 <p><b>Los Angeles County Office of Education Head Start – State Preschool Division</b></p>	
<p><b>Prepared by:</b> <i>Program Review and Support, Research and Evaluation, Training and Technical Assistance Units</i></p>	<p><b>Subject Title:</b> <i>School Readiness</i></p>
<p><b>Type:</b> <i>Mandate</i></p>	<p><b>Original Date:</b> <i>April 19, 2012</i></p>
<p><b>Regulation:</b> Improving Head Start for School Readiness Act(section 641A(g)(2)(A)  <b>Guidance:</b> School Readiness in Programs Serving Preschool Children (ACF-PI-HS-11-04)  <b>Information Memorandum:</b> Head Start Parent, Family, and Community Engagement Framework (ACF-IM-HS-11-06)</p>	<p><b>Date Presented to Directors:</b>  <b>April 19, 2012</b></p>
<p><b>Attachments:</b>  Early Head Start School Readiness Plan (Attachment A)  Head Start /State Preschool School Readiness Plan (Attachment B)  Key Due Dates Schedule (Attachment C)  LACOE and Delegate Agency Monthly School Readiness Events (Attachment D)  CLASS Implementation GIM (Attachment E)</p>	<p><b>Date Adopted:</b>  <b>August 7, 2012</b></p>

**Grantee Instructional Memo (GIM)  
School Readiness Plan**

**Purpose:**

The purpose of this Grantee Instructional Memo (GIM) is to provide a roadmap detailing the processes expected to be followed by the Los Angeles County Office of Education (LACOE) and its delegates as we strive to strategically close the achievement gap for children enrolled in our Early Head Start, Head Start, and State Preschool programs. The service delivery model we have developed – including our selection of curriculum, establishment of school readiness goals, and implementation of the Head Start Early Learning Framework and Parent, Family, Community, Engagement Framework -- supports continuity of service for individual children and their parents as a coordinated birth-to-5 approach throughout Los Angeles County.

This GIM and its accompanying attachments outline the LACOE and delegate agency (DA) process for planning, implementing, measuring, evaluating, and monitoring school readiness goals and objectives.

## **Background:**

The Improving Head Start for School Readiness Act of 2007 sent the strong message to all Head Start programs across the nation that school readiness is a top priority. The Office of Head Start defines school readiness as “children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.” Based upon this definition, LACOE views school readiness and parent engagement at the core of the ongoing comprehensive services for children ages birth to 5 in the areas of education, health, nutrition, disabilities, mental health, and family and community engagement. Therefore, LACOE has woven this perspective into the expectations and requirements of Grantee Instructional Memoranda (GIMs) for all service areas.

Since its inception, Head Start has known that families directly impact their children’s school readiness. The Head Start Parent, Family, and Community Engagement Framework (PFCE) began the process by explaining the importance of the relationship among the family, community, and child. Student achievement increases when parents play four roles in their children’s learning: teachers, supporters, advocates, and decision makers. Because school readiness is directly related to parent, family, and community engagement, LACOE’s philosophy is that one cannot be accomplished without the other. With that in mind, the LACOE birth-to-5 family engagement and school readiness goals have been merged and will be implemented jointly. The LACOE school readiness plan will systematically guide LACOE and its DAs toward children and families achieving positive and long-lasting learning and development outcomes.

“Quality is never an accident; it is always the results of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

~Willa A. Foster~

## **Mandate:**

The following processes will be followed in order to ensure that LACOE and its DAs are working in cooperation to achieve school readiness for all children.

1. LACOE establishes school readiness goals for Early Head Start Head Start-State Preschool.
2. DAs align their school readiness objectives with LACOE’s goals and incorporate them into their own school readiness plans, policies, and procedures.
3. LACOE and DAs use the *Early Head Start and Head Start-State Preschool* plan (attachments A and B) to map out birth-to-5 school readiness activities, including staff development, parent engagement opportunities, and community school readiness events. Both LACOE and DAs monitor completion and progress toward school readiness for all children.

4. DAs are required to plan and implement additional school readiness activities beyond LACOE's minimum expectations.
5. LACOE and DAs reassess the applicability of their objectives after each program year. Both make adjustments to their plans as necessary to ensure that the trajectory toward attaining developmental growth is achieved. Assessment period evaluations (three times per year) are reported to the respective DA and LACOE Board, PC, staff, and parents.
6. LACOE and DAs align child and family program activities with the attached ***LACOE and Delegate Agency Parent and Child Monthly School Readiness Activities*** (Attachment D) calendar. A school readiness calendar cover sheet provides background information, examples, and resources.
7. The ***CLASS Implementation GIM*** (attachment E) supports this ***School Readiness GIM*** and provides LACOE and DAs with explicit CLASS guidance and expectations. Head Start-State Preschool DAs complete the ***CLASS Implementation Plan*** and submit it along with their ***Head Start-State Preschool School Readiness*** plan.

### **LACOE Resources to Support School Readiness:**

For the 2012-2013 school year, LACOE will provide additional DA support through various partnerships and projects. LACOE encourages all DAs to take advantage of the opportunity for school readiness support and participate in the programs listed below as applicable:

- **[Achieving Comprehensive Excellence \(ACE\)](#)**  
21 DA site supervisors will receive 1:1 mentorship (14 hours) in order to build their capacity to mentor teaching staff through the use of data driven observations (using CLASS, ECERS, ITERS, and DRDP), professional growth advisement, and coaching assessment. At their request, DAs will also receive assistance with advancing through the process for NAEYC accreditation. The ultimate goal of the project is to improve the quality of teaching, learning environments, and outcomes for children.
- **[Race to the Top – Early Learning Challenge Collaboration](#)**  
In partnership with the Los Angeles Universal Preschool and the Los Angeles County Office of Child Care, LACOE will participate in the Race to the Top Project by enrolling Head Start-State Preschool sites to receive CLASS coaching and participate in a series of professional development opportunities in order to improve the quality of early care and education programs in Los Angeles County.
- **[Response to Intervention](#)**  
Through partnerships with various local universities, LACOE Head Start-State Preschool provides school psychologist interns to DAs to teach instructional staff how to implement evidence-based pre-referral interventions to children at risk for behavioral, language, and pre-academic difficulties. The school psychologist interns, under supervision of LACOE staff, introduce a variety of interventions to children who would otherwise be referred for special education. The interns model the implementation of interventions by conducting weekly small group interventions in

language, pre-academic, and social skills. Teaching staff then implement the same interventions two to three other times a week during small group time. Interns also provide the Center for Social and Emotional Foundations for Early Learning (CSEFEL) parent training to parents at the participating sites and staff development for teachers. They also provide consultation and conduct monitoring for each child to determine if the interventions are effective and if progress is being made or further special education evaluation is needed. Through the yearlong support, DA staff develop the capacity to incorporate the evidence-based interventions into the everyday individualization process, resulting in improved, high-quality, intentional teaching.

- **Professional Development Training Opportunities**

In order to provide support to DAs at every level, LACOE offers various school readiness and family engagement workshops throughout the program year. Workshops are designed for all DA staff working with children birth to 5 in all program options (center-based, home-based, combination, and family child care). Education staff have the opportunity to receive professional growth hours to use toward the child development permit renewal and to participate in professional learning communities with their peers.

Attached are the plans for Early Head Start (Attachment A) and Head Start-State Preschool (Attachment B). Each plan provides detailed expectations for implementation by LACOE and DAs. Please note that these goals are fluid and may change if results of subsequent child assessment, CLASS observation, and other monitoring data indicate a different course of action is necessary to meet the needs of the children in our programs. Additionally a ***Key Due Dates Schedule*** is included (Attachment C) to inform DAs of timelines and to whom documents are to be submitted. Finally, the ***LACOE and Delegate Agency Parent and Child Monthly School Readiness Activities*** (Attachment D) outlines the monthly school readiness, birth-to-5 activity expectations. Delegate Agencies are expected to incorporate the implementation of these activities in their School Readiness Plans.

