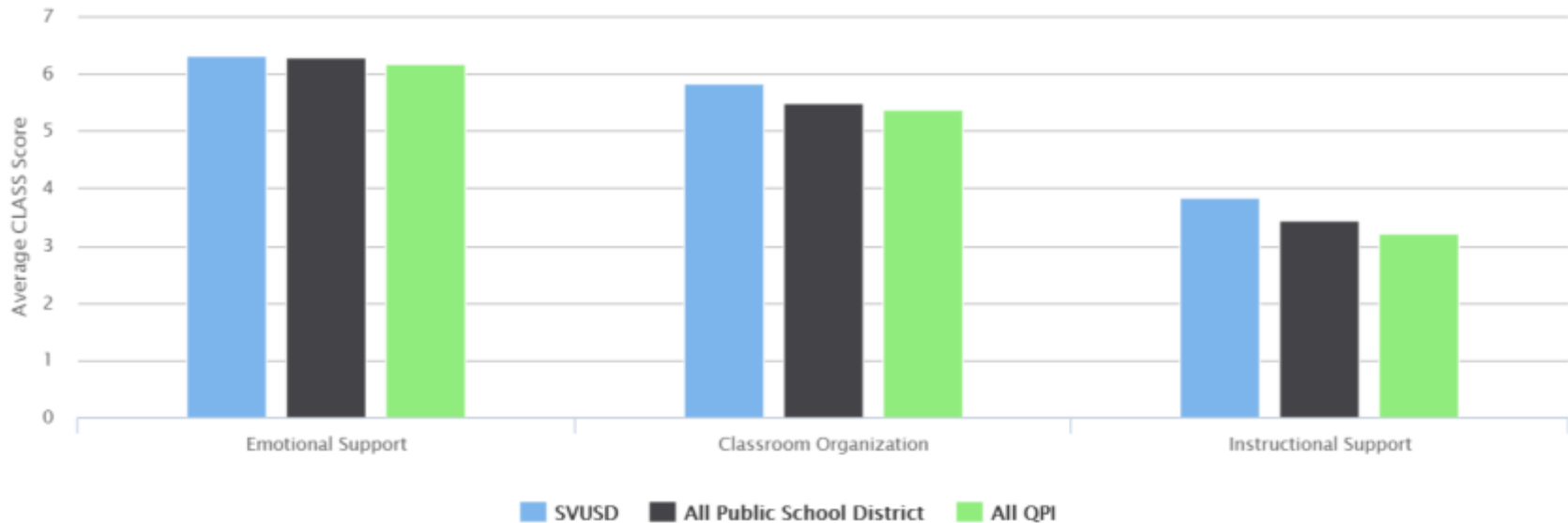
PREV Page: 1 of 1 NEXT

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Sample Agency CLASS Report

Comparison of CLASS Averages

All Sessions from 2012/2013–2013/2014



Above is a look at the average CLASS scores for Smallville lead teachers. These outcomes reflect all sessions from the 2012-2013 school year as well as those from the 2013-2014 school year. It is apparent that Smallville lead teachers perform above average in domains of the CLASS.

RTT Tier Trend

Existing RTT Tiers

Smallville Academy

Site: SI50.2

Create RTT Tier

RTT Tiers

Search:

Date	Name / Label	Current Progress	Tier	Tier Score	Total Points
2/4/2015	Current Real-Time Progress	Yes	No	2	18
6/11/2014	2014-2015 Certified RTT Tier	No	Yes	5	32

1 items per page

1 - 2 of 2 items

