



On the Road to School Readiness

*Office of Head Start
Summit*

February 15 – 17, 2011

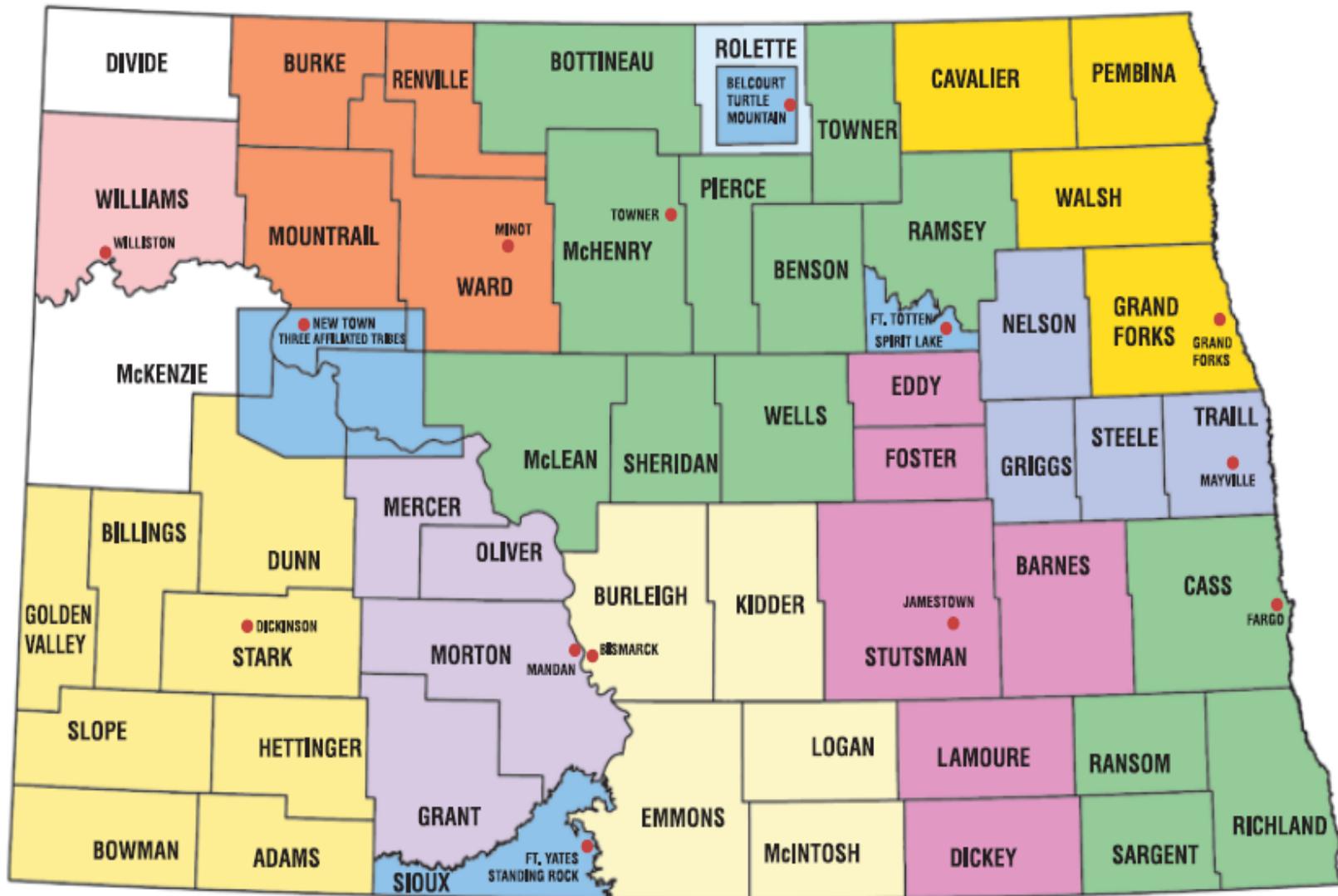
Baltimore, MD

**Community Action
Partnership: Head
Start / Early Head
Start**

*Presented by
Sharon Hansen*

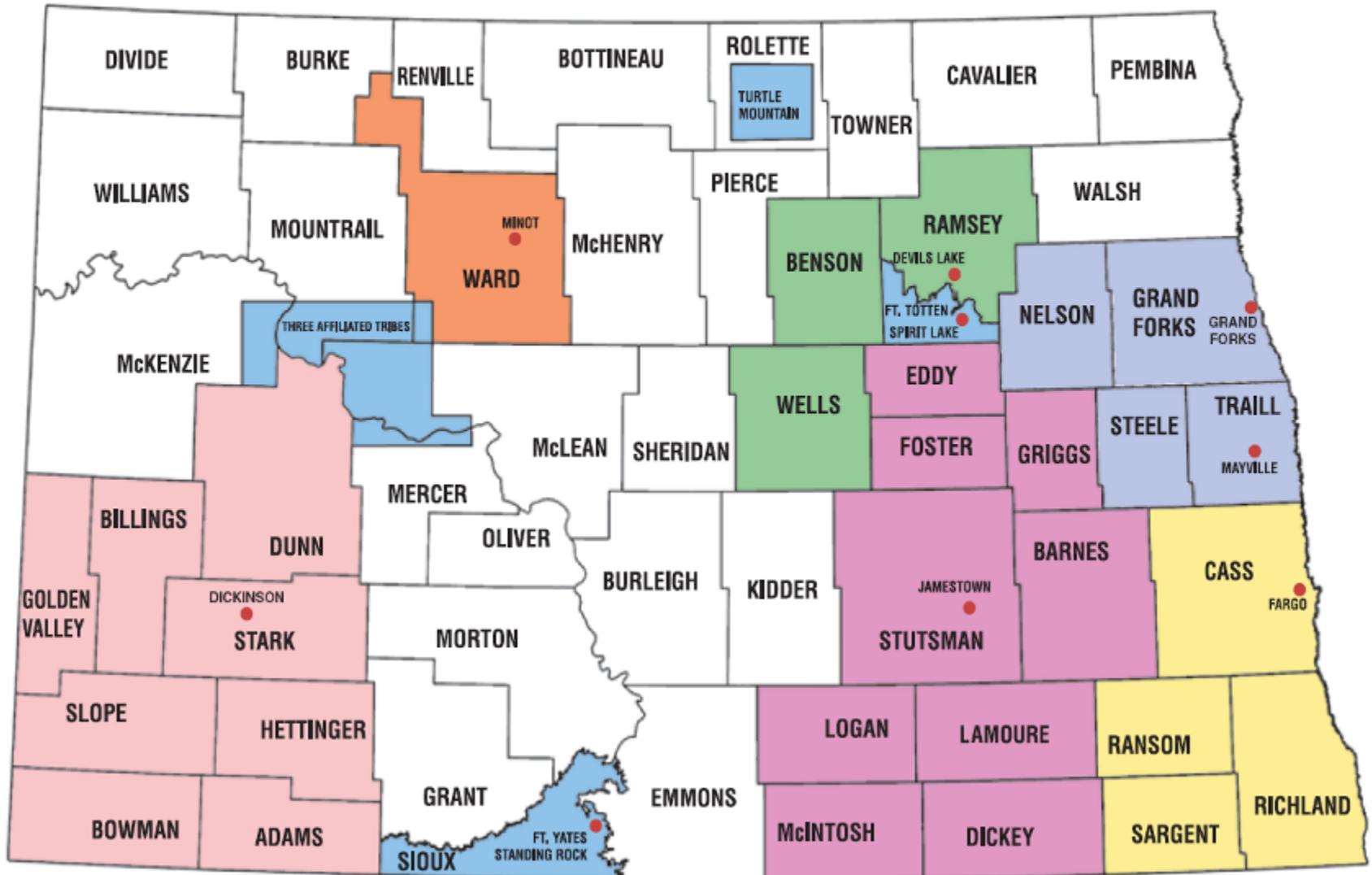
NORTH DAKOTA HEAD START SITES, AUGUST 2010