## SCHOOL READINESS PLAN COMPLETION INSTRUCTIONS

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
Column 1	Column 2	Column 3	Column 4
<p>This column has been completed by LACOE. DAs do not make changes to this column.</p> <p>The purpose of this column is to align school readiness plans with the School Readiness in Programs Serving Preschool Children (ACF-PI-HS-11-04) as well as related LACOE expectations.</p>	<p>This column has been completed by LACOE. DAs do not make changes to this column.</p> <p>The information in this column provides specific activities that LACOE will implement to support the achievement of school readiness goals.</p>	<p>This column has been completed by LACOE. DAs do not make changes to this column.</p> <p>The content of this column provides LACOE’s minimum school readiness expectations.</p>	<p>DAs must complete this column.</p> <p>In this section DAs will provide detailed descriptions of school readiness and related activities along with timelines for achievement.</p> <p>Implementation of DA activities requires LACOE approval. The Program Design Consultant will serve as the liaison for approval communication. To determine approval, LACOE will review this section to ensure that the activities and timelines meet LACOE’s expectations in columns 1, 2, and 3.</p>

**Early Head Start  
School Readiness Plan  
2012-2013**

LACOE maintains five EHS key school readiness expectations:

- 1. Meet school readiness goals**
- 2. Assess, aggregate, and analyze child data**
- 3. Examine patterns of progress and use data for decision making**
- 4. Meet Human Resources Management GIM requirements**
- 5. Meet Parent Education and Training GIM requirements**

All delegate agencies (DAs) are expected to use this LACOE *Early Head Start Plan* (plan) to direct the implementation of school readiness and parent, family, community engagement activities. DAs will develop implementation activities that align with LACOE's School Readiness and Parent Engagement goals and self-monitor progress toward achieving them. LACOE will provide support through feedback, training, and technical assistance and conduct ongoing monitoring school readiness to determine if DAs are meeting LACOE'S expectations as well as their own implementation activities.

This *Early Head Start Plan* is due electronically on October 22, 2012, to Mai Quach, Head Start Administrative Analyst. Please send the plan and any changes thereafter to quach\_mai@lacoedu. If you have any questions, please contact Shirley Murray, Child Development and Education Consultant, at murray\_shirley@lacoedu.

Delegate Agency: \_\_\_\_\_

Date: \_\_\_\_\_

School Readiness Contact/Lead Person: \_\_\_\_\_

**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>1. Meet school readiness goals</b></p>	<p>Establish LACOE school readiness goals.</p> <p>Provide training and technical assistance to support DA implementation of the school readiness plan.</p> <p>Conduct ongoing monitoring to support compliance and quality and discuss DA status at IAP meetings.</p> <p>Provide Quarterly Coordinator meetings and teacher trainings that support the Infant/Toddler Foundations and Frameworks and Ounce</p> <p>Integrate school readiness in service area meetings.</p> <p>Produce school readiness materials.</p>	<p>Align objectives with the LACOE goals and merge with the LACOE required strategies.</p> <p>Conduct teacher trainings to build knowledge and skills about foundational skills necessary for a lifetime of learning. Trainings must address the domains of: Language and Literacy, Cognition and General Knowledge, Approaches Toward Learning, Physical Well-Being and Motor Development, and Social and Emotional Development.</p> <p>Ensure that school readiness activities incorporate to the fullest extent possible children with IFSPs.</p> <p>Transfer LACOE trainings from the Infant/Toddler Foundations and Framework and Ounce to teachers/home visitors.</p> <p>Conduct ongoing monitoring of the implementation through periodic document reviews, observations, and interviews.</p> <p>Conduct parent trainings to build knowledge and skills that support children’s readiness for the next placement.</p> <p>Set target for ITERS scores at 5 or higher for center-based classrooms. Program Improvement Plans must be developed for classroom scores below the target.</p>	

**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>School Readiness Goal 1:</u></b></p> <p><b><u>Language and Literacy</u></b></p> <p><b>Children will demonstrate increased abilities in communication and language as they relate to expression, listening, and responding. This will be determined through developmental growth based on their age and related assessment benchmarks.</b></p>	<p>Provide DAs training opportunities, including PITC, Partners for a Healthy Baby, Infant Toddler Learning Foundations, Framework, ASQ, and Ounce, to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through Ounce Online, ChildPlus reports, tracking, and validation reviews.</p>	<p>Provide print-rich learning environments for center-based programs. Home visitors must ensure that children are exposed to print on a regular basis.</p> <p>Provide children with opportunities to listen to and express language in all program options.</p> <p>Provide resources and information for pregnant women about the benefits of reading to their child before and after birth.</p>	



**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>School Readiness Goal 2:</u></b></p> <p><b><u>Cognition and General Knowledge</u></b>  <b>Children will demonstrate increased cognition, exploration, and problem solving. This will be determined through developmental growth based on their age and related assessment benchmarks.</b></p>	<p>Provide DAs training opportunities, such as PITC, Partners for a Healthy Baby, Infant Toddler Learning Foundations, Framework, ASQ, and Ounce, to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through Ounce Online, ChildPlus reports, tracking, and validation reviews.</p>	<p>Incorporate into the classroom, socializations, and home visits opportunities for children to develop cognitive skills through exploration, investigation, and problem solving.</p> <p>Provide children opportunities to foster their curiosity. Adults offer children opportunities to further their development of cause and effect, problem solving, spatial relationships, imitation, memory, number sense, classification, symbolic play, attention maintenance, and understanding of personal care routines.</p>	

**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>School Readiness Goal 3:</u></b></p> <p><b><u>Approaches Toward Learning</u></b>  <b>Children will demonstrate an increase in intentionality and persistence through engagement in their environment. This will be determined through developmental growth based on their age and related assessment benchmarks.</b></p>	<p>Provide DAs training opportunities, such as PITC, Partners for a Healthy Baby, CSEFEL, Infant Toddler Learning Foundations, Framework, CSEFEL, ASQ, and Ounce, to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions, through Ounce Online, ChildPlus reports, tracking, and validation reviews.</p>	<p>Incorporate into the classroom, socializations, and home visits opportunities for children to explore the environment around them with support of predictable routines and positive relationships.</p>	

**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>School Readiness Goal 4:</u></b></p> <p><b><u>Physical Well-Being and Motor Development</u></b></p> <p><b>Children will demonstrate an increase in physical health and development, coordination and motor skills. This will be determined through developmental growth based on their age and related assessment benchmarks.</b></p>	<p>Provide DAs training opportunities, such as PITC, Partners for a Healthy Baby, Infant Toddler Learning Foundations, Framework, CSEFEL, ASQ, and Ounce to support the implementation of evidence based practices.</p> <p>Monitor the implementation of health, nutrition, and sensory screenings and developmental assessments and interventions through Ounce Online, ChildPlus reports, tracking, and validation reviews.</p> <p>Monitor classroom and socialization sites to ensure children have opportunities to learn about health and safety and have access to activities that will assist in their physical and motor development.</p>	<p>Ensure that children are provided with safe and healthy environments.</p> <p>Ensure that children have various opportunities to exposure and engagement in perceptual, gross motor, and fine motor development.</p> <p>Ensure parents are given information and supports to provide for and advocate for their child’s health and safety.</p>	

**DA Complete This Section**

LACOE Requirement for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>School Readiness Goal 5:</u></b></p> <p><b><u>Social and Emotional Development</u></b>  <b>Children will demonstrate an increased ability to engage with others and regulate emotions and social behaviors. This will be determined through developmental growth based on their age and related assessment benchmarks.</b></p>	<p>Provide DAs training opportunities, such as PITC, Partners for a Healthy Baby, Infant Toddler Learning Foundations, Framework, CSEFEL, ASQ, and Ounce, to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of social emotional screenings and developmental assessments and interventions, through Ounce Online, ChildPlus reports, tracking, and validation reviews.</p>	<p>Use the CSEFEL strategies to support social and emotional development.</p> <p>Incorporate the continuity-of-care approach to support the development of positive attachment with primary caregivers.</p> <p>Support children as they test and develop identity of self in relation to others, sense of self-efficacy, expression of emotions, empathy, emotion regulations, impulse control, and social understanding.</p> <p>Work closely with families to support children’s development, including respecting and honoring the children’s family structure, ability, culture, and language.</p>	

**DA Complete This Section**

<b>LACOE Requirements for Delegate Agencies</b>	<b>LACOE Steps to Support School Readiness Implementation</b>	<b>Mandated Delegate Agency Activities</b>	<b>Steps Agencies Will Take to Implement Activities</b>
<p><b>2. Assess, aggregate, and analyze child data</b></p>	<p>Provide technical assistance for the implementation of the Ounce Scale and Ounce Online data entry, analysis, and reporting.</p> <p>Develop an Ounce Online Tech Guide and update as needed.</p> <p>Collect Ounce Online data and monitor data entry completion.</p> <p>Aggregate and analyze Ounce Online data.</p>	<p>Assess children three times per program year using the Ounce Scale.</p> <p>Maintain hard copies of the complete Ounce Scale assessment in each child's file.</p> <p>Enter the Ounce Scale data into Ounce Online.</p> <p>Monitor the completion and accuracy of Ounce Scale assessments in children's files and the data entered into Ounce Online.</p> <p>Aggregate and analyze child outcome data by:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• IEP status</li> <li>• Years in program</li> </ul>	

