



Maryland Head Start Child Development Outcomes Framework

Approved 07/01/01 by Md. Head Start Administrators



This document is dedicated to the memory of Helen Hollingworth Taylor, Associate Commissioner of the Head Start Bureau 1993 – 2000 who reminded us in her last public address of our legacy and of the road we must continue to travel in our service to Head Start. Paraphrasing Teddy Roosevelt, she told us that far and away the best prize that life offers is the chance to work hard at work worth doing and that Head Start was that opportunity for us.

“Head Start opens up the world of possibilities for children to work hard to learn about interesting things, to get along with other children and grownups, to grow stronger and more physically adept, to expand their abilities to use and understand language, to love books and songs and stories, and to create works of art and models of reality on paper, at the sand table, or in the block area. We work hard so that every child leaves Head Start with the conviction that they are ready, willing and able to succeed in school and that the world is full of things to learn and experiences and skills to work on that are worth doing. Head Start offers families an invitation to build a partnership to work together on work that is worth doing. We need to put on the table our vision for the future and be willing to fight to make it happen as our nation’s flagship program for young children and low-income families. Head Start must focus on school readiness; become centers for lifelong learning, demonstrate accountability for outcomes, and stay rooted in and responsive to families and communities.” (Helen Taylor, National Head Start Association Annual Training Conference. April 29, 2000, Washington, DC). We will continue to work hard at work worth doing.

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MARYLAND HEAD START CHILD DEVELOPMENT OUTCOMES FRAMEWORK

This document integrates the Head Start Performance Standards, the Head Start Child Outcomes Framework and the Maryland Model for School Readiness Framework. The Head Start Performance Standards referenced support the 8 Domains of learning and development (Language Development, Literacy, Mathematics, Science, Creative Arts, Social Emotional Development, Approaches to Learning and Physical Health and Development) and the 13 Domain Elements or indicators as specified in the Head Start Child Outcomes Framework. This framework is intended to guide programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self assessment and continuous improvement. The need to match several sets of required outcomes indicators has added a layer of complexity to the planning and implementation phase for Head Start programs. The Maryland Model for School Readiness goals are included to provide Maryland Head Start programs an opportunity to view the natural alignment between the two documents and to plan and develop child outcomes that address the continuity of learning and developmental experiences as children prepare to transition to their schools ready to learn. This document is also in line with Maryland's Results for Child Well-Being. Parent involvement is a hallmark of Head Start that recognizes the primacy of the parental role in guiding children's development. We will continue that critical and vital partnership reinforcing the circle of support to provide a safe, nurturing and challenging developmental learning environment for children.

The goal of the Maryland Head Start Child Development Outcomes Framework is to provide a reference and resource document for local programs as they develop child outcomes that reflect the uniqueness of their own programs and individualization for children. We have cited some observable representations of child performance and experiences to illustrate what teachers and parents would be able to view, assess and document when looking at the 100 examples of more specific indicators of children's skills, abilities, knowledge and behaviors. It is a framework that also supports the holistic approach of curriculum as a framework for learning and incorporates the process of assessment as an ongoing process using multiple tools and multiple sources of information. We want to reference Lillian Katz who cautions us to be constantly reminded of the essential difference between academic goals and intellectual goals for children and the primacy intellectual goals must take in our planning for children's learning and development. We must plan and provide experiences for children that develop and support "confidence in their own intellectual power." (Lillian G. Katz, June 20, 2001. Administration for Children & Families Region III Child Development Institute. Philadelphia, PA)

Head Start's commitment to wellness embraces a comprehensive vision of health for children, families, and staff. The objective of these Standards is to ensure that, through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs. Because parents have the primary, long-term responsibility for their children's health, it is critical for them to be as involved as possible in this health care process.

The Head Start MSDE Child Outcomes Alignment Chart is included to reflect and support our intent to continue a vital ongoing commitment to our role in preparing children and their parent for public school. Our collaboration with public schools will assure a continuum of support as children and parents transition into the public school systems. The spotlight on school readiness is wholly compatible with Head Start's goals.

