

# Getting Started

with



A Planning Guide for Supporting Early Educators in Child Care Settings

This guide belongs to:

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Updated 07.2022

# Welcome!

Thank you for your interest in using TSR Online on the CLI Engage platform.

We are excited that you are beginning the planning stages for executing the various TSR Online resource tools. This guide is designed for early education professionals who are eligible for TSR Online and will support teachers of infant, toddler and preschool children in your program. It provides a brief explanation for each of the resources along with tips and tools to support the planning for your program.

This guide, as well as other various resources described, provide information and direction on how to begin to move forward. It is also an excellent resource that we strongly encourage site administrators to use and can serve as a resource for supporting partners, such as TRS mentors and assessors or Workforce Board members.

These resources are offered as guidance and can be tailored and customized to best meet your program needs.

The colors in each section of this guide match the headings on the CLI Engage Dashboard. This will provide you with an easy reference to guide you where each tool is located on the CLI Dashboard. Additional information is available in the downloadable [Quick Start Guide](#).

We look forward to partnering with you and trust that this guide will be a valuable resource.

Sincerely,



Your TSR Management Team  
Children's Learning Institute at UTHealth  
7000 Fannin | UCT 1920 | Houston, TX 77030  
[childrenslearninginstitute.org](http://childrenslearninginstitute.org) | [texasschoolready.org](http://texasschoolready.org) | [cliengage.org](http://cliengage.org)

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@CLIengage

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## Logging in to CLI Engage

Most CLI Engage users login using their Google Account. If you do not have a Google account, you can create one using your existing email account or create a Gmail account by going to our [Account Set-Up How-to-Guide](#) page.

In addition to Google authentication, your district can integrate CLI Engage with your existing Clever login. If you are interested, please have your Clever administrator request access to our application through the Clever portal. [Submit a help ticket](#) on CLI Engage with any questions.

If a user has forgotten their login information, reset their account so they can login to CLI Engage again: [Reset Account How-to-Guide](#)

Need help? [Submit a help ticket](#) or scroll down and select the choice of "I need help logging into Engage."



### SCREENING, PROGRESS MONITORING AND OBSERVATION



The Screening, Progress Monitoring, and Observation section includes several available tools that you can explore. Child progress monitoring is a critical component of the CLI Engage platform, because we know that access to data improves the teacher's ability to plan instructional practice for individual children. Early educators can assess each individual child's concepts or skills to determine their current level of understanding. This information and data collected can help the adults plan intentional instructional activities and lessons for the children.

## Infant & Toddler Developmental Checklist

CLI Engage provides developmental milestones checklists as downloadable resources and an online tracking tool to document infants and toddlers growth over time and to pull reports.

These milestone checklists can be used by early educators and parents of children from birth to 48 months of age. They are divided into age ranges and areas of development: Language, Social-Emotional, Cognitive, Early Literacy, Physical Health & Motor Development. Visit our [Infant & Toddler Developmental Checklist](#) webpage to review the materials and additional resources.

## ABC Names and Numbers Measures

The ABC Names and Numbers Measures provides a preschool assessment on the child's ability in three areas: ABC Names/Letter Names: the ability to recognize and name uppercase and lowercase letters, ABC Sounds/Letter Sounds; ability to say the sound that each letter

makes, and Numbers: naming the numerals 0 to 9. In addition to the assessment, CLI Engage provides a resource to share with families that describe the assessment measures, available on our [Family-Friendly Description of Assessment Measures](#) webpage.

These dual language resources explain why the assessments are important for later school success and to help them understand their child’s results.

## CIRCLE Progress Monitoring (CPM)

The CIRCLE Progress Monitoring tool is a technology-driven tool that enables the teacher to assess a child’s progress in a particular skill area almost instantly. It is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children’s skills over time. This simplistic yet reliable data collection prompts teachers to focus on lessons that target their students’ least developed skill areas. The instrument is designed to be administered three times a year and are referred to as Waves 1-Beginning of Year (BOY), Wave 2-Middle of Year (MOY), and Wave 3-End of Year (EOY). The assessment windows are set by your program administrator.