**DA Complete This Section**

<b>LACOE Requirements for Delegate Agencies</b>	<b>LACOE Steps to Support School Readiness Implementation</b>	<b>Mandated Delegate Agency Activities</b>	<b>Steps Agencies Will Take to Implement Activities</b>
<p><b>3. Examine patterns of progress and use data for decision making</b></p>	<p>Provide training opportunities for DA staff on the use of the Ounce Scale and Ounce Online data for planning.</p> <p>Conduct sample reviews of Ounce Scale assessments in children’s files.</p> <p>Conduct reviews of DA reports provided to agency PC and Board.</p> <p>Develop a Grantee (LACOE)-level report that examines patterns of progress for each assessment period.</p>	<p>Build DA capacity to utilize Ounce Scale and Ounce Online data for planning and decision making.</p> <p>Examine patterns of progress for each school readiness goal.</p> <p>Generate Ounce Online aggregated reports for PC, Board, and staff three times per year.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>4. Meet Human Resource Management GIM Requirements</b></p>	<p>Review the HS-EHS Staff-Consultant Qualification Verification forms and make determinations of compliance.</p> <p>Review DA waiver request(s) and assess DA's status of maintaining qualified Early Head Start staffing patterns.</p> <p>Verify information on DA tracking and waiver forms through monitoring.</p> <p>Address the DA's status of meeting the September 2013 LACOE mandate at IAP meetings.</p> <p>Support DA by enabling the HR module in ChildPlus to track staff qualifications.</p> <p>Support DA by offering the HR Leadership Forum.</p>	<p>Submit to LACOE the HS-EHS Staff-Consultant Qualification Verification form by July 16, 2012. Including 6 I/T units for EHS teachers.</p> <p>Submit waiver requests for those teachers who will not meet the September 2013 mandate.</p> <p>Monitor staff qualifications throughout the year to ensure that all staff meet LACOE's contractual qualifications and/or remain on track with OHS and LACOE requirements based on an established waiver.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p>The implementation of the three areas of focus (Program Leadership, Continuous Program Improvement, and Professional Development) is expected to be interwoven within the Head Start and Early Head Start goals to support and sustain children’s learning. Parent engagement will be supported by building strong relationships and creating avenues for volunteering, as well as by facilitating trainings or workshops that enhance parents’ ability to support the achievement of school readiness goals and activities and prepare for transitioning to school. For more information refer to the Parent, Family, and Community Engagement Framework (PFCE) on the Early Childhood Learning and Knowledge Center (<a href="http://eclkc.ohs.acf.hhs.gov/hslc">http://eclkc.ohs.acf.hhs.gov/hslc</a>)</p>			
<p><b>5. Meet Parent Education and Training GIM Requirements</b></p>	<p>Review DA training documents (agendas, sign-in sheets, handouts) and provide T&amp;TA as needed</p> <p>Validate DA activities through ongoing monitoring</p> <p>Validate DA monitoring through reviews of files and ChildPlus reports</p> <p>Include PFCE in all content area coordinator meetings</p> <p>Share evidenced-based best practices and provide training and implementation support to DA as needed</p>	<p>Evaluate current services to ensure that high-quality services necessary for PFCE and school readiness are integrated into all services for families</p> <p>Ensure that the family and community engagement process is clearly articulated in policies, procedures, and written plans</p> <p>Implement parent, family, community engagement workshops, trainings, and events that align with and support the LACOE PFCE goal</p> <p>Assess the effectiveness of training and workshop evaluations. Subsequent and future trainings decisions should be based on this analysis and focused on successfully meeting the needs of parents</p>	



**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>PFCE Goal 1:</u></b> <i>Program Leadership</i></p>	<p>Provide guidance and model leadership in parent, family, and community engagement.</p> <p>Hold DAs accountable for strong systems and services that support successful parent and family engagement that result in positive and lasting effects from participation in Head Start.</p> <p>Establish the Policy Council from parent representatives of all DAs and ensure that they are trained to carry out their roles and responsibilities. Ongoing support will be provided to empower parents to serve as representatives and advocates for their DA.</p>	<p>Provide opportunities for parents to learn how to participate in the program and how to advocate for their children, families, and communities.</p> <p>Ensure that DA Parent Policy Committees are trained in executing their roles and responsibilities.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>PFCE Goal 2:</b> <i>Continuous Program Improvement</i></p>	<p>Facilitate the implementation of data-driven decisions that identify how PFCE goals are working.</p> <p>Provide Family Development Credential (FDC) training to all family service staff and home visitors to ensure DA staff have the necessary skills to engage families in order to promote school readiness and family development.</p> <p>Monitor itself and its DAs to ensure that parents are receiving the required services and that those services meet their needs and expectations. This includes reviewing family and children’s files to ensure that delegate staff is providing adequate supports to families with attendance problems.</p>	<p>Engage in a process of assessing the quality of services provided to families for continuous program improvement.</p> <p>Solicit input from parents, at least twice a year, to determine their needs, strengths, and outcomes of participation in Early Head Start.</p> <p>Include parents as part of the annual self-assessment process.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>PFCE Goal 3:</b> <i>Professional Development</i></p>	<p>Provide leadership in quality professional development planning to ensure that all LACOE and DA staff understand their role and responsibility in family engagement and its relationship to school readiness.</p> <p>Coordinate with DAs to identify existing strategies and activities and to provide technical assistance in family engagement and school readiness during DA Directors meetings, service area coordinator meeting, and ongoing monitoring.</p> <p>Review DA practices on-site and identify exemplary practices that can be replicated as well as any challenges that require LACOE assistance.</p> <p>Offer evidence-based family engagement trainings for staff and families that support positive and lasting results. Trainings will focus on the importance of giving parents support in culturally and linguistically appropriate ways that welcome them and support them as the first and primary teacher of their child.</p>	<p>Ensure that staff at all levels are trained to implement best practices when working with parents.</p> <p>Offer opportunities to family service staff to participate in the FDC training.</p> <p>Incorporate opportunities for staff and parents to learn about family engagement and its relationship to school readiness in T&amp;TA plan.</p> <p>Provide parent volunteers with an orientation and training needed to perform their volunteering functions (in the classroom, as PC member, etc.).</p>	

***HEAD START-STATE PRESCHOOL***  
**School Readiness Plan**  
**2012-2013**

LACOE maintains six key school readiness expectations:

- 1. Meet school readiness goals**
- 2. Assess, aggregate, and analyze child data**
- 3. Examine patterns of progress and use data for decision making**
- 4. Meet Human Resources Management GIM requirements**
- 5. Meet Parent Education and Training GIM requirements**
- 6. Meet CLASS GIM requirements**

All delegate agencies (DAs) are expected to use this **LACOE *Head Start-State Preschool Plan*** (plan) form to document and direct school readiness and parent, family, community engagement plans and activities. DAs will reference the CLASS Implementation GIM in order to complete CLASS requirements. The ***CLASS Implementation Plan*** will be submitted to LACOE along with the School Readiness plan. DAs will merge plans and activities with LACOE's and self-monitor. LACOE will offer support, feedback, and ongoing monitoring based on the DA meeting LACOE expectations as well as its own implementation activities.

This ***Head Start-State Preschool Plan*** is due to LACOE on October 22, 2012. Please send an electronic version to the attention of Mai Quach, Head Start Administrative Analyst, at [quach\\_mai@lacoed.edu](mailto:quach_mai@lacoed.edu). Any changes thereafter are to be immediately forwarded to the Administrative Analyst. If you have any question, please contact Shirley Murray, Child Development and Education Consultant, at [murray\\_shirley@lacoed.edu](mailto:murray_shirley@lacoed.edu).

