



Office of Head Start Monitoring Protocol

Child Development and Education Observation Guides

FY 2012

January 17 2012



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Child Development and Education Observations

CDE Observation—Family Child Care

Child Development & Education Compliance Framework #1—Integrating the Head Start Child Development and Early Learning Framework

- ▶ During your classroom observations, determine if what you heard during interviews with staff, and read in document reviews matches the description of curriculum implementation and program approach. This observation should reflect everything you have heard and understood in all of the CDE frameworks. This evidence is located under Framework #1 and can be used as evidence for other Frameworks.

Note: Applies programs serving preschool-age children

CDE 1.1

Child Development & Education Compliance Framework #2—Supporting Social-Emotional Development

- ▶ Describe how the program uses the curriculum. As you observe the setting, describe evidence that the program provides the following:
 - ▶ Experiences through which infants and toddlers will achieve individual goals
 - ▶ Materials needed to support the implementation of the curriculum
 - ▶ Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members
 - ▶ An environment that supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely

CDE 2.1



- ▶ Describe how infant/toddler staff demonstrate an understanding of most of the children's family, culture, and language. Make note of the communication between staff, children, and parents. Look for understanding whether through common language use or other methods employed for families that speak a language other than English at home.

CDE 2.2

- ▶ Request a document that provides you with information on the language of both children and teachers. Using this information, ascertain whether there are teaching staff who do speak the language of the children.

CDE 2.2

- ▶ Describe your observations of how the program builds trust and emotional security. Look for evidence of warm and supportive interactions. Describe how the adults and children interact with each other. Focus specifically on the relationships that are supportive and caring.

Use the following examples to guide your observation and indicate whether the experiences the children engage in are appropriate for the children's age and developmental level.

- ▶ Adults listening and responding to the verbal and non-verbal cues of individual children
- ▶ Adults consistently and promptly responding to children
- ▶ Adults holding children, making eye contact and communicating with them
- ▶ Adults speaking in calm voices

CDE 2.3

- ▶ Describe your observations of how the program promotes and supports the development of self-awareness, autonomy and self-expression. Use the following examples to guide your observation and describe whether the experiences the children engage in are appropriate for their age and developmental level.

- ▶ Culturally relevant and appropriate materials that are accessible to children and supportive of self-awareness (such as mirrors, materials from home, pictures of families, books that reflect their experiences etc.)
- ▶ The location of materials in the classroom, examples of types of materials that might encourage the development of self-awareness, autonomy, and self-expression
- ▶ Adults recognizing and affirming each child's individual interests, preferences and temperaments
- ▶ Adults responding to each child's sense of pleasure and accomplishment



- ▶ Adults providing age and developmentally appropriate opportunities and guidance for children to make decisions about their daily routines, who they will play with, and when and under what circumstances they will seek adult help
- ▶ Adults providing age and developmentally appropriate opportunities for children to observe and explore similarities and differences

CDE 2.4

- ▶ Describe your observations of how the program fosters independence in daily routines, interactions and experiences.

Use the following examples to guide your observation and indicate whether the experiences the children engage are appropriate for the children's age and developmental level.

- ▶ The environment encourages active exploration according to each child's developmental level
- ▶ Adults observing children, showing an interest in what they are doing and providing positive feedback and support to children
- ▶ Adults providing children with opportunities to do things for themselves, particularly in the areas of eating, toileting, dressing and other personal care routines
- ▶ Adults providing children with choices, providing supportive assistance if needed

CDE 2.5

- ▶ Describe your observations of how the program encourages self-control. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

- ▶ Adults guiding behavior and setting clear limits with realistic expectations based on the children's ages and ability
- ▶ Adults helping children understand and communicate their feelings
- ▶ Adults anticipating problems and conducting effective classroom management that prevents escalation of uncontrolled conflict

CDE 2.6



- ▶ Describe your observations of how the program uses routines and transitions in an effective manner to encourage positive social interactions and emotional self-regulation. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

- ▶ Predictable, daily routines that are responsive to the changing needs and interests of children (i.e., the children nap, eat and have their diapers changed according to their individual needs)
- ▶ Adults providing children with enough time to complete a transition activity or self-help task
- ▶ Children engaging in routines and transitions that do not require them to be inactive for inappropriate lengths of time

CDE 2.7

- ▶ Describe your observations of how the program uses routines and transitions for infants and toddlers in an effective manner; and ensures children remain with the same primary caregiver with a minimal number of transitions for both children and their families throughout the day.