This document is not intended to be used as a checklist for assessing children. Gathering information for the purpose of making evaluative decisions is a function of an integrated comprehensive assessment system that programs must give considerable thought to in developing. That system will have included key staff and parents and will link assessment and curriculum planning to guide staff implementation and support children's learning. A path to positive child outcomes now requires an added step in the continuous improvement process; a program level analysis of Child Outcome information. This is intended to support program improvement and planning for curriculum revision, staff development and additional work with families. (p. 35)

Language Development

Below are some of the Head Start Program Performance Standards that require supporting children's language development, including English Language Learners. The accompanying rationale statements explain the importance of each Program Performance Standard listed.

For All Children Birth to Five

1304.21(a) Child Development and Education Approach for all Children.

(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

- (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.*

Rationale: Abilities, interests, temperaments, developmental rates, and learning styles vary among children. The program environment, therefore, is arranged to accommodate a variety of children's needs and strengths, and to stimulate learning across all domains of development: social, emotional, cognitive, and physical.

- (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.**

Rationale: Respecting individual children nurtures a positive sense of self in each child and enhances the development of the skills needed to communicate and interact with others. Encouraging an understanding of human diversity helps children to grow up confident of their identity and to be respectful of the identity of others.

(3)(i) Grantee and delegate agencies must support social and emotional development by encouraging development which enhances each child's strengths by:

Language Development

- (D) *Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.***

Rationale: Incorporating the home language and culture throughout the curriculum supports the development of social competence and demonstrates respect for the values and beliefs of the family. Understanding and respecting the culture, social background, religious beliefs, composition, and childrearing practices of each family supports social and emotional development.

- (4) *Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:***

- (ii) *Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.***

Rationale: Children communicate ideas and feelings through gestures, words, pictures, body movements, and sounds. Creative expression in all of these areas helps children to experience success, to develop competence, and to acquire self-confidence.

- (iii) *Promoting interaction and language use among children and between children and adults.***

Rationale: Children develop language skills by communicating with others; and they use verbal and nonverbal communication to share feelings and to express ideas.

1304.21(b)(1) Child Development and Education Approach for Infants and Toddlers. Grantee and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum):

- (i) *The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2) for more information).***

Rationale: To support the development of infants and toddlers, the curriculum focuses on relationships, respect, and responsiveness of the child development services. Social and emotional development of infants and toddlers is based upon their relationship with their caregivers. For healthy social and emotional development, infants and toddlers need the attention of consistent caregiving. Staff who understand the child's family culture and speak the home language reinforce an infant's or toddler's emotional security and trust. A safe and secure environment nurtures positive relationships with peers and adults.

LANGUAGE

“Language development spans the broad continuum of listening, speaking, reading, and writing. Sensitivity to individual growth and cultural diversity is essential to viewing a child’s language development. Language development is complex, and a child needs knowledge of how sounds are combined to make words and how words are combined to make sentences. At the same time, a child must understand how individual words and sentences convey meaning. A child must also have a sense of how language is used in everyday communications. Language development moves the child along the continuum of emerging literacy.” (MMSR, p. 17)

“A variety of settings in a natural environment is necessary to ensure accurate assessment of a child’s language development. Sensitivity to cultural diversity and varied family background is vital. Language development encompasses all forms of communication, both verbal and non verbal, and should be assessed in both formal and informal settings.” (MMSR, p. 17)

For the purpose of this document, we will address reading and writing separately under the domain of literacy.