FUNDED ENROLLMENT: 2,946 Children



NORTH DAKOTA EARLY HEAD START SITES, AUGUST 2010

FUNDED ENROLLMENT: 565 INFANTS, TODDLERS, AND PREGNANT WOMEN



Welcome to Oil Country



➔ CAP Head Start Enrollment

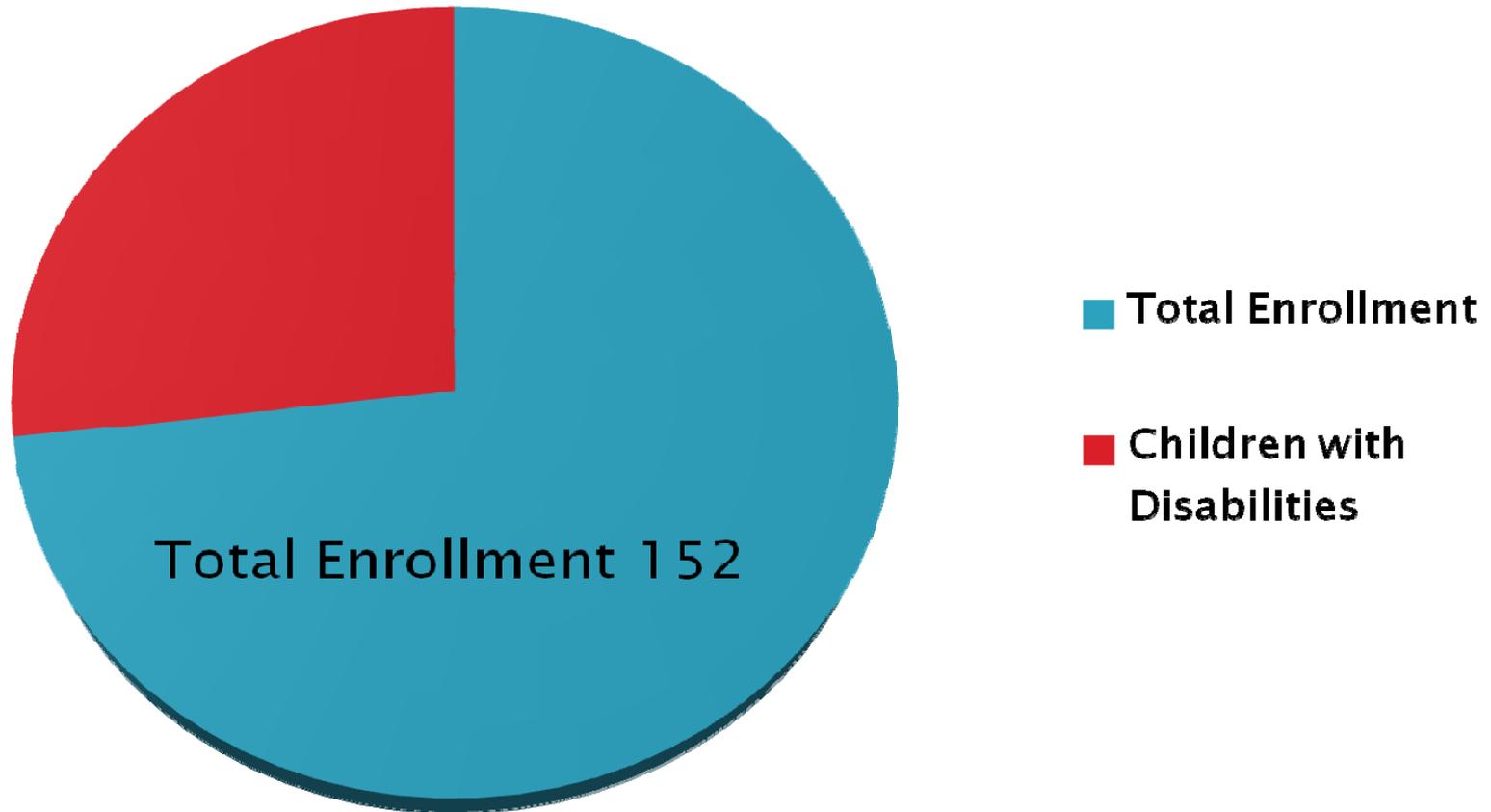
Total Enrollment	152
Half Day Double Session	105
Full Day Session	15
Home Base	32