CDE 2.7

- ▶ Describe your observations of how the program provides opportunities for children to hear and use language for a variety of purposes. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

- ▶ Adults listening actively to children
- ▶ Adults engaging even the youngest children in language use and conversations that supports listening
- ▶ Adults engaging children in conversations both individually and in small groups
- ▶ Adults facilitating conversations among children



- ▶ Adults asking children relevant questions and allowing them time to respond
- ▶ Adults actively supporting the development of self-expression through language, by balancing listening and responding
- ▶ Adults providing children with feedback in terms of prompts, the introduction of new vocabulary, and the extension of ideas and thoughts

CDE 2.8

- ▶ Describe your observations of how the program encourages children to respect the feelings and rights of others. Use the following examples to guide your observation and indicate whether the experiences the children engage in are appropriate for their age and developmental level. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

- ▶ Adults engaging children in problem-solving strategies with positive guidance and support
- ▶ Adults modeling ways to play together cooperatively
- ▶ Adults modeling the use of respectful language
- ▶ Adults providing positive feedback and information regarding the feelings and rights of others
- ▶ Adults encouraging age appropriate understanding of the feelings and rights of others

CDE 2.9

- ▶ Describe how ECD Staff provide a balanced daily program of child-initiated and adult directed activities, including individual and small group activities? Describe how staff respond to the individual needs of very young children while balancing individual and group activities. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

This will be limited by the duration of your observation. As you observe note how many child-directed and/or adult-directed activities occur. Did you observe a balance between the two types of activities? Provide supporting evidence of your answer.

CDE 2.10



- ▶ If you observe a child lying down or sleeping with a bottle, explain the situation. What was the adult to child ratio? Was there an adult available to hold the infant? What were the majority of other children doing?

CDE 2.11



CDE Observation—Center Based

Child Development & Education Compliance Framework #1—Integrating the Head Start Child Development and Early Learning Framework

- ▶ During your classroom observations, determine if what you heard during interviews with staff, and read in document reviews matches the description of curriculum implementation and program approach. This observation should reflect everything you have heard and understood in all of the CDE frameworks. This evidence is located under Framework #1 and can be used as evidence for other Frameworks.

Note: Applies programs serving preschool-age children

CDE 1.1

Child Development & Education Compliance Framework #2—Supporting Social-Emotional Development

- ▶ Describe how the program uses the curriculum. As you observe the setting, describe evidence that the program provides the following:
 - ▶ Experiences through which infants and toddlers will achieve individual goals
 - ▶ Materials needed to support the implementation of the curriculum
 - ▶ Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members
 - ▶ An environment that supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or freely

Note: Applies only to programs serving infants and toddlers

CDE 2.1

- ▶ Describe how infant/toddler staff demonstrate an understanding of most of the children's family, culture, and language. Make note of the communication between staff, children, and parents. Look for understanding whether through common language use or other methods employed for families that speak a language other than English at home.

Note: Applies only to programs serving infants and toddlers

CDE 2.2



- ▶ Request a document that provides you with information on the language of both children and teachers. Using this information, ascertain whether there are teaching staff who do speak the language of the children.

Note: Applies only to programs serving infants and toddlers

CDE 2.2

- ▶ Describe your observations of how the program builds trust and emotional security. Look for evidence of warm and supportive interactions. Describe how the adults and children interact with each other. Focus specifically on the relationships that are supportive and caring.

Use the following examples to guide your observation and indicate whether the experiences the children engage in are appropriate for the children's age and developmental level.