### Step 1

Some sample dates to illustrate the assessment windows are below. Add your own dates:

WAVE*	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 13 – October 15	
2	January 17 – February 18	
3	April 18 – May 13	

The CIRCLE Progress Monitoring Observables are checklists designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students. Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Progress Monitoring. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills.

### Step 2

The CIRCLE Progress Monitoring online Assessment Training is an online course designed to provide an overview of the assessments, guidelines for administration, and reports. Offering 6 hours of professional development, the online course was updated and includes a downloadable training facilitation guide to support group trainings of teachers. Online courses can be accessed under the purple header “Online Learning and Professional Development” tab on the Dashboard of CLI Engage. The user will select the Full Course Catalog tab and select the CIRCLE Progress Monitoring PreK Assessment Training.

Become more familiar with Circle Progress Monitoring Pre-K Assessment Training by continuing with this guide and visiting the resources at the links provided below in the Online Learning and Professional Development section in CLI Engage.

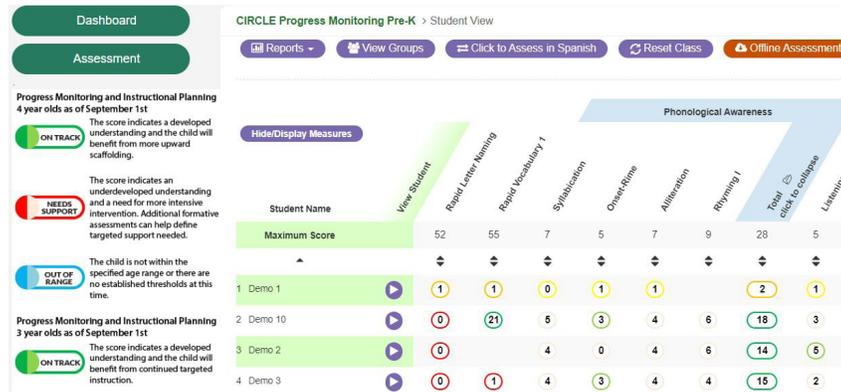
- [CIRCLE Progress Monitoring Training](#)
- [CIRCLE Progress Monitoring User Guide](#)
- [CIRCLE Progress Monitoring Recommended Measures for ECDS](#)

## CIRCLE Progress Monitoring (CPM) Tool

As part of your training, you can use the “Assessment Practice Area” to familiarize yourself with the screener and practice administering the assessment. The practice area offers demonstration students to practice administering the tasks and to become familiar with the instruction and delivery of the measures listed below.

**Assessment Practice Area**

The Assessment Practice Area allows educators to view and practice student assessments.



### Direct Measures

MEASURES	DEFINITIONS
Rapid Letter	The Rapid Letter Naming task measures a child’s alphabet knowledge. The full assessment takes approximately 2.5 minutes.
Rapid Vocabulary	The Rapid Vocabulary Naming task evaluates a child’s ability to name common objects. The full assessment takes approximately 2.5 minutes.

MEASURES	DEFINITIONS
Phonological Awareness	<p>The Phonological Awareness (PA) measure is used to assess a child’s understanding of sound in his/her language. Prior to Fall 2015, seven subtasks were used to establish a composite PA score for each child. Beginning in 2015, the composite score is produced from the following four subtasks only:</p> <p><b>CORE TASKS:</b></p> <p>Syllabication: the ability to separate a word into parts;</p> <p>Onset-Rime: the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word;</p> <p>Alliteration: the ability to give two or more words that have the same sound(s) at the beginning of the words; and</p> <p>Rhyming 1: the ability to distinguish if two words rhyme when spoken.</p> <p>The remaining three subtasks, as well as a new Compound Word subtask, are optional for teachers (i.e., they are not used when establishing a composite PA score). Listening and Words in a Sentence may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks.</p> <p><b>OPTIONAL TASKS:</b></p> <p>Listening: the ability to screen out other noises and selectively focus attention on a specific sound;</p> <p>Words in a Sentence: the ability to move counters to show how many words are in a sentence; and</p> <p>Rhyming 2: the ability to independently give a word that rhymes with the word given.</p> <p>Approximate Time to Administer: core tasks, 6 minutes per child; optional tasks, 4 minutes</p>
Mathematics	<p>The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for prekindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is 1 rote counting item, 5 shape naming items, 7 number recognition items, 6 shape discrimination items, 5 counting items, and 3 problems evaluating early addition and subtraction skills (i.e., operations). Optional items were added in 2015 related to patterning and “real world” (measurement) concepts.</p> <p>Approximate Time to Administer: core tasks, 3 minutes per child; optional tasks, 2.5 minutes per child</p>