➔ ARRA Early Head Start Enrollment

Home Base Option 72

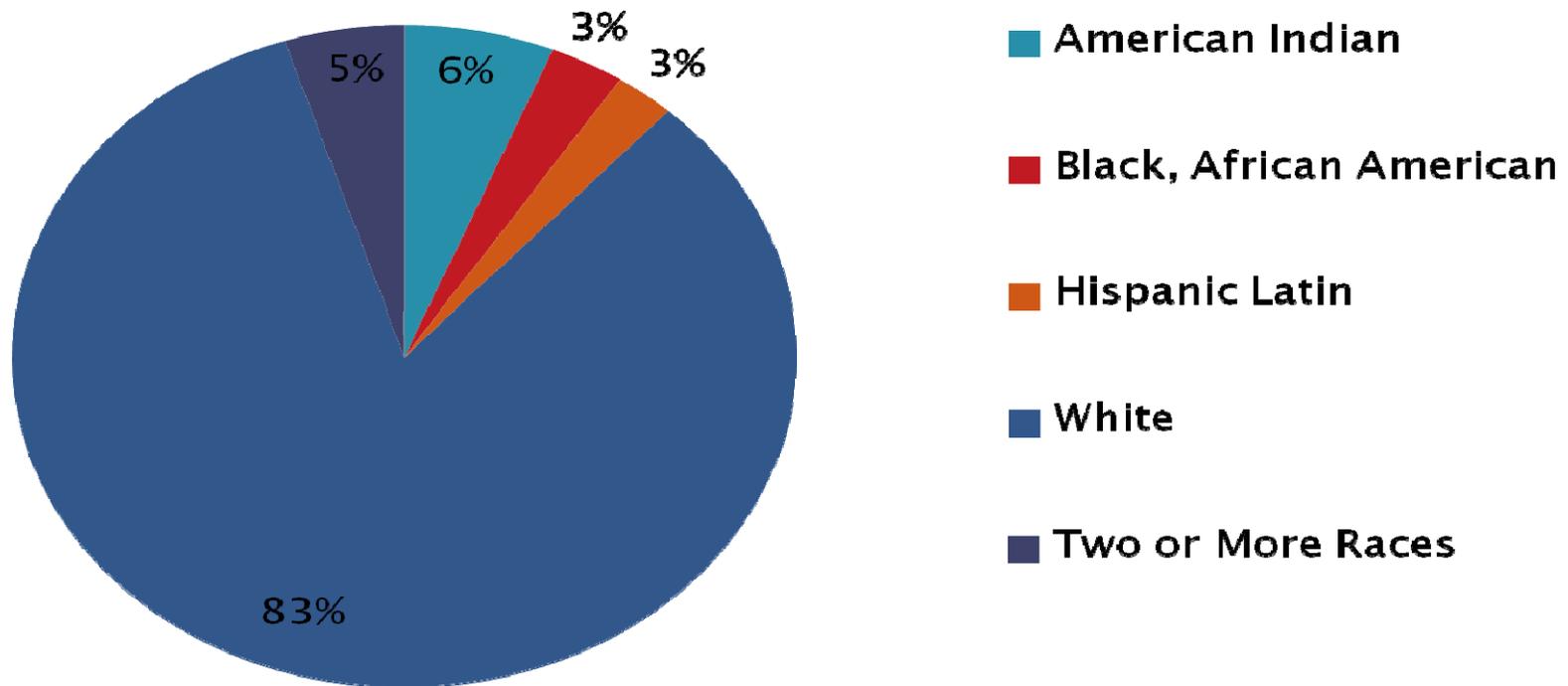
➔ CAP Head Start Enrollment

Children with Disabilities



Program Summary Reports to Policy Council & Governing Board

Ethnicity



Data Collection for Positive Child Outcomes

- Child Outcome Data
 - Child Observation Records for Each Child
 - Cross walked
 - Head Start Child Outcome
 - North Dakota Early Learning Guidelines
- Teachers
 - Classroom Summaries
 - Teachers Reflect on Data & Develop Written Report
 - What is Data Telling Us About Our Instructional Practices?
 - What Instructional Changes Need to Be Made?
 - How is Class Make up Impacting Data?

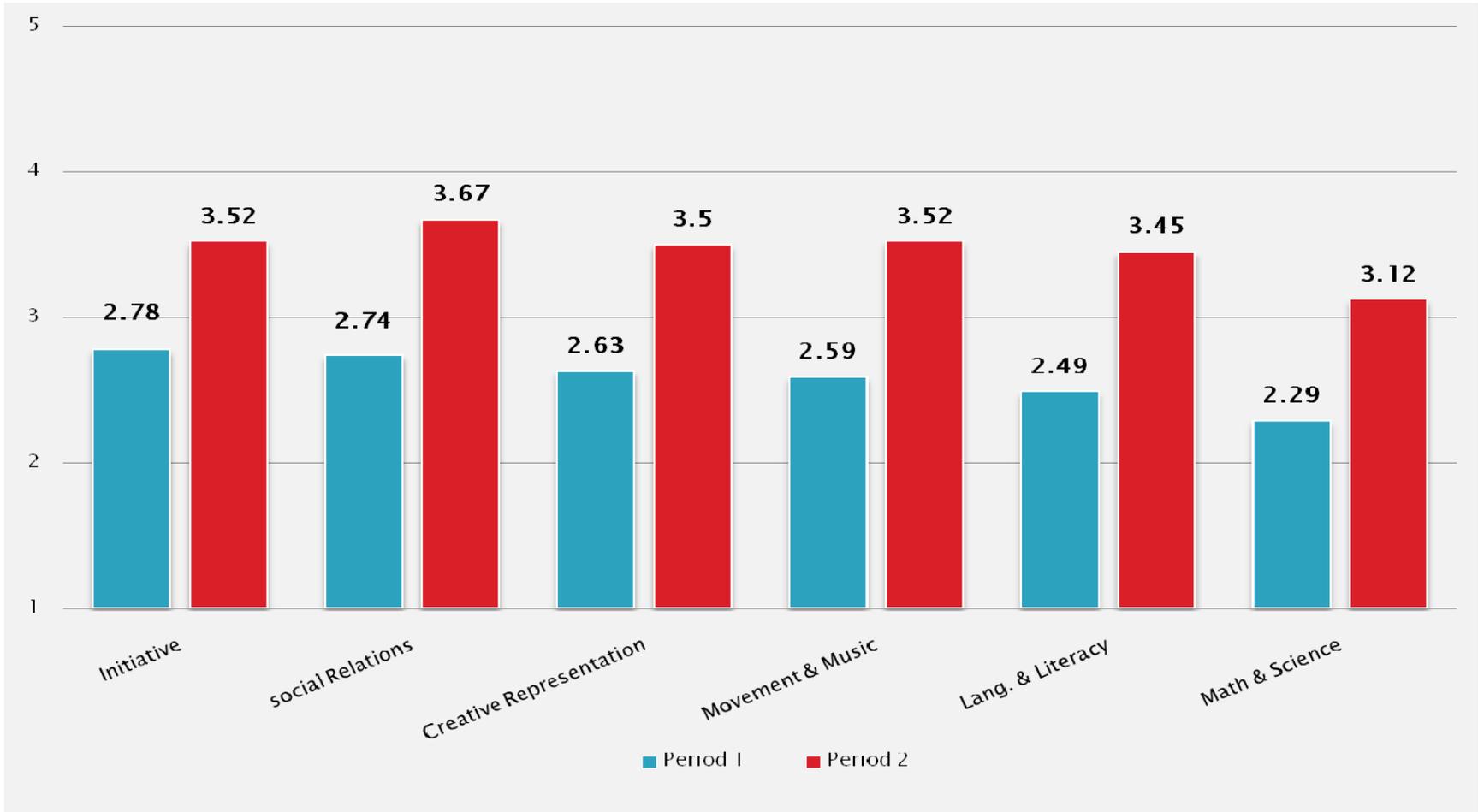
Data Collection for Positive Child Outcomes

- Parents First Home Visit
 - Curriculum, Assessment, Head Start Outcomes, & ELGs Reviewed
- Parent Conference
 - Assessment Results Reviewed
 - Invited to Share Observations Related to Assessment Data
 - Assessment Data Used to Develop Individual Child Goals
 - Individual Child Goals Cross walked to