OUTCOMES:	
<i>Child understands verbal and non-verbal language.</i>	<i>Child uses language to communicate</i>
☞ Indicators: Listening and Understanding	EXAMPLES:
Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems.	<ul style="list-style-type: none"> ☞ Asks & answers questions ☞ Initiates conversation about books and stories ☞ Listens to stories, information and events ☞ Makes comments about story lines ☞ Retells a story when asked ☞ Repeats some or all of a song when asked
Shows progress in understanding and following simple and multiple step directions.	<ul style="list-style-type: none"> ☞ Follows 1 or 2 step directions ☞ Demonstrates non-verbal listening behaviors ☞ Listens to stories, information & events
? Understands an increasingly complex and varied vocabulary.	<ul style="list-style-type: none"> ☞ Names objects in classroom ☞ Responds to requests for action or information ☞ Demonstrates proper use of prepositions ☞ Makes full use of adjectives
? For non-English speaking children, progresses in listening to and understanding English.	<ul style="list-style-type: none"> ☞ Listening for meaning in discussions and conversations ☞ Attends to new information ☞ Translates/uses words in English and native language
☞ Indicators: Speaking and Communicating	
? Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	<ul style="list-style-type: none"> ☞ Participates in two way conversation ☞ States personal identification e.g., gives name when asked ☞ Speaks clearly conveying ideas in discussion and conversation ☞ Speaks in complete sentences of 5 – 7 words ☞ Asks & answers questions ☞ Describes a family event or activity ☞ Describes/ shares personal feelings e.g., explains how an illness makes him/her feel

? Indicates 1 of 13 specific Domain Elements or Indicators legislatively mandated for program data analysis.

LANGUAGE CONTINUED

<i>✍</i> Indicators:	Examples:
Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	<ul style="list-style-type: none"> <i>✍</i> Speaks clearly, conveying ideas in discussion <i>✍</i> Listens for meaning in discussions and conversations <i>✍</i> Demonstrates non-verbal listening behaviors.
? Uses an increasingly complex and varied spoken vocabulary.	<ul style="list-style-type: none"> <i>✍</i> Learns to use adjectives <i>✍</i> Uses prepositions properly <i>✍</i> Is able to describe objects and situations <i>✍</i> Demonstrates more than one way to describe or express a situation, object, or action <i>✍</i> Uses past and future tenses
Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical clarity.	<ul style="list-style-type: none"> <i>✍</i> Speaks in sentences of 5 - 7 words to express ideas <i>✍</i> Expresses understanding of and responds to sentences of 5 – 7 words in length <i>✍</i> Uses compound sentences
? For non-English speaking children, progresses in speaking English.	<ul style="list-style-type: none"> <i>✍</i> Tells stories in native and English language <i>✍</i> Discusses customs with peers. <i>✍</i> Asks questions, shares stories and events with individuals and in groups

Literacy

Birth to Five

Below are some of the Head Start Program Performance Standards that require experiences that support children's literacy. The accompanying rationale statements explain the importance of each Program Performance Standards listed.

1304.21(a)(4) *Child Development and Education Approach for all Children.* *Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:*

- (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.**

Rationale: Through meaningful interactions with adults, other children, and a rich environment, children gain knowledge and understanding of the world. Strategies that support the development of cognitive and language skills allow exploration in both indoor and outdoor environments.

1304.21(b)(2) *Child Development and Education Approach for Infants and Toddlers.* *Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:*

- (ii) 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.**

Rationale: Children acquire and develop communication skills through observation and practice. They learn verbal and nonverbal means of communicating needs, thoughts, and feelings by imitating the behaviors of others.

1304.21(c)(1) *Child Development and Education Approach for Preschoolers.* *Grantee and delegate agencies, in collaboration with parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:*

- (iii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;**

Rationale: Children expand their knowledge and skills through a variety of experiences and interactions with other children and adults. Intellectual development is reinforced and extended through opportunities to engage in meaningful work that stimulates questioning, forming ideas, and represents what is being learned.

Literacy

1304.40(e)(4) Parental Involvement in Child Development and Education. Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

- (i) **Increasing family access to materials, services, and activities essential to family literacy development; and**
- (ii) **Assisting parents as adult learners to recognize and address their own literacy goals.**

Rationale: Parental involvement in the program's approach to child development and education enhances the ability of parents and staff to work together to support each child's growth and learning in the home and program environments. Parents who understand how children grow and develop usually are more responsive to their children's needs, and are better able to support child development. Parental involvement also provides parents with opportunities to share knowledge about their children so that staff can individualize the program to support each child's individual pattern of development and learning.