MEASURES	DEFINITIONS
Science	<p>The Science subtest was designed to measure four disciplinary core ideas in the National Research Council’s (2012) framework for science education including:</p> <ul style="list-style-type: none"> <li>• Physical Sciences</li> <li>• Life Sciences</li> <li>• Earth and Space Sciences</li> <li>• Engineering and Technology Applications of Science</li> </ul> <p>Approximate Time to Administer: 10 minutes per child</p>
Social Studies	<p>The Social Studies subtest was designed to measure social studies topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Prekindergarten Guidelines including:</p> <ul style="list-style-type: none"> <li>• <b>Self, Family &amp; Community</b></li> <li>• <b>People &amp; The Environment</b></li> <li>• <b>History &amp; Events</b></li> </ul> <p>Approximate Time to Administer: 8 minutes per child</p>
Story Retell	<p>This is a task in which the teacher uses a wordless text to provide a stimulus for an oral narrative and then asks the child to tell a story, in their own words, to match the pictures. The teacher scores the child’s ability to create a narrative using important elements of narrative macrostructure, including:</p> <ul style="list-style-type: none"> <li>• <b>Characters</b></li> <li>• <b>Setting or story actions</b></li> <li>• <b>Emotions or problems</b></li> <li>• <b>Conjunctions or transition phrases</b></li> <li>• <b>Ending or conclusion</b></li> </ul> <p>Approximate Time to Administer: 10 minutes-variable per child</p>
Letter Sound Correspondence	<p>The Letter-Sound Correspondence subtest assesses a child’s ability to identify sounds associated with individual letters.</p> <p>Approximate Time to Administer: 5 minutes per child</p>

Observables/Checklists

MEASURES	DEFINITIONS
Social and Emotional	Observes the child’s social and emotional development. Approximate Time to Administer: 2 minutes per task (5 tasks)
Book and Print	This is a direct assessment in which the teacher uses a simple, hardback book from their classroom to ask children questions (11 items) about book and features how print conventions function. Approximate Time to Administer: 5 minutes per child
Early Writing	Observes a child’s use of writing in the classroom. Approximate Time to Administer: 2 minutes per child
Approaches to Learning	These observables checklists align with the Head Start Early Learning Outcomes Framework (ELOF). These checklists include: <ul style="list-style-type: none"> <li>• Approaches to Learning</li> <li>• Initiative and Curiosity</li> <li>• Flexibility</li> </ul> Approximate Time to Administer: 6 minutes per child (all tasks)
Physical Health & Development	Observes child’s fine and gross motor progress. Approximate Time to Administer: 2 minutes per child
Speech Production & Sentence Skills	Observes a student’s ability to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language, as well as use their knowledge of grammar to convey meaning. The measure contains 5 items. Approximate Time to Administer: 2 minutes per child
Motivation to Read	Observes a student’s interest and enthusiasm for books and reading. The measure contains 4 items. Approximate Time to Administer: 2 minutes per child

**Step 3**

Select assessment measures to be used by placing an X in the corresponding column.

MEASURES	WAVE 1	WAVE 2	WAVE 3
<i>Direct Measures</i>			
Rapid Letter			
Rapid Vocabulary			
Phonological (Core Tasks)			
Phonological (Optional)			
Mathematics (Core Tasks)			

MEASURES	WAVE 1	WAVE 2	WAVE 3
Mathematics (Optional)			
Science			
Social Studies			
Story Retell			
Letter Sound			
Correspondence			
<i>Observables / Checklists</i>			
Social and Emotional			
Book and Print			
Early Writing			
Approaches to Learning			
Physical Health &			
Development			
Speech Production &			
Sentence Skills			
Motivation to Read			

Note: The CIRCLE Progress Monitoring System was designed to be used as a progress monitoring system within early childhood education settings (e.g., Head Start, public school prekindergarten programs, and childcare) for children ages 3.0 years through age 4 (4 years, 11 months).