Delegate Agency: \_\_\_\_\_

Date: \_\_\_\_\_

School Readiness Contact/Lead Person: \_\_\_\_\_

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b>1. Meet school readiness goals</b></p>	<p>Establish LACOE school readiness goals.</p> <p>Support DAs by providing training and technical assistance.</p> <p>Conduct ongoing monitoring to support compliance and quality and discuss DA status at IAP meetings.</p> <p>Provide Quarterly Coordinator meetings and Saturday teacher trainings that support the Preschool Foundations and Frameworks and Head Start Child Development and Early learning Framework (ELF).</p> <p>Integrate school readiness in all service area meetings.</p> <p>Monitor opportunities for parents to provide input into curriculum and educational goals for their child.</p> <p>Produce school readiness materials.</p>	<p>Align agency objectives with LACOE goals and merge with LACOE required strategies.</p> <p>Conduct teacher and parent trainings to build knowledge and skills that establish foundational skills necessary for a lifetime of learning. Trainings must address the domains of Language and Literacy, Cognition and General Knowledge, Approaches Toward Learning, Physical Well-Being and Motor Development, as well as Social and Emotional Development.</p> <p>Ensure that school readiness activities incorporate to the fullest extent possible children with IEP's.</p> <p>Transfer LACOE trainings from the preschool Foundations and Framework and Head Start Child Development and Early Learning Framework (ELF) to teachers/home visitors.</p> <p>Conduct ongoing monitoring of the implementation through periodic document reviews, observations, and interviews</p> <p>Provide parents with training, information, and opportunities to learn how to support their child's school readiness goals. Trainings must address (individually or comprehensively) the domains of Language and Literacy, Cognition and General Knowledge,</p>	

**DA Complete This Section**

<b>LACOE Requirements for Delegate Agencies</b>	<b>LACOE Steps to Support School Readiness Implementation</b>	<b>Mandated Delegate Agency Activities</b>	<b>Steps Agencies Take to Implement Activities</b>
		<p>Approaches Toward Learning, Physical Well-Being and Motor Development, as well as Social and Emotional Development.</p> <p>Target score for ERS (ECERS and FCCERS) scores at 5 or higher for center-based and family child care programs. Program Improvement Plans must be developed for classrooms/FCC with scores below the targets.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 1:</u></b></p> <p><b><u>Language and Literacy</u></b></p> <p><b>Children will demonstrate increasing abilities in receptive and expressive language, as well as beginning reading and writing skills. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- <b>(3-year-olds) 35% of children will be at the Building and Integrating levels and 54% of children will be at the Developing level</b></li> <li>- <b>(4-year-olds) 78% of children will be at the Building and Integrating levels and 20% of children will be at the Developing level</b></li> </ul>	<p>Provide training opportunities to DAs such as PEL (Preschool English Learners) Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, ACE, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions, through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Provide print-rich learning environments for center-based and family child care programs. Home visitors must ensure that children are exposed to print on a regular basis.</p> <p>Provide children with opportunities to listen to and express language in all program options.</p> <p>Ensure that the curriculum and instructional strategies used in the classroom, socialization, or home visit settings provide opportunities for children to develop and expand their receptive and expressive language skills in English and in their primary language. (See Dual Language Learner GIM.)</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 2:</u></b></p> <p><b><u>Cognition and General Knowledge</u></b>  <b>Children will demonstrate increased cognition and knowledge as related to social science, science, mathematics, logic, and reasoning. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- (3-year-olds) 42% of children will be at the Building and Integrating levels and 49% of children will be at the Developing level</li> <li>- (4-year-olds) 82% of children will be at the Building and Integrating levels and 16% of children will be at the Developing level</li> </ul>	<p>Provide training opportunities to DAs such as PEL Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Incorporate into the classroom, socializations, and home visits opportunities for children to develop cognitive skills through exploration, investigation, and reasoning.</p> <p>Ensure that the curriculum and instructional strategies used in the classroom, socialization, or home visit settings provide opportunities for children to develop their knowledge of social science, science, and mathematics.</p>	



**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 3:</u></b></p> <p><b><u>Approaches Toward Learning</u></b>  <b>Children will demonstrate increased abilities to engage in social interactions and learning experiences while participating in activities that allow for creative and imaginative expression. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- <b>(3-year-olds) 46% of children will be at the Building and Integrating levels and 47% of children will be at the Developing level</b></li> <li>- <b>(4-year-olds) 83% of children will be at the Building and Integrating levels and 15% of children will be at the Developing level</b></li> </ul>	<p>Provide training opportunities to DAs such as PEL Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Incorporate into the classroom, socializations, and home visits opportunities for children to engage in social and learning experiences that allow for and foster creative expression.</p> <p>Ensure that teachers provide high-quality instructional strategies that allow children to express themselves through various methods.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 4:</u></b></p> <p><b><u>Physical Well-Being and Motor Development</u></b>  <b>Children will demonstrate an increase in health practices and motor skills. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- (3-year-olds) 69% of children will be at the Building and Integrating levels and 28% of children will be at the Developing level</li> <li>- (4-year-olds) 94% of children will be at the Building and Integrating levels and 5% of children will be at the Developing level</li> </ul>	<p>Provide training opportunities to DAs such as PEL Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor classroom and socialization sites to ensure children have opportunities to learn about health and safety and have access to activities that will assist in their physical and motor development.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Ensure that children are provided with safe and healthy environments.</p> <p>Ensure that children have various opportunities to develop motor skills, both indoors and outdoors.</p> <p>Give parents information and supports to provide for and advocate for their child’s health and safety.</p> <p>Provide parents with training, information, and opportunities to learn how to support their child’s health, safety, and well-being.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 5:</u></b></p> <p><b><u>Social and Emotional Development</u></b>  <b>Children will demonstrate an increased ability to develop social relationships, regulate their behavior and emotions, and foster a healthy self-concept. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- (3-year-olds) 47% of children will be at the Building and Integrating levels and 47% of children will be at the Developing level</li> <li>- (4-year-olds) 83% of children will be at the Building and Integrating levels and 14% of children will be at the Developing level</li> </ul>	<p>Provide training opportunities to DAs such as PEL Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Use evidence-based strategies such as CSEFEL to support social emotional development.</p> <p>Use evidence-based strategies in the program to promote and teach positive social and emotional development.</p> <p>Work closely with families to support the child’s development, including respecting and honoring the children’s family structure, ability, culture, and language.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Take to Implement Activities
<p><b><u>School Readiness Goal 6:</u></b></p> <p><b><u>English Language Development</u></b>  <b>Children will demonstrate increased abilities in receptive and expressive English language skills, as well as engagement in English Literacy activities. Using the DRDP-PS (2010) the following minimum thresholds have been established:</b></p> <ul style="list-style-type: none"> <li>- <b>(3-year-olds) 47% of children will be at the Building and Integrating levels and 45% of children will be at the Developing level</b></li> <li>- <b>(4-year-olds) 82% of children will be at the Building and Integrating levels and 16% of children will be at the Developing level</b></li> </ul>	<p>Provide training opportunities to DAs such as PEL Guide training, GLAD, Preschool Learning Foundations, CLASS, CSEFEL, RTI, ASQ, ECERS, ELF, and DRDP-PS (2010) to support the implementation of evidence-based practices.</p> <p>Monitor the implementation of developmental screenings and ongoing assessments and interventions through ChildPlus reports, tracking, classroom observations, file reviews, and monitoring validation reviews.</p> <p>Monitor the implementation and DA ongoing monitoring of developmentally appropriate lesson plans using group and individual assessment results.</p>	<p>Provide learning environments that are print rich and provide children with opportunities to listen to and express language in English and in their primary language.</p> <p>Ensure that the curriculum and instructional strategies used in the classroom, socialization, or home visit settings provide opportunities for children to develop and expand their receptive and expressive language skills in English and in their primary language. (See Dual Language Learner GIM.)</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>2. Assess, aggregate, and analyze child data</b></p>	<p>Provide technical assistance for the implementation of DRDP-PS (2010) data entry, analysis, and reporting.</p> <p>Revise the DRDP-PS (2010) Tech Guide and update as needed.</p> <p>Collect DRDP-PS (2010) data and monitor data entry completion.</p> <p>Aggregate and analyze DRDP-PS (2010) data.</p>	<p>Assess children three times per program year using the DRDP-PS (2010).</p> <p>Maintain hard copies of the complete DRDP-PS (2010) assessment in each child's file.</p> <p>Enter the DRDP-PS (2010) data into ChildPlus.</p> <p>Monitor the completion and accuracy of DRDP-PS (2010) assessments in children's files and the data entered into ChildPlus.</p> <p>Aggregate and analyze child outcome data by:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• IEP status</li> <li>• Years in program</li> </ul>	