1304.41(a)(2) Partnerships. Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including:

- (i) **Local elementary schools, and other educational and cultural institutions, such as libraries and museums, for both children and families.**

Rationale: Community planning fosters the development of a comprehensive system of family centered services attuned to the complex and diverse needs of children and families.

LITERACY

Literacy is the growing ability of children to construct, convey and interpret meaning from print. It builds on language development and encompasses the interdependent skills of listening, speaking, reading and writing.

OUTCOMES:	
<i>Child shows interest in and responds to stories read aloud.</i>	<i>Child uses letter-like shapes or letters to depict words or ideas.</i>
<i>Child connects language to graphic representation and print</i>	
Indicators: ? Phonological Awareness	EXAMPLES:
Shows increasing ability to discriminate and identify sounds in spoken language.	<ul style="list-style-type: none"> ✍ Pretends to read ✍ Examines pictures for meaning ✍ Retells familiar parts
Shows growing awareness of beginning and ending sound of words.	<ul style="list-style-type: none"> ✍ Identifies words that begin with the same or different sounds ✍ Identifies words that end with the same or different sounds
Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.	<ul style="list-style-type: none"> ✍ Enjoys the repetition of words, poems and finger-plays ✍ Attempts to initiate matching sounds ✍ Identifies and repeats rhyming
Shows growing ability to hear and discriminate separate syllables in words.	<ul style="list-style-type: none"> ✍ Imitates syllables as spoken ✍ Creates multiple syllables ✍ Blends syllables into a word
? Associates sounds with written words , such as awareness that different words begin with the same sound.	<ul style="list-style-type: none"> ✍ Examines pictures for meaning ✍ Pretends to read ✍ Associates between spoken and written word
Indicators: ? Book Knowledge and Appreciation	
Shows growing interest and involvement in listening and discussing a variety of fiction and non-fiction books and poetry.	<ul style="list-style-type: none"> ✍ Chooses books to read ✍ Attends to story ✍ Asks to have books read ✍ Predicts actions and consequences of characters ✍ Describes story line
Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	<ul style="list-style-type: none"> ✍ Attends to story ✍ Asks to have books read ✍ Retells familiar parts ✍ Chooses and reads books to self ✍ Imitates actions of teacher ✍ Reads to others ✍ Sees self as a reader
Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	<ul style="list-style-type: none"> ✍ Predicts next part or ending ✍ Retells familiar parts
Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.	<ul style="list-style-type: none"> ✍ Opens book from front cover ✍ Turns pages front to back ✍ Tracks left to right, top to bottom

Literacy Continued

✍ Indicators: Print Awareness and Concepts	
Shows increasing awareness of print in classroom, home and community settings.	<ul style="list-style-type: none"> ✍ Recognizes letter of their names in media ✍ “Reads” fast food signs ✍ Calls out letters in words and signs in classroom ✍ Asks what is this word or what does this say
Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages and menus.	<ul style="list-style-type: none"> ✍ Recognizes simple and environmental print word e.g., STOP, blocks, Go, ? , ? ✍ Can make a choice from a list or menu of symbols/words ✍ Chooses appropriate bathroom to use
Develops increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	<ul style="list-style-type: none"> ✍ Associates spoken and written words ✍ Holds book correctly ✍ Traces words or lines of print from left to right with finger ✍ Asks “what does this say” ✍ Dictates or attempts to write a story ✍ Communicates direction in writing e.g., “x means stay out”
Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	<ul style="list-style-type: none"> ✍ Tracks left to right, top to bottom ✍ Identifies letters in words and repeats words and phrases that are repetitive ✍ Follow the story by pointing to words as the story is read
? Recognizes a word as a unit of print , or awareness that letters are grouped to form words, that words are separated by spaces.	<ul style="list-style-type: none"> ✍ Begins to write name ✍ Uses letter like shapes or letters to depict words or ideas ✍ Identifies capital letter and spaces between words
✍ Indicators: Early Writing	
Develops understanding that writing is a way of communicating for a variety of purposes.	<ul style="list-style-type: none"> ✍ Dictates stories or recalls an experience ✍ Writes letters or cards to someone ✍ Communicates directions/warnings in writing ✍ Attempts to write familiar words and names
Begins to represent stories and experiences through pictures, dictation, and in play.	<ul style="list-style-type: none"> ✍ Draws representation of events as a story e.g., describes field trip experiences ✍ Uses pretend writing during play (scribble, lines and shapes) ✍ Writes some letters from own name ✍ Creates original drama through puppets, dolls, housekeeping and other dramatic play materials
Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	<ul style="list-style-type: none"> ✍ Utilizes writing tools to tell stories, give direction and make requests of others. ✍ Chooses a variety of materials to create art work and printed form
Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter like symbols, to copying or writing familiar words such as their own name.	<ul style="list-style-type: none"> ✍ Draws representational shapes as letters ✍ Traces and draws geometric figures ✍ Begins to copy shapes and letters