It is a good idea to not administer all of the assessment sections at one time with the children.

We recommend administering the assessment by dividing them into parts:

- Week 1: Phonological Awareness
- Week 2: Rapid Letter Naming/Rapid Vocabulary
- Week 3: Math/Science/Social Studies
- Week 4: Observables

By administering the assessment this way, the teachers are able to complete an entire class within a month's time.

\* Texas School Ready participants should check with their TSR Coach since they have specific assessment measure requirements and timelines for assessment completion.

The children who will be assessed will need to be uploaded into CLI Engage by adding their information onto a Class Roster. There is a How-To-Guide on CLI Engage located under the

Training and Support tab on the dashboard for uploading the Teacher and Student data.

- [Single roster upload used to upload one classroom](#)
- [Bulk roster upload used to upload multiple classrooms](#)

#### Step 4

Parent feedback forms are available for all of the CIRCLE Progress Monitoring assessment observables. These printable feedback forms can be shared with parents to provide input into their child's growth and development by families in the child's home.

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development.

### Family Observation Forms

Educators of preschool children can share these feedback forms with parents to collect information on their child's development in the key school readiness areas included in the CIRCLE Progress Monitoring. Review the [CPM Parent Feedback Forms](#).

## Texas Kindergarten Entry Assessment (TX-KEA)

Next year, your children will be administered the Texas Kindergarten Entry Assessment System (TX-KEA) school readiness screener by kindergarten teachers in Texas. The TX-KEA is the result of a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children's Learning Institute at UTHealth to develop and validate a school readiness screener that can be reliably administered by kindergarten teachers in Texas. It covers multiple child development domains and better informs kindergarten teachers about the children in their classes, helping them to design more appropriate learning opportunities. In August 2017, TX-KEA launched on CLI Engage and has been expanded to include multiple waves of progress monitoring and statewide required screening.



## CIRCLE Infant and Toddler Teacher Training: "Play with Me"

This online training provides content on child development theories and video clips with real

teacher-child interactions. The “(SI)” after the course title refers to “Self-Instructional” which means that the course can be taken on your own without having a facilitator providing the course during sessions. CLI Engage users can access the courses on demand and complete them for a training certificate.

The “Play with Me” series includes the following professional development:

- Talk with Me: Promoting Early Language Development
- Grow with Me: Understanding and Using Developmental Assessments
- Read with Me: Promoting Early Literacy Development
- Connect with Me: Promoting Social and Emotional Development and Preventing and Responding to Challenges
- Learn with Me: Promoting Early Cognitive Development

## Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG) Training

The Children’s Learning Institute partnered with the Texas Workforce Commission to provide free, online training that guides teachers through the developmental stages of child growth and instructional strategies of early learning domains presented in this self-instructional training. The ITELG training is designed to early educators in understanding early childhood development and in making the most of each day during their early years of growth.

Visit the [Download Guidelines](#) to download a copy of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG), parent guides and posters. \

### **CIRCLE CDA Training**

The CIRCLE CDA Training Program includes self-instructional courses that provide early childhood teachers the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs through the Council for Professional Recognition.

There are additional trainings in this section of Online Learning and Professional Development, to include: a Family Engagement Series, CLI Engage Implementation Presentations and an overview of the Texas Rising Star Program for interested Early Learning Programs, Texas Rising Star employees can view assessments and assessment history of Texas Rising Star Sites. TRS employees also have access to how to guides and guidance boards for the Texas Rising Star Tool. The guidance board allows staff to submit questions about policies, implementation and/or other technology related to the TRS program. These questions are submitted directly into sub-categories to help the user first review Frequently Asked Questions (FAQ's) before submitting their question.

## **BEECH**

The Beginning Education: Early Childcare At Home program is professional development program specifically designed for home-based child care providers of children from birth – five years. The program includes 5 modules (20 hours) and focuses on supporting the social-emotional, cognitive, language, literacy, and mathematics development of young children.