**DA Complete This Section**

LACOE Requirements Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>3. Examine patterns of progress and use data for decision making</b></p>	<p>Provide training opportunities for agency staff on:</p> <ul style="list-style-type: none"> <li>• DRDP-PS (2010) data for planning</li> </ul> <p>Conduct sample reviews of DRDP-PS (2010) assessments in children’s files</p> <p>Conduct reviews of agency reports provided to agency PC and board</p> <p>Develop a LACOE level report that examines patterns of progress for each assessment period</p>	<p>Build agency capacity to utilize DRDP-PS (2010) data for planning and decision making</p> <p>Examine patterns of progress for each school readiness goal</p> <p>Generate DRDP-PS (2010) aggregated reports for PC, Board, and staff three times per year</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take To Implement Activities
<p><b>4. Meet Human Resource Management GIM Requirements</b></p>	<p>Review the HS-EHS Staff-Consultant Qualification Verification forms and make determinations of compliance. Review DA waiver request and assess DA's status on maintaining qualified Early Head Start staffing patterns.</p> <p>Verify information on DA tracking and waiver forms through file monitoring.</p> <p>Address at IAP meetings the DA's status in meeting the September 2013 Grantee mandate.</p> <p>Support DA by enabling the HR module in ChildPlus to track staff qualifications.</p> <p>Support DA by offering the HR Leadership Forum.</p>	<p>Submit to LACOE the HS-EHS Staff-Consultant Qualification Verification form by July 16, 2012.</p> <p>Submit waiver requests for those teachers who will not meet the September 2013 mandate.</p> <p>Monitor staff qualifications throughout the year to ensure that all staff meet LACOE'S contractual qualifications and/or remain on track with OHS and LACOE requirements based on an established waiver.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p>The implementation of the three areas of focus (Program Leadership, Continuous Program Improvement, and Professional Development) will be interwoven within the Head Start and Early Head Start goals to support and sustain children’s learning. Parent engagement will be supported by building strong relationships and creating avenues for volunteering, as well as facilitating trainings or workshops that enhance parents’ ability to support the achievement of school readiness goals and activities and prepare for transitioning to school. For more information refer to the Parent, Family, and Community Engagement Framework (PFCE) on the Early Childhood Learning and Knowledge Center (<a href="http://eclkc.ohs.acf.hhs.gov/hslc">http://eclkc.ohs.acf.hhs.gov/hslc</a>).</p>			
<p><b>5. Meet Parent Education and Training GIM Requirements</b></p>	<p>Review DA training documents (agendas, sign-in sheets, handouts). LACOE monitors will provide T&amp;TA as needed.</p> <p>Validate DA activities through ongoing monitoring.</p> <p>Validate DA monitoring through reviews of files and ChildPlus reports.</p> <p>Include PFCE in all content area coordinator meetings.</p> <p>Share the evidenced-based best practices and provide training and implementation support to DAs as needed.</p>	<p>Evaluate current services to ensure that high-quality services necessary for PFCE and school readiness are integrated into all services for families.</p> <p>Ensure that the family and community engagement process is clearly articulated in policies, procedures, and written plans.</p> <p>Implement parent, family, community engagement workshops, trainings, and events that align with and support the LACOE PFCE goals.</p> <p>Assess the effectiveness of training and workshop evaluations. Subsequent and future trainings decisions should be based on this analysis and focused on successfully meeting the needs of parents.</p>	



**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b><u>PFCE Goal 1:</u></b> <b><i>Program Leadership</i></b></p>	<p>Provide guidance and model leadership in parent, family, and community engagement.</p> <p>Hold delegate agencies accountable for strong systems and services that support successful parent and family engagement that result in positive and lasting effects from their participation in Head Start. Establish its Policy Council from parent representatives of all delegate agencies and ensure that they are trained to carry out their roles and responsibilities. Ongoing support will be provided to empower parents to serve as representatives and advocates for their DA.</p>	<p>Provide opportunities for parents to learn how to participate in the program and how to advocate for their children, families, and communities.</p> <p>Ensure that their Parent Policy Committees are trained in executing their roles and responsibilities.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>PFCE Goal 2:</b> <i>Continuous Program Improvement</i></p>	<p>Facilitate the implementation of data-driven decisions that identify how PFCE goals are working.</p> <p>Provide Family Development Credential (FDC) training to all family service staff and home visitors to ensure DA staff has the necessary skills to engage families in order to promote school readiness and family development.</p> <p>Monitor itself and its DAs to ensure that parents are receiving the required services and that those services meet their needs and expectations. This includes reviewing family and children’s files to ensure that delegate staff is providing adequate supports to families with attendance problems.</p>	<p>Engage in a process of assessing the quality of services provided to families for continuous program improvement.</p> <p>Solicit input from parents, at least twice a year, to determine their needs, strengths, and outcomes of participation in Head Start.</p> <p>Include parents as part of their annual self-assessment process.</p>	

**DA Complete This Section**

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>PFCE Goal 3:</b> <i>Professional Development</i></p>	<p>Provide leadership in quality professional development planning to ensure that all LACOE and DA staff understand their role and responsibility in family engagement and the relationship to school readiness.</p> <p>Coordinate with its DAs to identify existing strategies and activities and provide technical assistance in family engagement and school readiness during delegate Director meetings, service area coordinator meetings, and ongoing monitoring.</p> <p>Review delegate practices on site and identify exemplary practices that can be replicated as well as any challenges that require LACOE’s assistance.</p> <p>Offer evidence-based family engagement trainings for staff, families, and the community that support positive and lasting results. Trainings will focus on the importance of giving parents support in culturally and linguistically appropriate ways that welcome them and support them as the first and primary teacher of their child.</p>	<p>Ensure that staff at all levels are trained to implement best practices when working with parents.</p> <p>Offer opportunities to their family service staff to participate in the FDC training.</p> <p>Incorporate opportunities for staff and parent to learn about family engagement and its relationship to school readiness into their T&amp;TA plan.</p> <p>Provide parent volunteers with an orientation and training needed to perform their volunteering functions (in the classroom, as PC member, etc).</p>	

LACOE Requirements for Delegate Agencies	LACOE Steps to Support School Readiness Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
6. Meet CLASS Implementation GIM requirements	See CLASS Implementation GIM activities.	Complete the <i>CLASS Implementation Plan</i> and submit along with the <i>Head Start School Readiness Plan</i> to LACOE.	<b>DA to complete this section on the CLASS Implementation Plan form</b>

**Attachment C**

**Key Due Dates**

<b>Document</b>	<b>Due Date</b>	<b>To Whom</b>	<b>How</b>
<i>EHS and HS School Readiness Plan</i>	10/22/12	Administrative Analyst	Electronically
<i>Updates</i>	Immediately	Administrative Analyst	Electronically
<i>Staff Qualifications Verifications Form (Reliable Observers/Trainers)</i>	7/16/2012	Administrative Analyst	Electronically
<i>Quarterly Activity Reports (Updates)</i>	Quarterly	PRS Secretary	Electronically
<i>CLASS Implementation Plan of Action</i>	10/22/12	Administrative Analyst	Electronically
<i>Updates</i>	Immediately	Administrative Analyst	Electronically
<i>CLASS Observation Schedule</i>	10/22/12	Administrative Analyst	Electronically
<i>CLASS Professional Development Plan</i>	1/14/2013	Administrative Analyst	Electronically
<i>Updates</i>	6/30/2013	Administrative Analyst	Electronically
<i>Written Plans (2013-2014)</i>	3/1/2013	Administrative Analyst	Electronically
<i>Summary Sheet for CLASS Observations (PRE)</i>	12/10/2012	Administrative Analyst	Mail/In Person
<i>CLASS Database Tool (POST)</i>	6/1/2013	Administrative Analyst	Electronically

### LACOE and Delegate Agency Monthly School Readiness Events

This activity calendar captures the essence of the School Readiness Plan goals for Head Start-State Preschool and Early Head Start. The monthly events pull together the infant, toddler, and preschool goals as well as those identified from the Parent, Family, and Community Engagement Framework. These were selected from delegate agency (DA) surveys collected from April and May 2012 at the monthly directors' meetings, all service area coordinator meetings, and the Policy Council Education and Transition meeting. The purpose of the school readiness implementation calendar is to heighten awareness of and focus on school readiness and parent engagement.

The surveys were tabulated, and the most common themes were grouped under existing national awareness activities found on the Early Childhood Learning and Knowledge Center website (<http://eclkc.ohs.acf.hhs.gov/hslc>). The themes can be addressed with a multitude of fun, interesting, and memorable implementation strategies for children and parents, in the form of trainings, events, field trips, and even low-intensity development activities. For example, in the area of physical well-being and motor development, "Let's Move!" is scheduled for January. DA surveys showed that the most commonly planned activities conducted for physical well-being and motor development was I Am Moving, I Am Moving (IMIL), yoga, and Zumba. An example of a low-intensity development activity is a parent walking group initiated by agency staff, with informal supportive group discussions while walking. According to the results of the surveys, IMIL also supported the domains of language and literacy and social and emotional development. Another example is National Child Abuse Prevention in April. A suggestion for a low-intensity development activity could be providing parents with a sticker that says, "Have you hugged your child today?" This provides a positive message on child abuse prevention. Another example is Head Start Awareness, scheduled for the month of October. This is a great theme for an event to which the public is invited to hear about highlights of the program's school readiness accomplishments or to hear from past parents and their enrollment experiences. Story boards reflecting how the comprehensive services of health, nutrition, mental health, disabilities services, and family engagement support school readiness are a great way to visually demonstrate LACOE's work in serving the public.