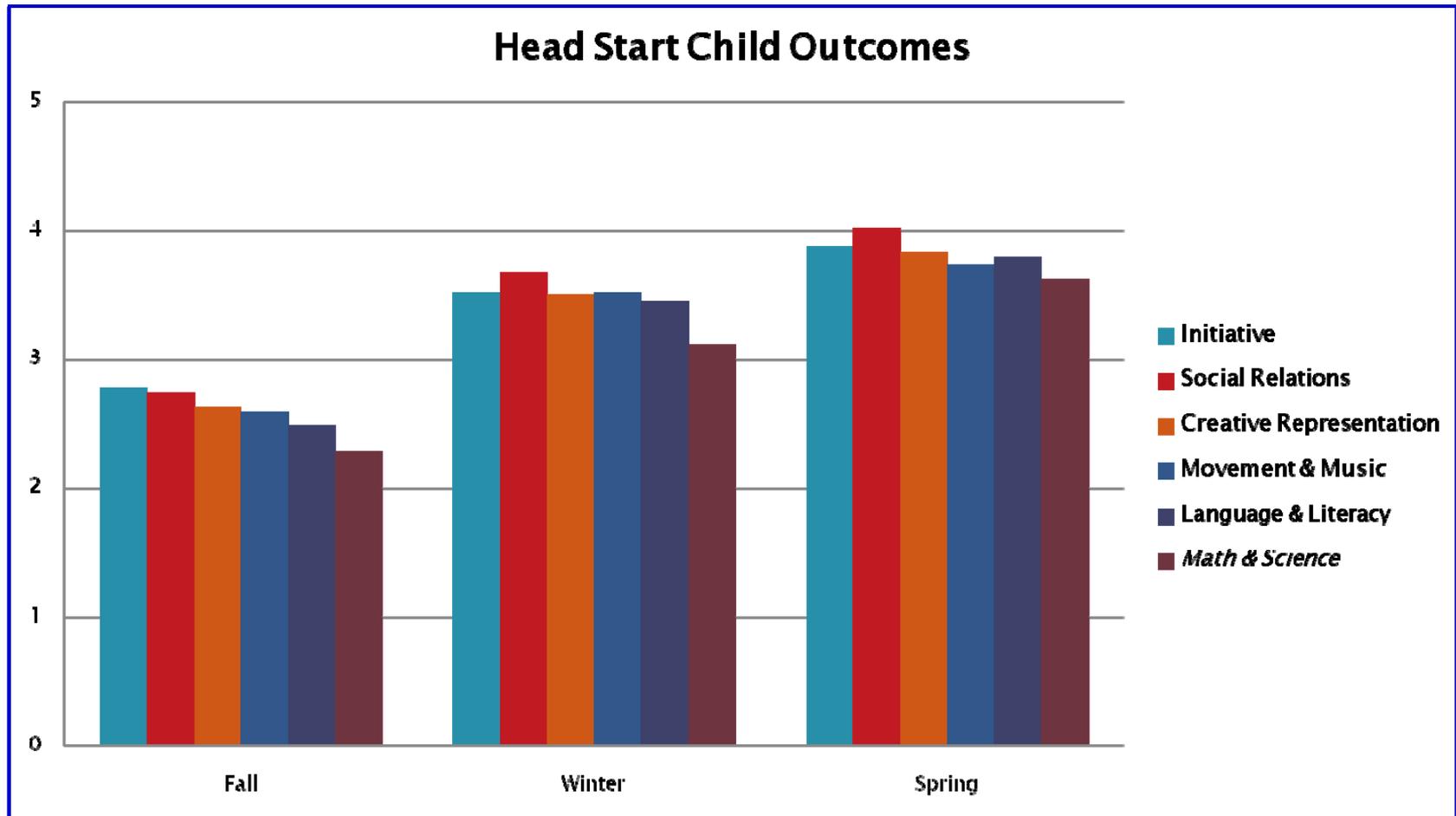
Data Collection for Positive Child Outcomes

- Parents
 - Invited to Share Observations related to Individual Child Goals
 - Online using Child Observation Record (COR).
 - Written Monthly Observations
 - Data Used to Update Goals with Parents Quarterly

Quarterly Reports to PC and Governing Body



Program Summary Reports to Policy Council and Governing Board



Child Outcome Progress Report to Policy Council & Governing Board

Key Experience Area	Fall Period 1	Winter Period 2	Spring Period 3	Fall to Spring Comparison
Initiative	2.78	3.52	3.88	+1.09
Social Relations	2.74	3.67	4.02	+1.28
Creative Representation	2.63	3.50	3.84	+1.21
Movement & Music	2.59	3.52	3.73	+1.14
Language & Literacy	2.49	3.45	3.80	+1.31
Mathematics & Science	2.29	3.12	3.62	+1.33

What Does Child Outcome Data Tell Policy Council & Governing Board?

- What areas had highest scores?
 - Fall, Winter Spring
- What areas made most progress? Why?
- What were Readiness Goals?
- Were the Readiness Targets met?
- Did data correlate with Professional Development training emphasis?
- How does data inform readiness goal selection?
Future professional development?
- Programmatic changes?

Technical Assistance Center on Social Emotional Intervention (TACSEI) Implementation Academy



Response to Intervention and the Pyramid Model (RTIB)

Establish Leadership Team

- **Program Managers**
- **Public School Early Childhood Special Education Staff**
- **Teachers**
- **Home Visitors**
- **Teaching Assistants**
- **Head Start Director**
- **Parents**
- **Mental Health Consultant**

Program Wide Adoption

- All Staff Involved
- Partnerships with Families



Mission Statement: Children enrolled within our programs will competently utilize a variety of social emotional strategies and skills upon leaving our program.

Ongoing Staff Training

- Adopted Social Emotional Readiness Goal
- Education Staff received Initial Training
 - Pyramid Model
 - Data Collection
- Education Staff Monthly Networking Sessions
- Integrating RTIB Pyramid Goals Throughout school through Monthly All Staff Sessions

Family Involvement

- Home Visits & Conferences
- Monthly Head Start Parent Newsletters
 - Information on targeted social emotional skills and activities.
 - Home Carryover Activities
- Teacher's Weekly Newsletters
 - Daily targeted skills and classroom activities used to teach those skills.
 - Home Carry over Activities

Program Wide Expectations

- Education Staff – Kind Feet, Kind Mouth, Kind Hands
- Expectations posted in all environments (classrooms, hallways, motor room, buses)
- Baseline skills/activities for first 2 weeks of school
- Behavior expectations for Kind Feet, Kind Mouth, Kind hands in all settings

CLASS

TPOT Crosswalk

Emotional Support:

- Positive Climate
 - Relationships
 - Positive Affect
 - Positive communication
 - Respond
- Negative Climate
 - Negative Affect
 - Punitive control
 - Sarcasm/disrespect
 - Severe negativity
- Teacher Sensitivity
 - Awareness
 - Responsiveness
 - Address problems
 - Student comfort

2. The classroom is arranged such that all children in the classroom can move easily around the room.
13. Providing directions i.e. using directions that tell children what to do rather than what not to do.
14. Using effective strategies to respond to problem behavior
15. Teaching social skills and emotional competencies

15. "red flags"

25. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children.
28. Children are reprimanded for engaging in problem behavior. (Use of no, stop it, don't)

CLASS

TPOT Crosswalk

Classroom Organization:

- Behavior Management
 - Clear Behavior Expectations
 - Proactive
 - Redirection of misbehavior
 - Student behavior
- Productivity
 - Maximizing learning time
 - Routines
 - Transitions
 - Preparation
- Instructional Learning Formats
 - Effective facilitation
 - Variety of modalities and materials
 - Student Interest

1. Learning centers have clear boundaries
3. The classroom is arranged such that there are no large, wide open spaces where children could run.
4. There is an adequate number and variety of centers of interest to children and to support the number of children.