# Professional Development Courses

The eCIRCLE Professional Development online courses feature extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities.

The courses cover key predictors of language and literacy development and emerging areas of early childhood instruction, including science and math. Users may receive technical assistance to identify an optimal suite of courses and participate in online communities, and CLI tracks participant usage and engagement in courses. Site administrators may elect to provide staff professional development using these online courses and serve as a facilitator.

## **Step 1**

The professional development courses can be used in different instructional models. Your program may use one of the models described below to provide professional development or you can complete them as self-instructional courses and receive a training certificate.

### **1. Face-to-Face Sessions**

This delivery model allows for participants to come together in a face-to-face setting and participate in the courses as a group, covering one or two sections of each course. These sessions are designed to be one to two hours in length and be held at regularly scheduled intervals, such as weekly or every other week throughout the year. Activities for participants to practice in the classroom between sessions are included. A facilitator can apply for approval and follow the How-to-Guides for setting up the facilitated courses on CLI Engage. You can apply to be a facilitator through our [eCIRCLE Course Facilitator Approval Application](#).

### **2. Extended Face-to-Face Sessions**

In this model, participants meet together for a full, six to eight hour day of professional development and cover multiple sections of each course. These sessions may take place during scheduled professional development days, on additional days set aside specifically for eCIRCLE classes, release days, etc. As in the shorter face-to-face sessions, activities for participants to implement in the classroom are included as part of the agenda.

### **3. Hybrid Sessions**

The hybrid session combines a face-to-face session with additional assigned, self-paced learning. The participants meet together face-to-face to cover one or two sections of the course. At the end of the session, the facilitator assigns additional course sections to be covered independently by the participants and completed by a specific deadline. The face-

to-face learning sessions are one or two hours in length and spaced out sufficiently to allow participants ample time to complete the independent course work between sessions.

#### 4. Self-paced

In this delivery model, no face-to-face sessions for participants are offered. The eCIRCLE facilitator determines specific content to be covered and assigns it to participants for independent study.

#### 5. Self-instructional

All courses are available for all early educators and can be viewed and completed without facilitation.

### Step 2

To begin a course, log-in to [cliengage.org](http://cliengage.org) and enter the email associated with your ENGAGE account credentials, then locate the "Online Learning and Professional Development" header on the dashboard. Under the "Full Course Catalog," find the eCIRCLE Professional Development series. Please choose the Facilitated or Self-Instructional (SI) Learn more about the individual eCIRCLE courses and enroll. (Note: before entering the course, you will complete the pre-test and a short demographic questionnaire.)

### Step 3

Review the list of eCIRCLE Professional Development Modules available online and then place a checkmark next to the courses that you think would be beneficial.



Online Course Home

My Learning ▾

CLI Engage ▾

### eCIRCLE Professional Development Modules

## DEVELOPMENT MODULES

#### Foundations for Responsive Instruction

- Classroom Management
- Social and Emotional Learning
- Understanding Special Needs
- English Language Learners
- Language Instruction
- Prekindergarten Response to Intervention

#### Early Language and Literacy Instruction

- Setting the Stage for Children's Talk
- Building Vocabulary
- Phonological Awareness
- Letter Knowledge
- Effective Read Alouds
- Written Expression

#### School-Wide Improvement

- Leading School-Wide Improvement
- Effective Coaching and Mentoring Practices

#### STEM Instruction

- Early Childhood Mathematics
- Discovering Early Childhood Science

## Step 4: Complete an eCIRCLE Professional Development Schedule (F2F)

*Sample schedule*

TOPIC	SECTIONS	DATE	TIME	LOCATION
Classroom Management	1 and 2	September 1	1:00- 3:00	Zoom
Classroom Management	3 and 4	September 15	2:00- 4:00	Local library

*Some things to think about...*

- Will the teachers meet monthly? weekly?
- Will they meet the same date/day each month or week?
- How long will the teachers have to complete the course?
- Are all teachers assigned to the same courses?
- What is the optimal number of participants?