- ▶ Adults listening and responding to the verbal and non-verbal cues of individual children
- ▶ Adults consistently and promptly responding to children
- ▶ Adults holding children, making eye contact and communicating with them
- ▶ Adults speaking in calm voices

Note: Applies only to programs serving infants and toddlers

CDE 2.3

- ▶ Describe your observations of how the program promotes and supports the development of self-awareness, autonomy and self-expression.

Use the following examples to guide your observation and describe whether the experiences the children engage in are appropriate for their age and developmental level.

- ▶ Culturally relevant and appropriate materials that are accessible to children and supportive of self-awareness (such as mirrors, materials from home, pictures of families, books that reflect their experiences etc.)
- ▶ The location of materials in the classroom, examples of types of materials that might encourage the development of self-awareness, autonomy, and self-expression
- ▶ Adults recognizing and affirming each child's individual interests, preferences and temperaments
- ▶ Adults responding to each child's sense of pleasure and accomplishment



- ▶ Adults providing age and developmentally appropriate opportunities and guidance for children to make decisions about their daily routines, who they will play with, and when and under what circumstances they will seek adult help
- ▶ Adults providing age and developmentally appropriate opportunities for children to observe and explore similarities and differences

Note: Applies only to programs serving infants and toddlers

CDE 2.4

- ▶ Describe your observations of how the program fosters independence in daily routines, interactions and experiences.

Use the following examples to guide your observation and indicate whether the experiences the children engage are appropriate for the children's age and developmental level.

- ▶ The environment encourages active exploration according to each child's developmental level
- ▶ Adults observing children, showing an interest in what they are doing and providing positive feedback and support to children
- ▶ Adults providing children with opportunities to do things for themselves, particularly in the areas of eating, toileting, dressing and other personal care routines
- ▶ Adults providing children with choices, providing supportive assistance if needed

Note: Applies only to programs serving infants and toddlers

CDE 2.5

- ▶ Describe your observations of how the program encourages self-control. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

- ▶ Adults guiding behavior and setting clear limits with realistic expectations based on the children's ages and ability



- ▶ Adults helping children understand and communicate their feelings
- ▶ Adults anticipating problems and conducting effective classroom management that prevents escalation of uncontrolled conflict

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CDE 2.6

- ▶ Describe your observations of how the program uses routines and transitions in an effective manner to encourage positive social interactions and emotional self-regulation. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

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- ▶ Children engaging in routines and transitions that do not require them to be inactive for inappropriate lengths of time

Note: Applies only to programs serving infants and toddlers

CDE 2.7

- ▶ Describe your observations of how the program uses routines and transitions for infants and toddlers in an effective manner; and ensures children remain with the same primary caregiver with a minimal number of transitions for both children and their families throughout the day.

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CDE 2.7



- ▶ Describe your observations of how the program provides opportunities for children to hear and use language for a variety of purposes. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

Use the following examples to guide your observation and indicate whether the experiences the children engage in, or the parents are encouraged to engage in, are appropriate for the children's age and developmental level.

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- ▶ Adults engaging children in conversations both individually and in small groups
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CDE 2.9



- ▶ Describe how ECD Staff provide a balanced daily program of child-initiated and adult directed activities, including individual and small group activities? Describe how staff respond to the individual needs of very young children while balancing individual and group activities. When observing a home visit, frame your observation in the context of how the home visitor engages the parents in supporting their child's development.

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CDE 2.11



CDE Observation—Home Visit

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CDE 2.10

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CDE 2.11

Child Development & Education Compliance Framework #5—Quality of Teaching and Learning

- ▶ Note specific examples of how the Home Visitors demonstrate the following knowledge and education.
 - ▶ Child development and early childhood education
 - ▶ Principles of child health, safety, and nutrition
 - ▶ Adult learning principles
 - ▶ Family dynamics
 - ▶ Accessing community resources and how to refer families to appropriate agencies and services

Document examples of how demonstrate their skills in communicating and motivating people. Look for specific examples of how they communicate program information to families (i.e., parent meetings, workshops, etc.) in addition to how they motivate parents to become involved in the program and to support their child’s development.

CDE 5.4