4. “red flags”

24. Transitions are more often chaotic than not.
26. During group activities, many children are NOT engaged.

CLASS

TPOT Crosswalk

Instructional Support:

- Concept Development
 - Analysis and reasoning
 - Creating
 - Integration
 - Connections to the real world
- Quality of Feedback
 - Scaffolding
 - Feedback loops
 - Prompting thought processes
 - Providing information
 - Encouragement and affirmation
- Language Modeling
 - Frequent conversations
 - Open-ended questions

10. Teachers engage in supportive conversations with children

11. Prompting children's engagement

16. Teaching children to express emotions

17. Teaching problem solving

15. Teaching social skills and emotional competencies

"red flags"

23. The majority of the day is spent in teacher directed activities

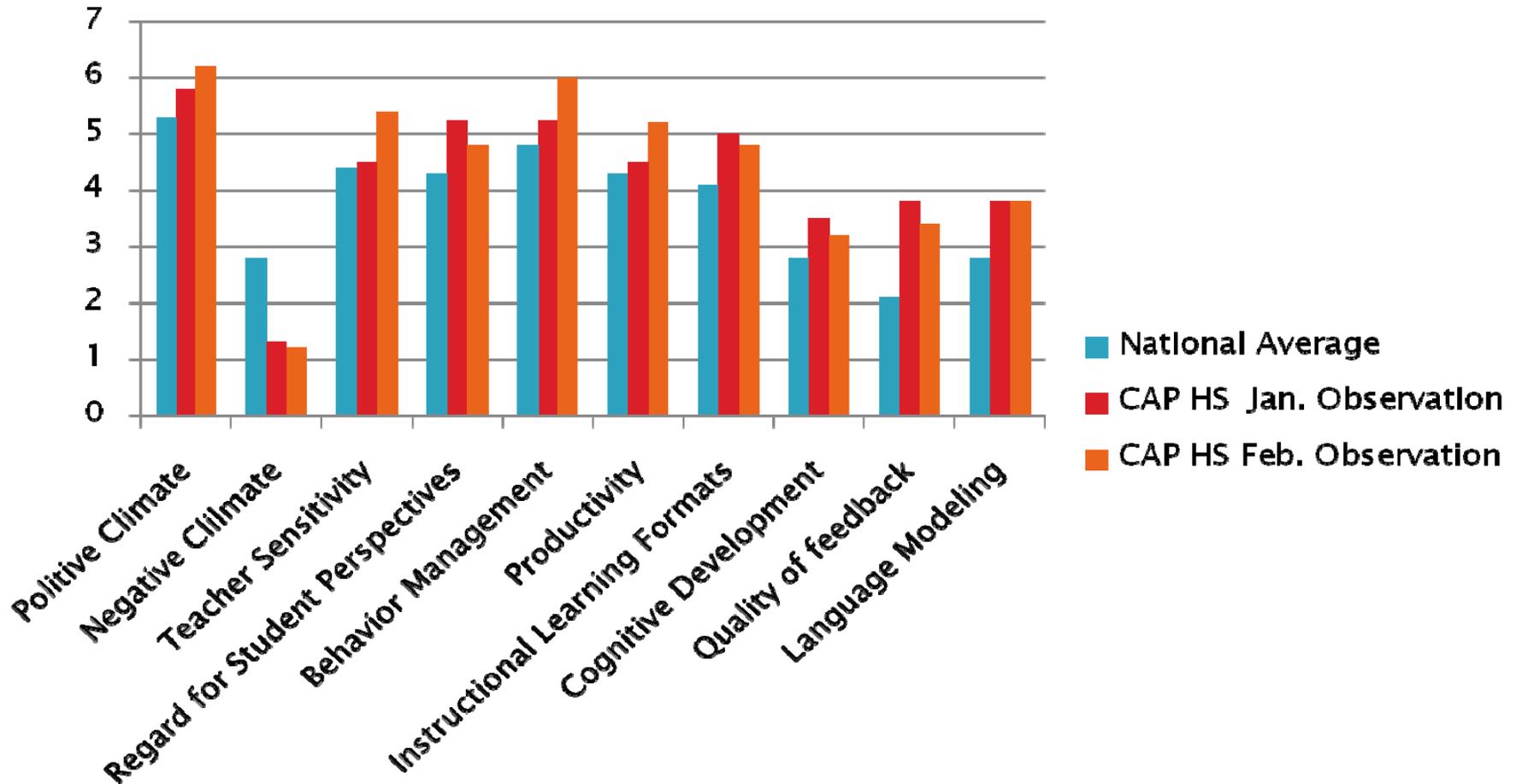
25. Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children.

31. Emotions are never discussed in the classroom

Data Collection Begins – Pyramid Model (TRIB)

- Classroom Coaches Assigned
- Behavior Incident Reports (BIRs)
 - Data entered monthly and shared with leadership team and program staff
- Teaching Pyramid Observation Tool (TPOT)
- CLASS Observations
- Action Plans developed with teachers
 - CLASS & TPOT
 - Goal to Incorporate Both into One Plan

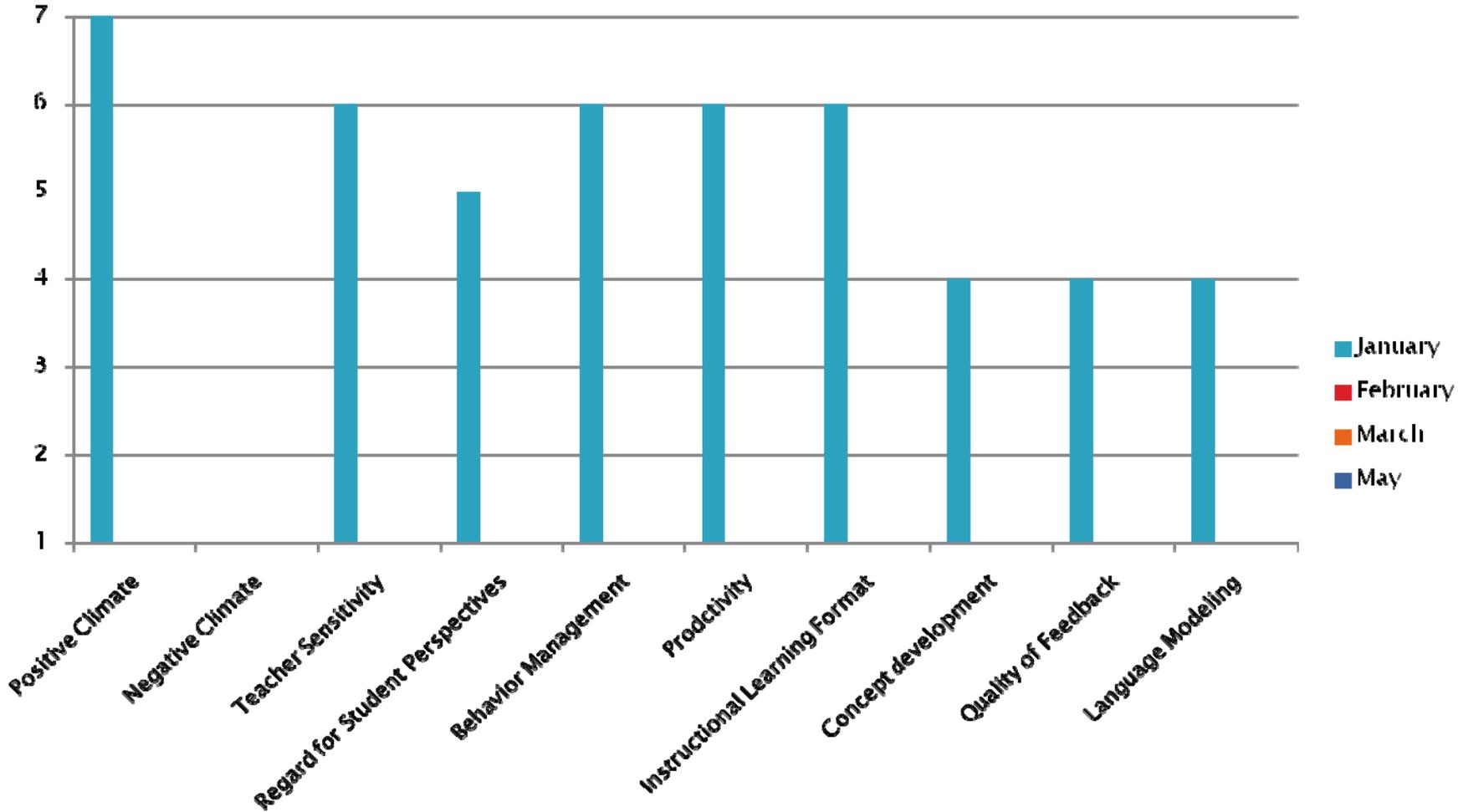
CAP Head Start CLASS Scores Reported to PC & Governing Board