*Possible locations to host the training:*

- Local library
- Community center
- Area school

## Texas Prekindergarten Guidelines Training

The Children’s Learning Institute partnered with the Texas Education Agency to provide free, online training that guides teachers through the child outcomes and instructional strategies of all ten learning domains presented in the Texas Prekindergarten Guidelines (Revised 2015). Child outcomes and specific instructional strategies are explored through extensive video filmed in real Texas pre-K classrooms. Many subdomains also link to lessons in the CIRCLE Activity Collection that support the child skills discussed. Eleven courses include an introduction to the [Pre-K Guidelines](#) and each of the 10 domains.

## Teacher and Coach Resources

The online courses section of CLI Engage provides additional resources for teachers, as well as administrators, coaches, and specialists supporting teachers and program quality improvement. Along with the Effective Coaching and Mentoring Strategies course, there are additional helpful documents, resource links and courses available for early childhood programs. In the Full Course Catalog, look for the button labeled “Teacher and Coach Resources” to access customized resources and trainings and include separate pages for teachers and coaches/specialists. Among the resources is the Foundational Skills for Instructional Change guide, which is highly recommended for pre-K teachers and programs.



## CIRCLE Activity Collections

There are three CIRCLE Activity Collections that provide fun, easy activity ideas for children birth to six years of age and for their families to help support important school readiness skills. The CIRCLE Activity Collection includes 2,000 learning activities in English and Spanish.

**CIRCLE Pre-K Curriculum**

Incorporating time-tested lessons from the CIRCLE Activity Collection, the curriculum provides teacher resources to support weekly planning and delivery of pre-k instruction. Available in English and Spanish.

**CIRCLE Activity Collection: Pre-K to Grade 2**

Research-based, hands-on activities across learning areas, with alignments to the Texas Prekindergarten Guidelines, TEKS, and Head Start Framework. Available in English and Spanish.

**CIRCLE Activity Collection: Infant and Toddler**

[Quality learning experiences to support infant and toddler language, social emotional, health, and cognitive development, with alignments to Early Head Start. Available in English and Spanish.](#)

**CIRCLE Activity Collection: Family**

For children birth through K, this collection helps families support child skills at home. Available in English and Spanish.

### Infant and Toddler Collection

The CIRCLE Activity: Infant and Toddler Collection is organized around the four learning domains of the [Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines \(ITELG\)](#): Health & Motor Development, Social & Emotional Development, Language & Communication, and Cognitive Development. There are hands-on activities and video demonstrations to provide adult support with implementation.

The CIRCLE Activity Collection includes the CIRCLE Activity Collection Pre-K to Grade 2 Collection and a variety of hands-on activities that teachers can implement during large group, small group, centers, and one-on-one instruction. Language, literacy, social emotional skills, mathematics, and science are the core concepts covered in CIRCLE activities. In addition, Family Engagement activities have been added as additional parent resources.

This digital collection has detailed activities with detailed instruction, materials needed, exemplar annotated videos of select activities performed in real classrooms, and scripted lessons that detail guided practice and scaffolding with students. In addition, each activity includes a connection to the Texas Prekindergarten Guidelines, Texas Essential Knowledge and Skills for Kindergarten, and Head Start Outcomes.

The activities incorporate a gradual release model, wherein a teacher models, demonstrates, and “thinks aloud” so that children understand the concepts behind what the teacher is modeling. Children then practice the skills or concepts with the teacher’s guidance.

### Ideas for Using the CIRCLE Activity Collection (CAC)

The CIRCLE Activity Collection can be used by site administrators to support appropriate

classroom activities, by early educators, and shared with families for extension ideas. The CIRCLE Progress Monitoring tool will provide recommended specific CIRCLE Activity Collection activities for children who are identified as needing support in targeted skill areas.

There are a variety of activities that can be used in different settings to fit your needs:

- Small Group Interventions
- Whole Group Instruction
- One-on-One Intervention
- Transitions
- Outdoor Learning

**Step 1**

Site administrators may also use the CAC scripting and videos for professional development support with staff, as shown in the chart below.

CIRCLE ACTIVITY COLLECTION PLANNING
Ex. Becca would be benefit from an activity providing practice identifying beginning letter sounds. .
Ex. Mrs. Aston will to work on small group phonological awareness interventions (rhyming).