One month before each topic is implemented; LACOE will provide a brief school readiness implementation tip sheet to support DAs in conducting the scheduled events. Additionally, LACOE will, when applicable, conduct events in support of or in cooperation with DAs. For example LACOE will provide each DA with materials for distribution to support the Family Read-A-Thon effort in December and LACOE will facilitate a Week of the Young Child Event (WOYC) in the month of April.

LACOE will be including questions on the annual parent survey about the monthly activity focus to measure the impact of the events on families. DAs will be expected to conduct their own evaluation of their efforts in order to make continuous improvements.


## LACOE and Delegate Agency Monthly School Readiness Events

<b>July</b> National Make a Difference in Children Month	<b>August</b> Public Library Awareness	<b>September</b> Engaging Parents <ul style="list-style-type: none"><li>• Open House</li><li>• Back-to-School Night</li><li>• Orientation</li><li>• Pedestrian Safety</li></ul>	<b>October</b> Head Start Awareness Month  Be a Hero, Bring a Child to School Day (Male Involvement): 10/1/12
<b>November</b> National Parent Leadership Month  PC Recognition Training	<b>December</b> Family Read-A-Thon Month  Dec. 5: LACOE PC & DA New Officer Training	<b>January</b> Let's Move Month	<b>February</b> National Children's Dental Health Month  Male Initiative Conference
<b>March</b> National Nutrition Month  Dr Seuss' Birthday: 3/2/13  March 8th: Parent Involvement Academy	<b>April</b> National Child Abuse Prevention  April 14-20: Week of the Young Child	<b>May</b> May 9: National Children's Mental Health Awareness Day	<b>June</b> Be a Hero, Read to a Child (Male Involvement)  Transition

This calendar identifies the required monthly school readiness and parent engagement focus for LACOE and Delegate Agencies (DAs). LACOE will provide guidance, resources and support to DAs in the implementation of the required monthly program and child activities.



## Attachment E: CLASS Implementation GIM

 Los Angeles County Office of Education	Head Start – State Preschool Division
<b>Prepared by:</b> <i>Program Review and Support (PRS), Research and Evaluation (R&amp;E), Training and Technical Assistance (T&amp;TA)</i>	<b>Subject Title:</b> <i>CLASS Implementation</i>
<b>Type:</b> <i>Mandate</i>	<b>Original Date:</b> <b>May 17, 2012</b>
<b>Regulation(s):</b> <ul style="list-style-type: none"> <li>• 641A(b)(2)(G)</li> <li>• 641A(b)(3)(A)(i)</li> <li>• 45 CFR 1307.3</li> </ul>	<b>Date Presented to Directors:</b> <b>May 17, 2012</b>
<b>Attachments:</b> CLASS Implementation Plan of Action - (Attachment A) CLASS Key Due Dates - (Attachment B) CLASS Observation Protocol - (Attachment C) CLASS Observations Schedule - (Attachment D) CLASS Professional Development Plan - (Attachment E) Summary Sheet for CLASS Observations Instruction Guide - (Attachment F) Summary Sheet for CLASS Observations Sample Form	<b>Date Adopted:</b> <b>August 7, 2012</b>

### Grantee Instructional Memo (GIM) CLASS Implementation

**Purpose:**

LACOE Head Start-State Preschool has adopted the use of the Classroom Assessment Scoring System (CLASS) as one of the key processes to be used by Grantee and Delegate Agencies in improving the quality of teacher-child interactions. The purpose of this GIM is to provide an outline of the necessary steps in creating a coordinated approach to implementing CLASS into program evaluation, monitoring, and planning for continuing teacher preparation and professional development. The CLASS Implementation GIM is intended as a supplement to the School Readiness Plan GIM and should be used accordingly.

**Implementation Mandate:**

- The Grantee and Delegate Agencies will use the attached ***CLASS Implementation Plan of Action*** to outline specific activities in support of the development of necessary infrastructure, monitoring policies and procedures, data collection steps, analysis, reporting, and knowledge utilization for ongoing professional development.



- The ***CLASS Implementation Plan of Action*** must be submitted electronically to the Mai Quach (quach\_mai@lacoed.edu), Head Start Administrative Analyst, by October 22, 2012.
  - Any updates to this plan that occur after October 22 and before the end of the program year must be submitted immediately to Mai Quach, Head Start Administrative Analyst.
- The Grantee and Delegate Agencies will develop and implement written policies and procedures, including ongoing monitoring, in support of the ***CLASS Implementation Plan of Action***.
  - The ***CLASS Implementation Plan of Action*** will be incorporated into the Grantee's and Delegate Agencies' School Readiness Plan and processes.
  - The Grantee and Delegate Agencies will include the implementation of CLASS in their Written Plans. Updated Written Plans for PY 2013-2014 are due by March 1, 2013, and submitted to the assigned Program Design Consultant (PDC).
  - LACOE Head Start Delegate Agencies will set high standards for teacher-child interactions and meet or exceed the "standard of excellence" outlined by the Head Start Performance Standards, 1307.3(c)(2). For all three domains, the "standard of excellence" is a score of 6.
  - The Grantee and Delegate Agencies will develop appropriate professional development opportunities to address area(s) for growth as identified through CLASS observations.

### **Background:**

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.<sup>1</sup> The conference report accompanying the Act suggests that OHS consider using existing research-based assessments such as the CLASS for this purpose.

The use of the CLASS assessment provides compelling evidence about the nature of teacher-child interactions in Early Childhood Education (ECE) settings and the ways in which these

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<sup>1</sup> ACF-IM-HS-08-11. Classroom Assessment Scoring System (CLASS). August 19, 2008.

interactions promote children’s social and academic development. The following conclusions have been drawn from the research<sup>2</sup>:

1. Effective teacher-child interactions are an active and crucial ingredient for children’s social and academic development.
2. Children in ECE settings are not consistently exposed to effective teacher-child interactions.
3. Quality improvement efforts need to focus explicitly on teacher-child interactions to maximize the impact for children.
4. Carefully designed and implemented professional development support can improve the quality of teacher-child interactions.

The CLASS assessment measures the quality of classroom instructional processes. The CLASS is organized to assess three broad domains of interactions among teachers and children: Emotional Support, Classroom Organization, and Instructional Support. Each domain includes multiple dimensions and indicators which focus on the intentional behaviors used by teachers to provide quality interactions for children. Collectively, these dimensions assess the extent to which teachers are effectively supporting children’s development, both social and academic.

Use of CLASS observations focuses on at least three different areas<sup>3</sup>:

1. For **monitoring purposes**, such as the triennial review process conducted by OHS or ongoing monitoring conducted by Grantee and/or Delegate Agencies.
2. For **program planning and evaluation**, such as when a Grantee [or a Delegate Agency] conducts classroom observations to evaluate quality or plan professional development.
3. For **assessment of individual classrooms**, as part of individualized professional development planning.

Referencing the above information, this CLASS Implementation GIM was developed to outline the necessary steps in creating a coordinated approach to implementing CLASS.

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<sup>2</sup> Classroom Assessment Scoring System (CLASS) Implementation Guide: Measuring and Improving Classroom Interactions in Early Childhood Settings. December 2009.

<sup>3</sup> “*Understanding and Using the CLASS for Program Improvement.*” The National Center on Quality Teaching and Learning – CLASS Brief. August 11, 2011.

**CLASS Implementation Plan of Action  
2012 - 2013**

The Grantee and Delegate Agencies will use the *CLASS Implementation Plan of Action* to document the implementation and ongoing use of CLASS. The following steps outline the Grantee requirements for Delegate Agencies:

- 1. Develop the necessary infrastructure for adoption and ongoing use of CLASS in Head Start center-based classrooms**
- 2. Establish necessary policies and procedures for implementation and ongoing monitoring**
- 3. Conduct CLASS data collection, analysis, and reporting**
- 4. Plan for professional development**

This *CLASS Implementation Plan of Action* (2012 - 2013) is due electronically on October 22, 2012, to Mai Quach, Head Start Administrative Analyst. Please send to quach\_mai@lacoed.edu. Any changes thereafter are immediately due to the Head Start Administrative Analyst.