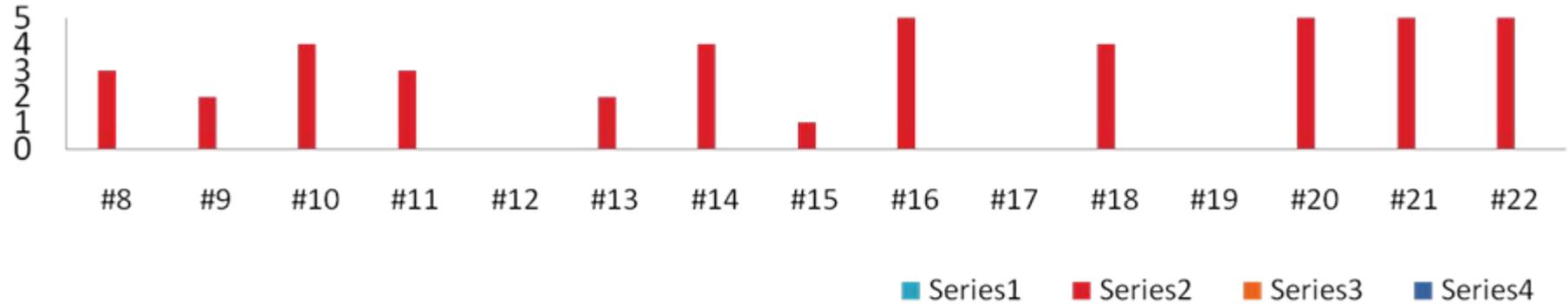
What Does CLASS Data Tell Policy Council & Governing Board?

- Are the Program's CLASS scores improving?
- What CLASS areas need further training for teaching staff?
- What instructional practices and professional development strategies are in place to support high scoring CLASS areas ?

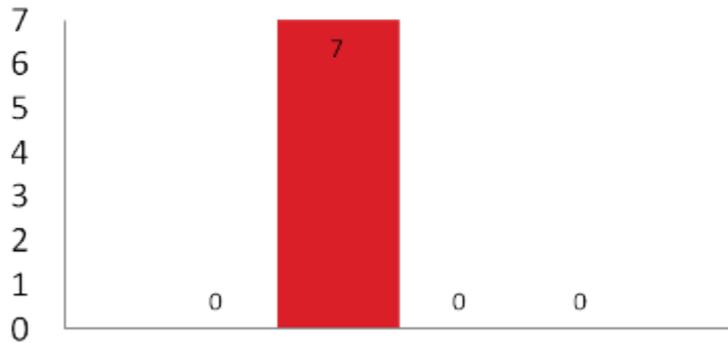
CLASS Scores



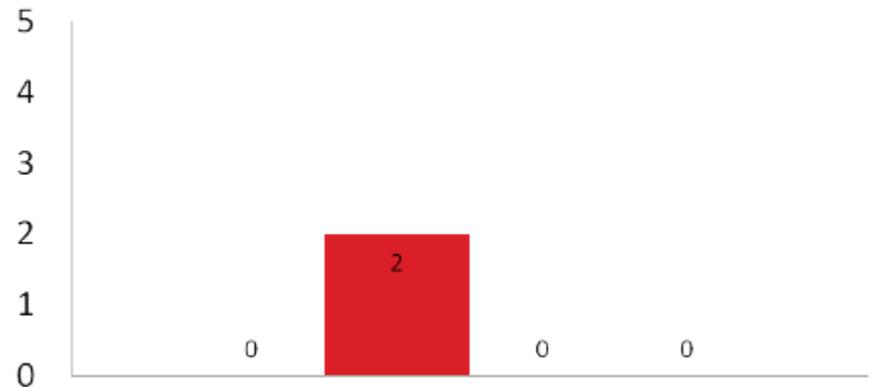
TPOT Scores



Classroom Environment
Items 1-7



Red Flags
Items 23-38



CLASS

TPOT Crosswalk

Instructional Support:

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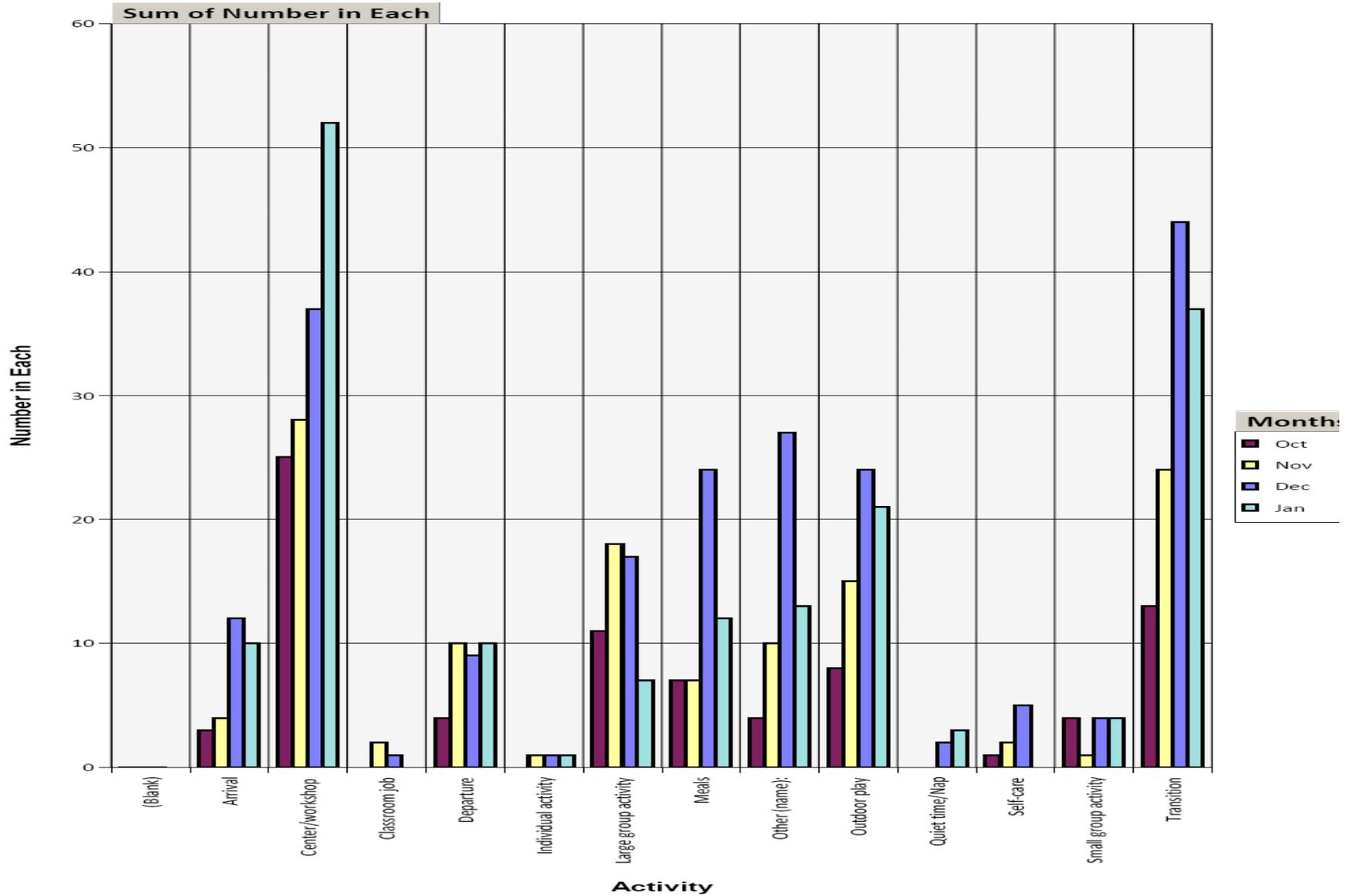
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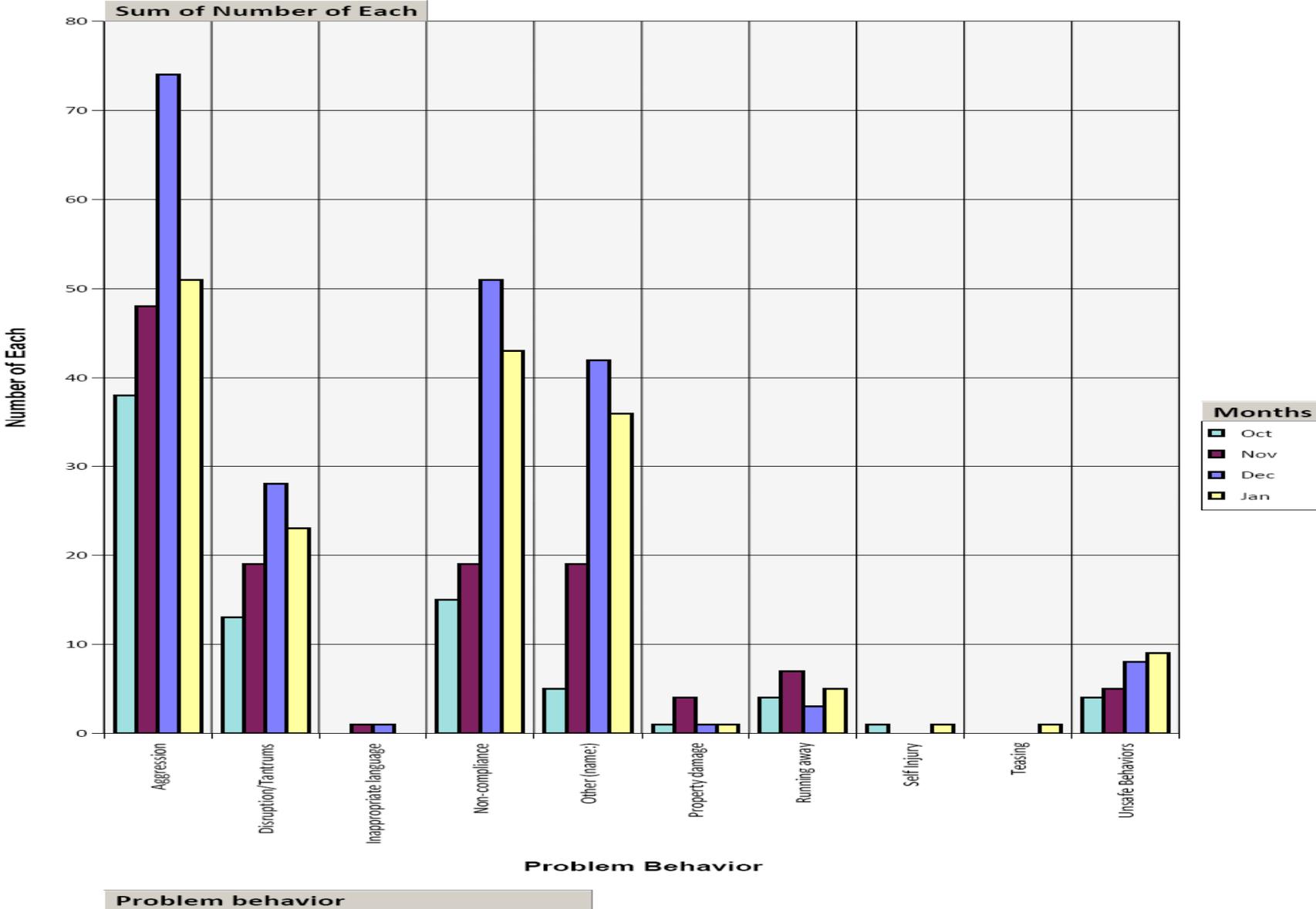
BIR Total by Activity and Month