Literacy Continued

✍ Indicators: Alphabet Knowledge	
Shows progress in associating the names of letters with their shapes and sounds.	<ul style="list-style-type: none"> ✍ Recognizes letters and names ✍ Begins to recognize sounds and rhyme letters
Increases in ability to notice the beginning letters in familiar words.	<ul style="list-style-type: none"> ✍ Recognizes letters and names ✍ Recognizes letter sounds, grouping sounds
? Identifies at least ten letters of the alphabet, especially those in their own name.	<ul style="list-style-type: none"> ✍ Writes and or traces familiar letters ✍ Identifies letters seen in the classroom and in written media ✍ Recognizes letters in own name ✍ Recognizes own name in print
? Knows that the letters of the alphabet are a special category of visual graphics that can be individually named.	<ul style="list-style-type: none"> ✍ Names individual letters of the alphabet ✍ Recognizes letters that begin with own name in stories ✍ Intentionally names letters in printed materials

Mathematics and Science

Below are some of the Head Start Program Performance Standards that require children's experiences in math and science. The accompanying rationale statements explain the importance of each Program Performance Standard listed.

For All Children Birth to Five

1304.21(a)(4) Child Development and Education Approach for all Children.

Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

- (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.**

Rationale: Through meaningful interactions with adults, other children, and a rich environment, children gain knowledge and understanding of the world. Strategies that support the development of cognitive and language skills allow exploration in both indoor and outdoor environment.

- (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.**

Rationale: Children need a foundation for reading and mathematics. The development of this foundation results from the interaction of children's early experiences, relationships with adults and other children, and maturation. The development of skills related to literacy and numeracy is an ongoing part of a child's cognitive development.

For Preschoolers

1304.21(c) Child Development and Education Approach for Preschoolers.

- (1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:**
 - (i) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.**
 - (ii) Rationale:** Children expand their knowledge and skills through a variety of experiences and interactions with other children and adults. Intellectual development is reinforced and extended through opportunities to engage in meaningful work that stimulates questioning, forming ideas, and represent what is being learned.

MATHEMATICS

“Mathematics is the ability to think logically, solve problems and to perceive relationship. It is only one way we use to make sense of the world.” (Creative Curriculum, p. 49) Children develop math knowledge in part through their play and exploration of the world around them. Children need concrete experiences to find meaning in their environment.