**Step 2**

Review the CIRCLE Activity Collection and select activities that support the needs of your program.

**Step 3**

Document your selected activities (sample chart below).

TEACHER'S NAME	ACTIVITY	DUE DATE
Ex. Ms. Kelley	Can you find my Picture?	September 15
Ex. Mrs. Aston	Rhyming Basket	September 15
1.		
2.		

**CIRCLE Activity Collection for Families**

[CLI Engage](#) also provides a CIRCLE Activity Collection (CAC) specifically designed to support children's skill development at home with their parents and families. The CIRCLE Activity Collection for families:

- Can be accessed on mobile devices and does not require a login.
- Is available in English and in Spanish.
- Can be shared by teachers via email directly to parents.

Many studies have shown that families and teachers working together to support children's development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6.

### *Family Engagement*

Engaging families in children's education is a vital component to building strong relationships between school and home, providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, and free resources for hosting family engagement sessions. Use these tools on CLI Engage to prepare your students with family engagement strategies when they begin their careers in the classroom.

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit the CLI Engage page, [Family Engagement Resources](#), to learn more and download resources for teachers and administrators.

### *Sharing Data with Families*

Teachers using the CIRCLE Progress Monitoring System can share child scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support skills of concern at home. Use these resources in your lesson planning for students to practice sharing results with parents and discussing assessment results in family-friendly terms.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:

- [Implementation Guide: Student Reports for Parents](#)
- [Printing Parent PIN Pages](#)

### *Including Families in the Assessment Process*

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the "Screening, Progress Monitoring, and Observation" tab.

## **CIRCLE Pre-K Curriculum**

The Children's Learning Institute at UTHealth is pleased to offer the CIRCLE Pre-K Curriculum in English and Currículo CIRCLE de prekínder for Spanish prekindergarten classrooms. They are available in print to purchase or is also available to educators as a digital resource for

free on CLI Engage. To access the curriculum, scroll down to the blue banner after logging in, scroll down to the blue banner with the title “Activities and Materials” and then select the tile “CIRCLE Pre-K Curriculum”.

The State Board of Education voted to approve adoption of the CIRCLE Pre-K Curriculum in November 2020. Evaluation by the Texas Resource Review (TRR) found the curriculum fully addresses all Texas Prekindergarten Guidelines. High scores were awarded for each criteria of quality included in the prekindergarten systems rubric used during TRR’s quality review.

The CIRCLE Pre-K Curriculum includes Scope and Sequences for 35 weeks of instruction and 10 Theme Guides for use throughout the school year. Each of these components is supported by direct links to high-quality lessons housed in the CIRCLE Activity Collection. You can use the Scope and Sequences and Theme Guides together to provide weekly instruction that comprehensively supports the cognitive, social, and emotional development of prekindergarten children. Additionally, the Start-Up Guide breaks down how each component is organized and what you need to know to start your implementation.

Visit this link more information on the [CIRCLE Pre-K Curriculum](#)



## Classroom Environment Checklist (CEC)

The Classroom Environment Checklist (CEC) uses a rating system for preschool rooms that includes a description and the following number scale of a 1 to indicate low, 2 is for moderate and 3 annotates a high quality score. The CEC has 21-items intended to capture the presence and quality level of important areas of the classroom: instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools).

This Classroom Environment Checklist can serve as a tool to:

- Help teachers evaluate their classroom environment
- Act as a change agent for teachers
- Provide a way for coaches to track change over time
- Provide direction for coaching
- Support accountability and meeting expectations

### Step 1

Provide teachers with a paper copy of the [Classroom Environment Checklist \(CEC\)](#). This link also provides high quality classroom examples for each CEC component.

### Step 2

Review the CEC analysis and discuss with teachers.

### Step 3

Provide the [video on setting up a classroom](#) and discuss additional supports needed for basic classroom set up. Click or visit link below. (Note: You must be logged in to CLI Engage to view the video.)

### Step 4

Provide teachers a copy of the [CEC Analysis](#), which provides the rationale and explanations on the benefits for each items on the CEC and a copy of the CEC Short Term Goals document to select and set goals, Appendix A. The CEC is also available as an online tool to track teacher's progress over time. It can be found on the dashboard under the Quality Improvement and Innovation banner. CEC observations can be entered three times per year.