Drop Filter Fields Here



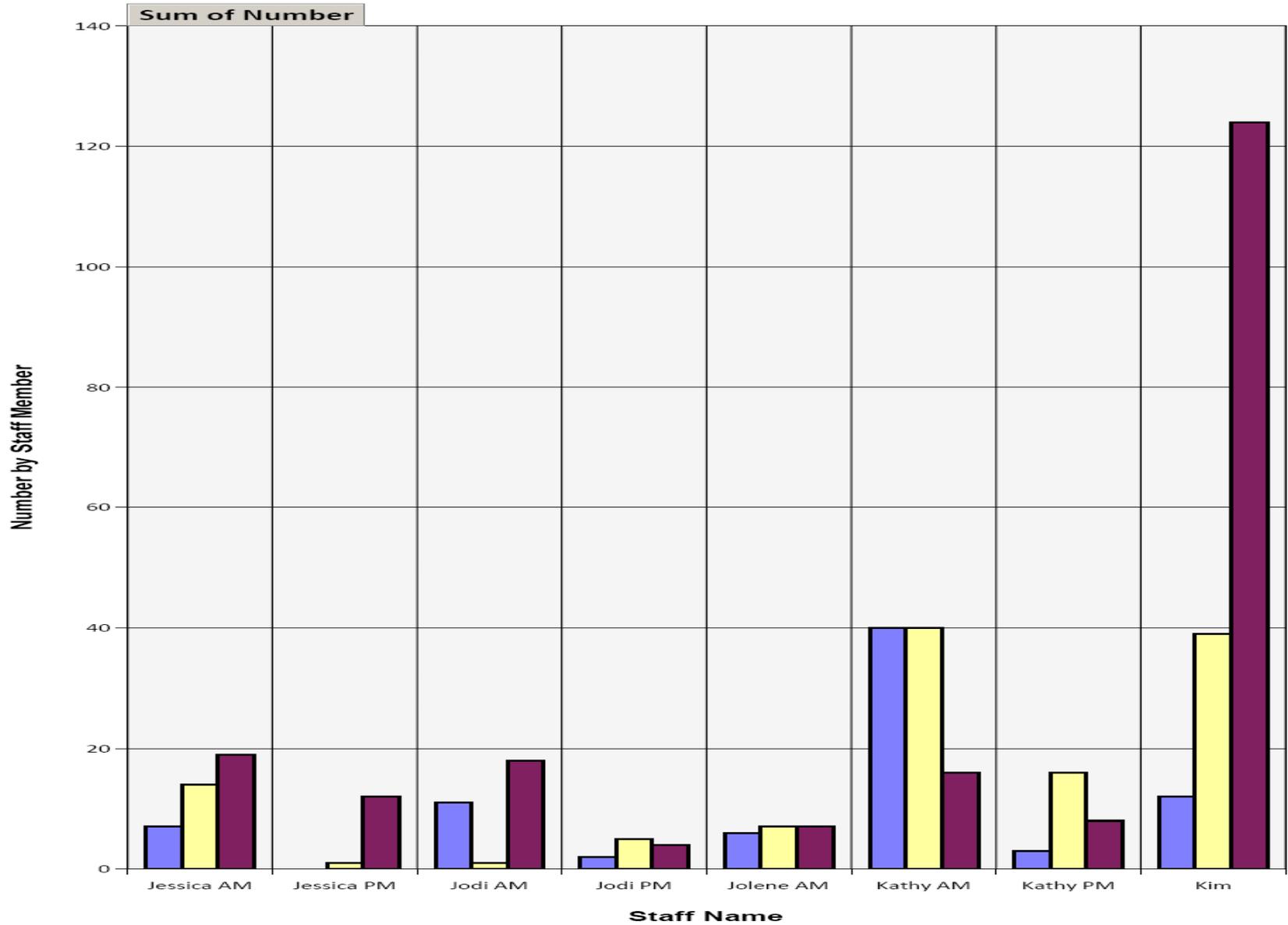
BIR Total by Behavior Type and Month

Drop Filter Fields Here



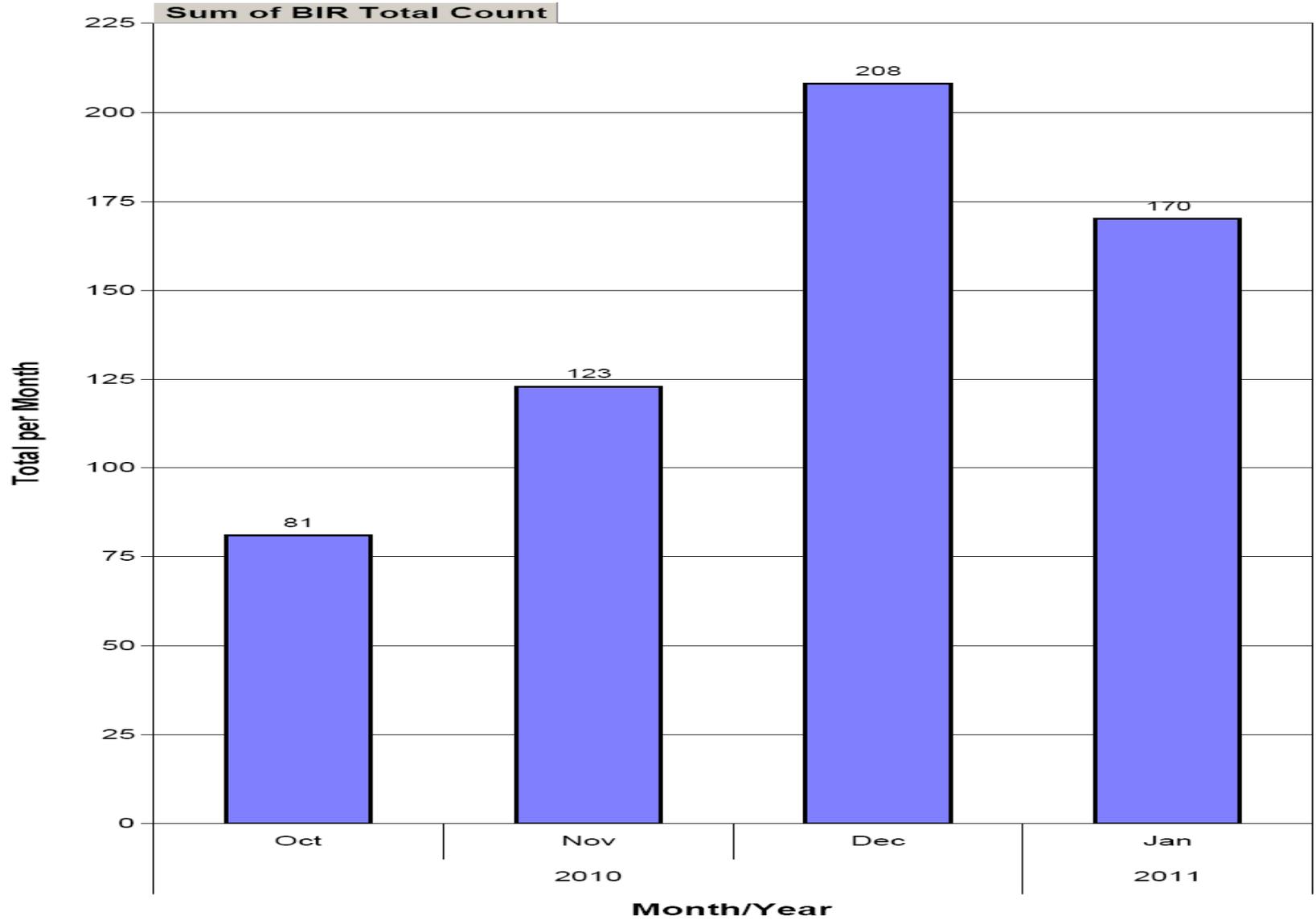
BIR Total by Referring Staff and Month

Drop Filter Fields Here



BIR Total per Month

Drop Filter Fields Here



Who Needs to Dig Into Data?

- Teachers
- Education Coordinator
- Head Start Director
- Coaches
- Leadership Team
- Policy Council
- Governing Board

How Can BIR Data Inform Program?

- Intentionally Analyze Data
 - Correlations Between Behaviors
 - Activities
 - Schedule & Routines
- What Does Data Say?
 - Responsive Interactions
 - Classroom Preventative Practices
 - Social Emotional Teaching Strategies
 - Individualized Interventions

What Does TPOT Data Tell Policy Council & Governing Board?

- Are the Program's TPOT scores improving?
- What TPOT areas need further training for teaching staff?
- What instructional practices and professional development strategies are in place to support high scoring TPOT areas ?

How Can CLASS/TPOT Data Be Integrated?

- Goal:
 - Integrate CLASS and TPOT Data
- Unified Action Plan Using CLASS & TPOT Crosswalk
 - Individual Teachers
 - Program Management Team
 - Policy Council and Governing Board
- How are we developing data analysis skills?
 - Individual Teachers
 - Program Management Team
 - Policy Council and Governing Board

Contact Information

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