Delegate Agency: \_\_\_\_\_

Date: \_\_\_\_\_

CLASS Contact/Lead Person: \_\_\_\_\_

**DAs Complete This Section  
(include due dates for all activities)**

<b>LACOE Requirement for Delegate Agencies</b>	<b>LACOE Steps To Support CLASS Implementation</b>	<b>Mandated Delegate Agency Activities</b>	<b>Steps Agencies Will Take to Implement Activities</b>
<p><b>1. Develop the necessary infrastructure for adoption and ongoing use of CLASS in Head Start center-based classrooms</b></p>	<p>Design and distribute a CLASS overview presentation, along with any necessary handouts and training materials, to support Delegate Agency efforts in providing a CLASS overview for all agency staff.</p> <p>Provide a CLASS overview presentation for Grantee staff at least annually.</p> <p>Maintain CLASS trainers to provide ongoing CLASS support for trainings, technical assistance, targeted professional development opportunities, including coaching and mentoring.</p> <p>Provide opportunities for CLASS reliability training and professional development sessions to support CLASS implementation.</p> <p>Cover all costs associated with CLASS re-certification for PY 2012-2013.</p>	<p>Provide a CLASS overview presentation for agency staff at least annually and an orientation for any new staff member working directly with Head Start children or supervising staff that work directly with Head Start children.</p> <p>Train and maintain the necessary number of CLASS reliable agency staff to conduct the required CLASS observations of 50% of Head Start teachers in center-based programs in PY 2012-2013.</p> <p>Maintain at least one CLASS reliable observer for every 15 teaching positions.</p> <p>Develop a training plan for subsequent program years to train and maintain the necessary number of agency staff to conduct CLASS observation trainings and ensure sustainability efforts for future CLASS use. Each agency is required to have a minimum of one CLASS trainer on staff at all times.</p> <p>Maintain CLASS reliable observers and trainers by re-certifying every year, including associated costs for re-certification beyond PY 2012-2013.</p>	

**DAs Complete This Section  
(include due dates for all activities)**

<b>LACOE Requirement for Delegate Agencies</b>	<b>LACOE Steps To Support CLASS Implementation</b>	<b>Mandated Delegate Agency Activities</b>	<b>Steps Agencies Will Take to Implement Activities</b>
<p><b>2. Establish necessary policies and procedures for implementation and ongoing monitoring of CLASS</b></p>	<p>Maintain a database of all CLASS reliable observers and CLASS trainers and notify agencies of upcoming expiration dates.</p> <p>Include the CLASS Implementation Plan as part of its School Readiness Plan.</p> <p>Maintain written policies and procedures, including ongoing monitoring, in support of the CLASS Implementation Plan of Action.</p> <p>Monitor each agency’s CLASS Implementation Plan activities, verify the agency’s own CLASS Implementation Plan monitoring procedures, and validate the agency’s CLASS implementation policies and procedures.</p> <p>Include the CLASS Implementation Plan in its Written Plans.</p> <p>Include elements of CLASS in Grantee’s Interdisciplinary team’s ongoing monitoring of classrooms.</p> <p>Conduct CLASS observations independently or as a “double-coder” based on the agency’s CLASS observation schedule.</p>	<p>Report annually the number of agency staff that are currently CLASS reliable observers and CLASS trainers on the Staff Qualifications Verification form, due at the start of each program year.</p> <p>Report quarterly the number of agency staff that are currently CLASS reliable observers and CLASS trainers on the Quarterly Activity Report – Child Development and Education Services, due November 15, March 15, and July 15. Include a copy of the current reliability certificate for CLASS reliable observers with the Quarterly Activity Reports.</p> <p>Develop and submit a <i>CLASS Implementation Plan of Action</i> by October 22, 2012.</p> <p>Develop and implement written policies and procedures, including ongoing monitoring, in support of the <i>CLASS Implementation Plan of Action</i>.</p> <p>Ensure that the <i>CLASS Implementation Plan of Action</i> is part of the agency’s School Readiness Plan.</p> <p>Reflect the implementation of CLASS in agency’s written plans in PY 2013-2014.</p>	

**DAs Complete This Section  
(include due dates for all activities)**

LACOE Requirement for Delegate Agencies	LACOE Steps To Support CLASS Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>3. Conduct CLASS data collection, analysis, and reporting</b></p>	<p>Provide a <i>Summary Sheet for CLASS Observations</i> to be used by agencies for reporting of the first CLASS observation.</p> <p>Provide a <i>CLASS Database Tool</i> to be used by agencies for reporting of second CLASS observation.</p> <p>Collect CLASS observation data and monitor data entry completion.</p> <p>Aggregate and analyze CLASS observation data.</p> <p>Create multiple CLASS reports for agency use, including individual teacher progress reports, site-level reports, and agency-level reports. Reports will show average scores per dimension and domain, growth across observations, and comparisons to OHS and Grantee thresholds.</p> <p>Create a Grantee-level CLASS report showing agency averages per dimension and domain, overall growth, and comparisons to thresholds.</p> <p>Collect, aggregate, and analyze all Delegate Agency CLASS averages and design any necessary training solutions to address area(s) for growth identified through CLASS observation results.</p> <p>Provide training opportunities for agency staff on data entry, data analysis, and data reporting, as well as on how to understand and utilize CLASS data in supporting quality of instruction.</p>	<p>Complete and submit the <i>CLASS Observations Schedule</i> for 50% of Head Start center-based teachers. The CLASS observation schedule is due to <b>Mai Quach</b> (<a href="mailto:quach_mai@lacoedu">quach_mai@lacoedu</a>), Head Start Administrative Analyst, by October 22, 2012.</p> <p>Conduct two CLASS observations per selected teacher during the program year. [It is not recommended that CLASS be administered in the first 30 days of the program year.]</p> <p>Ensure that each observation consists of four cycles. Refer to <i>CLASS Observation Protocol</i> (Attachment C) for further guidance.</p> <p>Record notes and scores from each cycle on the CLASS Observation Sheet. Additional notes, if available, should be attached.</p> <p>Develop and maintain a record-keeping system for all completed CLASS Observation Sheets and related materials.</p> <p>Report and mail in or drop off the scores from the four cycles of the first observation using the Grantee designed <i>Summary Sheet for CLASS Observations</i> by December 10, 2012.</p> <p>Report and electronically submit the second set of observation results using the Grantee-designed <i>CLASS Database Tool</i> by June 1, 2013.</p>	

**DAs Complete This Section  
(include due dates for all activities)**

LACOE Requirement for Delegate Agencies	LACOE Steps To Support CLASS Implementation	Mandated Delegate Agency Activities	Steps Agencies Will Take to Implement Activities
<p><b>4. Plan for professional development</b></p>	<p>Make available training opportunities to address area(s) for growth identified through CLASS observation results.</p> <p>Develop yearly T&amp;TA Plans to address professional development and training needs identified through trend analyses of CLASS data.</p>	<p>Develop and submit copy of a <i>CLASS Professional Development Plan</i> if agency average domain scores fall below the established “standard of excellence” thresholds.</p> <ul style="list-style-type: none"> <li>• In response to the results of the first CLASS observations, <i>CLASS Professional Development Plans</i> are to be submitted, if necessary, to the Head Start Administrative Analyst by January 14, 2013.</li> <li>• In response to the results of the second CLASS observations, <i>CLASS Professional Development Plans</i> are to be submitted, if necessary, to the Head Start Administrative Analyst by June 30, 2013.</li> <li>• <i>CLASS Professional Development Plans</i> must describe the steps being taken program-wide to support improving teacher-child interactions.</li> <li>• Professional development plans for all instructional staff must align with area(s) for growth identified through CLASS observations, ongoing monitoring, and/or CLASS teacher reports generated by the Grantee.</li> <li>• Yearly T&amp;TA Plans must address any professional development and training needs identified through CLASS observations.</li> </ul>	

**CLASS Key Due Dates**

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<b>Document</b>	<b>Due Date</b>	<b>Submit To</b>	<b>How</b>
<i>Staff Qualifications Verification Form (w/ CLASS Reliable Observers/Trainers)</i>	7/16/2012	PDC	Electronically
<i>Quarterly Activity Reports (w/ CLASS Reliable Observer Updates)</i>	Quarterly	PRS Unit	Electronically
<i>CLASS Implementation Plan of Action</i>	10/22/2012	Administrative Analyst	Electronically
<i>CLASS Observations Schedule</i>	10/22/2012	Administrative Analyst	Electronically
<i>CLASS Professional Development Plan</i>	1/14/2013	Administrative Analyst	Electronically
<i>CLASS Professional Development Plan Updates</i>	6/30/2013	Administrative Analyst	Electronically
<i>Written Plans (2013-2014)</i>	3/1/2013	PDC	Electronically
<i>Summary Sheet for CLASS Observations (PRE)</i>	12/10/2012	Administrative Analyst	Mail/In Person
<i>CLASS Database Tool (POST)</i>	6/1/2013	Administrative Analyst	Electronically



## CLASS™ Observation Protocol

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The purpose of this CLASS Observation Protocol is to provide further guidance on observer qualifications, observation expectations, and sharing observation information with teachers. This protocol supports and reinforces the **CLASS Implementation GIM**. Refer to the **Classroom Assessment Scoring System (CLASS) Manual, Pre-K** (see chapter 2 for observation instructions) and **CLASS Implementation GIM**.