## Infant and Toddler CEC

High-quality classroom environments are a critical foundation for early childhood programs. They provide engaging focal points that enrich teacher-child interactions and inspire children's independent play and exploration. The [Infant & Toddler CEC](#) helps professionals document the presence and quality of toys, materials, books, and other important classroom features, as well as general classroom arrangement. Most of the items in this tool apply to both infant- and toddler-aged classrooms in center-based and home-based child care settings

# Classroom Observation and Goal Setting Tools

The Classroom Observation and Goal Setting Tools articulate the key instructional behaviors and caregiving competencies that result in providing high-quality learning experiences for young children. The tools are designed for specialists and coaches to document teachers' demonstration of each competency through classroom observation and to use the data to set professional development goals with their teaching staff. They can also be used by early educators directly to self-assess their skills, set goals for improvement, and track their progress over time.

## Infant & Toddler Teacher Competencies

The Infant & Toddler Teacher Competencies is designed for teachers, administrators and specialist to use to identify key teaching behaviors to be used by infant and toddler staff. The tool can be used to set goals and document educator growth in their daily practice. This tool includes high-quality caregiving and instructional behaviors that support language and communication, early literacy, cognitive skills, social and emotional development, and physical development for infants and toddlers. To support the implementation of these instructional behaviors, early educators can take the online professional development series [CIRCLE Infant & Toddler Teacher Training: Play with Me](#) which is available online for free in the course section in CLI Engage. [Download a copy of the Infant & Toddler Competency Observation Tool \(COT\)](#).

## **CIRCLE Classroom Observation and Goal Setting Tool**

The CIRCLE Classroom Observation Tool is a prekindergarten tool is a research-proven Texas School Ready project component used by the comprehensive professional development program for preschool teachers. Educators, administrators, training and coaching staff can use the tool to set specific short-term goals and to track growth over time. [Download the CIRCLE COT](#).

The Classroom Observation Tool (COT) captures the presence of key teaching behaviors in thirteen areas through classroom observation. A built-in goal setting system within CLI Engage in in the Quality Improvement and Innovation section, allows educators to work toward specific short-term goals and track their progress. The system is well aligned with the Texas Prekindergarten Guidelines and can be used by teachers, school leaders, and intervention specialists to promote effective teaching.

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The COT includes item level indicators, which are highly targeted and focus on evidence-based teaching behaviors that research has shown improve child outcomes. The design ensures age, linguistic, and cultural appropriateness. There is a reporting feature that can provide a clear, unbiased system for tracking and monitoring teacher performance and progress for improvement.

### **Step 1**

Provide teachers with a copy of the Classroom Observation Tool , so they can begin to use these intentional teaching strategies in their classroom. [Download the COT here](#).

### **Step 2**

[Watch this mini course](#) to understand more about this highly researched tool and how to utilize to support continuous improvement of instructional practices and enhance student outcomes.

# Appendix

## **Appendix A.2**

### **Short Term Goals for CEC**

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

Teacher: \_\_\_\_\_

Date Goals Set: \_\_\_\_\_

### **GOALS**

What are the CEC goals that you will work towards accomplishing?

### **ACTION PLAN**

The date these goals will be accomplished is:

CEC ITEM	ACTION PLAN

What support would be helpful for you to meet these goals?

What resources would you need in order to meet to accomplish these goals?

## Appendix B

### CIRCLE Progress Monitoring Assessment Schedule

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 13 – October 15	
2	January 17 – February 18	
3	April 18 – May 13	

MEASURES	WAVE 1	WAVE 2	WAVE 3
<b>Direct Measures</b>			
Rapid Letter			
Rapid Vocabulary			
Phonological Awareness			
Mathematics			
Science			
Social Studies			
Story Retell			
Letter Sound Correspondence			
<b>Observables / Checklists</b>			
Social and Emotional			
Book and Print			
Early Writing			
Approaches to Learning			
Physical Health & Development			
Speech & Sentence Skills			
Motivation to Read			