OUTCOMES:	
<i>Child applies math concepts in formal and informal learning situations.</i>	
✍ Indicators: ? Numbers and Operation	
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	<ul style="list-style-type: none"> ✍ Tells the number of objects when objects are added or removed ✍ Can distinguish the broad concept of more, less or equal e.g., identifies which is more and which is less ✍ Begins to understand one to one correlation
Shows understanding of the concepts of number and quantity.	<ul style="list-style-type: none"> ✍ Counts up to 10 when touching or handling one object for each number ✍ Counts in a sequence ✍ Visually determines quantity ✍ Uses the correct words that express quantity like some, more, or less, correctly ✍ Says that a group has less after one or more items are removed ✍ Follows directions involving number and quantity e.g., count three cookies
Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.	<ul style="list-style-type: none"> ✍ By counting tags, child knows how many spaces are available in an interest area ✍ Recognizes their address and birthday in numbers ✍ States his/her address ✍ Follows directions of symbols and numbers in a recipe e.g., 3 pictures of a teaspoon equals a recipe item ✍ Divides a whole into halves
Develops increasing ability to count in sequence to 10 and beyond.	<ul style="list-style-type: none"> ✍ Verbally counts to 10 (and above) demonstrated through finger plays, counting aloud, and number games ✍ Counts objects in a picture or series of pictures ✍ Counts to tell how many are in a group
Begins to make use of one to one correspondence in counting objects and matching groups of objects.	<ul style="list-style-type: none"> ✍ Matches pairs of objects in one to one correspondence, e.g., finds two shoes for feet ✍ One to one correspondence with another set: lines up brushes to make sure there is one for each jar of paint
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	<ul style="list-style-type: none"> ✍ Counts sets of blocks and indicates which has more or less ✍ Tells the number of objects when objects are added or taken away ✍ Verbally determines quantity as more or less, taller or shorter and nearer or farther
Develops increased abilities to combine, separate and name “how many” concrete objects.	<ul style="list-style-type: none"> ✍ Groups or sorts objects by one property, such as size, shape, color, or use ✍ Sorts a group of objects by one property and then another ✍ Tells whether two amounts are the same

Mathematics Continued

✍ Indicators: Geometry and Spatial Sense	
Begins to recognize, describe, compare and name common shapes, their parts and attributes.	<ul style="list-style-type: none"> ✍ Identifies common shapes (circle, square, triangle) in the classroom ✍ Names attributes of shapes: circles are round, triangles have three sides ✍ Draws, makes, cuts out a circle, square, triangle, rectangle
Progresses in ability to put together and take apart shapes.	<ul style="list-style-type: none"> ✍ Can put together a 3-12 piece puzzle ✍ Builds shapes with blocks, legos and other manipulatives
Begins to be able to determine whether or not two shapes are the same size and shape.	<ul style="list-style-type: none"> ✍ Matches blocks to shelves at clean up time ✍ Inserts shapes to like openings in a box ✍ Matches same shape and size to pattern on template
Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	<ul style="list-style-type: none"> ✍ Uses self correcting toys: graduated stacking rings ✍ Sorts objects by one attribute ✍ Identifies or expresses when one or more objects in a series is out of place ✍ Arranges objects in order by size
Builds an increasing understanding of directionality, order and position of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	<ul style="list-style-type: none"> ✍ Follows simple positional directions with assistance, e.g., puts paper in trash can ✍ Puts objects in, on, under, on top of, or next to another object as requested ✍ Uses positional words correctly e.g., come sit near me
✍ Indicators: Pattern and Measurement	
Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.	<ul style="list-style-type: none"> ✍ Completes simple form board and imitates handclapping pattern ✍ Recognizes and recreates simple patterns with objects ✍ Creates simple pattern of own design using objects
Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	<ul style="list-style-type: none"> ✍ Creates groups according to colors ✍ Creates subgroups according to shapes and sizes ✍ Creates subgroups according to shape, size and color ✍ Matches sets of socks or mittens
Begins to make comparisons between several objects based on a single attribute.	<ul style="list-style-type: none"> ✍ Verbalizes similarities of objects e.g., “ we have the same shoes” ✍ Describes objects and actions by noting their similarities and differences
Shows progress in using standard and non-standard measures for length and area of objects.	<ul style="list-style-type: none"> ✍ Uses terms related to width, length, volume, temperature, time, weight, quantity and fractions ✍ Uses unit blocks to measure length of rug ✍ Measures two cups of flour ✍ Uses comparative words such as heavier, smaller