### Observer Qualifications:

- Currently CLASS trained and certified with evidence on file with the Delegate Agencies and Grantee

### Observation Expectations:

- The basic role of the CLASS observer is to record and code observations related to each of the CLASS dimensions. All CLASS reliable observers must follow the instructions in chapter 2 of the **CLASS Manual**. The following supplemental guidance is provided:

### Before the Observation:

- Plan/schedule CLASS observations to ensure that the class is present (no field trips, special guests, teacher out long-term, etc). The observer should explain to the teacher:
  - Eye-contact will not be established during the observation.
  - Interaction with children will not be initiated. Engagement efforts by children will be politely redirected.
- Review the classroom daily schedule to avoid nap time (unless there is a planned structured activity) or outdoor time. Inform the teacher of the length of the observations.
- Prepare all necessary documents and resources ahead of time (CLASS Manual, CLASS Observation Sheet, extra paper, pencil/pen, clipboard, etc.).
- Review the CLASS Manual and refresh on the dimensions.

### During the Observation:

- A cycle of CLASS observation will include the review of each dimension. During the observation, notes must be collected to support the scoring on the **Observation Sheet**.
- One cycle consists of 20 minutes of observation immediately followed by 10 minutes for scoring.
- No time may lapse between cycles or it may need to be started again. Cycles must be consecutive.
- The focus is on the person who has primary responsibility for the class, most often, the teacher. However, if the aide is observed working with groups of children or a majority of the children, you may include this in your observation notes.
- The observer cannot do one 30-minute cycle and do another classroom and return (for example, one cycle has been completed and children go outside; the observer cannot go to another classroom and observe until the first classroom returns).
- Observations cannot be less than 10 minutes. See **CLASS Manual** for when to terminate a cycle (p.11) (for example, observer is observing for 10 minutes and the classroom goes

outside for a walk; the observer can use that observation). Observations less than 10 minutes are not acceptable.

Sharing the Observation:

- The CLASS observation will be shared with the teacher for professional development purposes. Teachers are the ones who need to understand the purpose of CLASS (especially when they are not CLASS reliable). This is the only way they can use it to interpret and apply with intentionality sound, evidenced-based pedagogy.
- Supervisors should take advantage of teachable moments (outside of the CLASS observation) as they visit classrooms to comment and provide mentoring/coaching using CLASS terminology/vocabulary. This will support teachers in the incorporation of CLASS behaviors in their day-to-day repertoire.



**CLASS Professional Development Plan (Program or Individual\* Plan)**

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Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Priority	Outcome, objective, or area for improvement	Action planned	By when	Support needed	Review date	Indicators of success

\*This CLASS Professional Development Plan can be used in conjunction with the agency's own Professional Development Plan but does not replace the existing form or planning procedure for Professional Development Plans.

## CLASS Professional Development Plan (Program or Individual\* Plan)

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Name: Agency XYZ

Date: 10/15/2011

Priority	Outcome, objective or area for improvement	Action planned	By when	Support needed	Review date	Indicators of success
3	Emotional Support Domain – Regard for Student Perspectives	Agency will ensure that teachers are providing children with opportunities to give ideas/input on small group and large group activities and in preparation for transitions.	Nov. 15, 2011	None identified	(Ongoing Monitoring) Jan. 15, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Emotional Support Domain  At least one point increase in Regard for Student Perspectives
2	Classroom Organization – Instructional Learning Formats	Conduct lesson planning training to address appropriate use of learning objectives in alignment with assessment data and Preschool Learning Foundations. (Resources: DRDP-PS (2010), Preschool Learning Foundations)	Jan. 31, 2012	Order additional Preschool Learning Foundations	(Ongoing Monitoring) Mar. 1, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Classroom Organization Domain  At least one point increase in Regard for Instructional Learning Formats
1	Instructional Support	Provide coaching for Concept Development, Quality of Feedback and Language Development dimensions in identified classrooms. (Resources: Language Modeling Pocket Cards)	Dec. 1, 2011	Lesson Plan Review for appropriateness	(Ongoing Monitoring) Feb. 1, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Instructional Support Domain  At least one point increase in Concept Development

\*This CLASS Professional Development Plan can be used in conjunction with the agency's own Professional Development Plan, but not replace the existing form or planning procedure for Professional Development Plans.

## CLASS Professional Development Plan (Program or Individual\* Plan)

Name: Ms. Growing Teacher

Date: 10/15/2011

Priority	Outcome, objective or area for improvement	Action planned	By when	Support needed	Review date	Indicators of success
3	Emotional Support Domain – Regard for Student Perspectives	Teacher will provide children with opportunities to give ideas/input on small group and large group activities and in preparation for transitions.	Immediately	Assistant teacher to support with identifying increase in opportunities	(Ongoing Monitoring) Jan. 15, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Emotional Support Domain  At least one point increase in Regard for Student Perspectives
2	Classroom Organization – Instructional Learning Formats	Teacher will identify learning objectives for each activity in the lesson plan and share information with students as each activity is introduced. (Resources: DRDP-PS (2010), Preschool Learning Foundations)	Jan. 31, 2012	Professional development related to Preschool Learning Foundations	(Ongoing Monitoring) Mar. 1, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Classroom Organization Domain  At least one point increase in Regard for Instructional Learning Formats
1	Instructional Support – Concept Development	Teacher will identify in lesson plan, how connections to the real world will be incorporated at least twice each day.	Dec. 1, 2011	Lesson Plan Review for appropriateness	(Ongoing Monitoring) Feb. 1, 2012  (CLASS observation) May 1, 2012	Increase in overall score for Instructional Support Domain  At least one point increase in Concept Development

\*This CLASS Professional Development Plan can be used in conjunction with the agency's own Professional Development Plan, but not replace the existing form or planning procedure for Professional Development Plans.

**LACOE HS-SP  
Summary Sheet for CLASS Observations  
INSTRUCTION GUIDE**

Print as many sheets as needed to complete your agency observations – do **NOT** photocopy. (If possible, print the Summary Sheet double-sided.)

- Write in the first and last name of the observed teacher.
- Choose all applicable options for the observed classroom (Full-day, AM, PM, Double Session, Twilight).
- Write in the full site name.
- Write in the classroom ID number (e.g., 01, 02).
- Write in the first and last name of the observer.
- Write in the date of the observation (not the date the sheet was completed).
- Indicate Yes or No (Y/N) if the observer was certified CLASS reliable at the time of the observation.
- Indicate Yes or No (Y/N) if the observer was an external consultant.
- For each cycle completed, mark the score (1 – 7) given for each dimension.
  - Make sure that there is only one score per dimension.
  - Make sure that there are a total of 10 dimension scores for each of the four cycles.

All Summary Sheets should be packaged by agency and returned to the LACOE HS-SP Grantee office by **December 10, 2012**.

Please make attention to: *Mai Quach, Head Start Administrative Analyst*

Contact Mai Quach at [quach\\_mai@lacoedu](mailto:quach_mai@lacoedu) or (562) 940-1770 with any questions.





**LACOE HS-SP**  
**Summary Sheet for CLASS Observations**

**CYCLE 2**

	1	2	3	4	5	6	7
Positive Climate (PC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative Climate (NC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Sensitivity (TS) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regard for Student Perspectives (RSP).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Management (BM) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity (PD).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Learning Formats (ILF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concept Development (CD) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Feedback (QF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Modeling (LM).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CYCLE 3**

	1	2	3	4	5	6	7
Positive Climate (PC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative Climate (NC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Sensitivity (TS) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regard for Student Perspectives (RSP).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Management (BM) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity (PD).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Learning Formats (ILF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concept Development (CD) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Feedback (QF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Modeling (LM).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CYCLE 4**

	1	2	3	4	5	6	7
Positive Climate (PC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative Climate (NC) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Sensitivity (TS) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regard for Student Perspectives (RSP).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Management (BM) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity (PD).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Learning Formats (ILF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concept Development (CD) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Feedback (QF) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Modeling (LM).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>