Science/Scientific Skills, Methods and Thought

Cognitive development is “a fluid process by which a child constructs meaning of the world and develops thinking skills, thus enabling active learning. Each child acquires knowledge by linking prior experiences to formal and informal learning situations. A child applies and extends prior knowledge to new experiences to refine concepts or form new ones. General knowledge is a product of cognitive development which expands and grows through learning and self expression.” (MMSR, p.22)

OUTCOMES:	
<i>Child applies scientific concepts when observing, exploring or solving problems.</i>	<i>Child integrates and applies knowledge in formal and informal learning situations.</i>
✍ Indicators: Skills and Methods	EXAMPLES:
Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	<ul style="list-style-type: none"> ✍ Explores a variety of materials using the five senses, touch, taste, smell, hearing, seeing and discusses reactions ✍ Attempts several solutions without giving up
Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	<ul style="list-style-type: none"> ✍ Uses language to discuss and describe similarities and differences in a variety of settings, e.g., hot/cold, in/out, soft/hard and up/down
Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	<ul style="list-style-type: none"> ✍ Participates in simple scientific investigations and discussion of why and how, i.e., change of seasons, float/sink, and color changes
Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	<ul style="list-style-type: none"> ✍ Selects an ongoing project and make s daily recordings and summaries, i.e., growth charts, plant growth, and neighborhood maps
Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	<ul style="list-style-type: none"> ✍ Explains what, who, why and where based on their past experiences and observations ✍ Asks questions about observations ✍ States that rain is wet, night is dark and sun is hot ✍ Observes that bedtime comes when it is dark

Science/Scientific Skills, Methods and Thought Continued
















✍ Indicators: Knowledge	
Expands knowledge of and abilities to observe, describe and discuss the natural world materials, living things and natural process.	<ul style="list-style-type: none"> ✍ Observes and describes characteristics and behavior of living and non living things e.g., leaves fall off in the Fall, trees and plants grow flowers, water runs. ✍ Sorts animals into groups by size ✍ Sorts animals into groups based on how and where they move e.g., fish swim, birds fly and dogs run ✍ Tells what an animal is doing ✍ Uses magnifying glass or binoculars to explore and see better ✍ Draws picture of the sun and the sky ✍ Uses ruler to “measure how big, how long”
Expands knowledge of and respect for their body and the environment.	<ul style="list-style-type: none"> ✍ Is familiar with his/her body, and names body parts ✍ Describes reasons for brushing teeth ✍ Predicts what can happen if hit by a car ✍ Describes facial features e.g., smile, frown, yell ✍ Requests his/ her boots “to keep warm” on the playground ✍ Predicts that hands will become very cold in ice water ✍ Child predicts that he/she will be hurt falling down a hill
Develops growing awareness of ideas and language related to attributes of time and temperature.	<ul style="list-style-type: none"> ✍ Has a sense of the time of day and outside temperatures, e.g., classroom routine, daily events, seasons and associated weather and proper clothing ✍ Identifies a morning activity ✍ Predicts thunder will bring rain ✍ Predicts that night comes when the sun goes away
Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	<ul style="list-style-type: none"> ✍ Recognizes cause and effect relationships, consequences of actions, first experiences, simple science experiences and weather related changes

CREATIVE ARTS

Creative Arts builds children’s capacity to express, represent and integrate their experiences, ideas and emotions, both actively and receptively through a variety of media. “Young children need increasing competence and integration across domains including words, gestures, drawing, paintings, sculpture, construction, music, singing, drama, dramatic play, movement and dance. Arts experiences that recognize children’s active role in learning may offer many opportunities for them to construct and elaborate meaning communicated through language and other expressive modes.” (Young Children and the Arts, Making Creative Connections, p.2)

OUTCOMES:	
<i>Child expresses him/herself through the creative arts.</i>	<i>Child shows appreciation of the creative arts.</i>
<p>✍ Indicators: Music</p> <p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performance.</p> <p>Experiments with a variety of musical instruments.</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> ✍ Chooses to listen to music during self selected times. ✍ Chooses to play instruments, sing and dance during self selected times ✍ Joins group and participates in activity ✍ Makes up songs and sings to self ✍ Plays different instruments ✍ Knows that different instruments make different sounds ✍ Uses instruments in activity area outside of music area, e.g., dramatic play
<p>✍ Indicators: Art</p> <p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p> <p>Progresses in abilities to create drawing, paintings, models and other art creations that are more detailed, creative or realistic.</p> <p>Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>Begins to understand and share opinions about artistic products and experiences.</p>	<ul style="list-style-type: none"> ✍ Selects preferred media to express ideas and feelings ✍ Experiments with different ways to create and express individual interpretation and representations ✍ Shows color preferences ✍ Uses scissors to cut out and paste on a background ✍ Makes a sculpture with clay ✍ Finger paints and explains what it is ✍ Shows more detail in art drawing over the course of the year ✍ Moves from scribbling to more representative work ✍ Makes a collage using a variety of materials ✍ Draws pictures with major body parts ✍ Independently selects and uses materials ✍ Persists at task and completes projects ✍ Practices care in using materials ✍ Says what he/she intends to create ✍ Verbalizes feelings about art work and materials ✍ Asks teacher for specific materials ✍ Expresses pleasure when work is displayed ✍ Asks classmates to view work ✍ Explains “art concepts,” describes intent of the work

Creative Arts Continued

 Indicators: Movement	Examples:
Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	<ul style="list-style-type: none">  Claps or moves in time to music  Marches to the music  Creates own rhythms and patterns
Shows growth in moving in time to different patterns of beat and rhythm in music.	<ul style="list-style-type: none">  Moves from simple rhythm to more complex ones  Moves creatively to the music  Dances in response to music  Creates movement of own to music  Includes rhythmic clapping with movement
 Indicators: Dramatic Play	
Participates in a variety of dramatic play activities that become more extended and complex.	<ul style="list-style-type: none">  Moves from simple stories or puppet play to acting out, e.g., puppet show  Extends basic story or experience to incorporate own interpretation or to add a new concept
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	<ul style="list-style-type: none">  Selects props and uses them in traditional ways, then moves to using them in other more creative ways.  Takes active role in creating scenarios including others  Changes voice, movements and body language to reflect perception of the role played

Social and Emotional Development

Rationale: The curriculum supports the individuality of children, strengthens their self-confidence, assists them in recognizing themselves as individuals, and increases their skills in relating to others.

(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

Rationale: The implementation of the curriculum provides opportunities for each child to succeed, feel confident in his or her abilities, and develop positive attitudes toward learning.

1304.24(a)(3) Child Mental Health. *Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to:*

(i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.

Rationale: Regularly scheduled mental health services help to ensure that day-to-day program practices promote mental health.

(i) Trust and emotional security so that each child can explore the environment according to his or her developmental level.

Rationale: Children's feelings of security and attachment influence all aspects of development, including the curiosity and confidence necessary to explore the environment.

(1) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:

(i) Encourages the development of self-awareness, autonomy, and self-expression.

Rationale: The social and emotional growth of infants and toddlers develops through their relationships with caregivers. A safe and secure environment nurtures positive relationships with peers and adults.

Social and Emotional Development

For Preschoolers

1304.21(a)(3) Child Development and Education Approach for all Children.

Grantee and delegate agencies must support social and emotional development by:

- (ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.**

Rationale: Predictable, daily schedules incorporate routines that support emotional stability in children; and transition activities throughout the day can be used as learning opportunities to facilitate various changes.

1304.21(c)(1) Child Development and Education Approach for Preschoolers.

Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:

- (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships.**

Rationale: Emotional security forms the base from which children increase their confidence, initiative, and ability to develop positive social relationships.

- (v) Enhances each child's understanding of self as an individual and as a member of a group.**

Social and Emotional Development

Rationale: The curriculum supports the individuality of children, strengthens their self-confidence, assists them in recognizing themselves as individuals, and increases their skills in relating to others.

(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

Rationale: The implementation of the curriculum provides opportunities for each child to succeed, feel confident in his or her abilities, and develop positive attitudes toward learning.

1304.24(a)(3) Child Mental Health. *Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to:*

(i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.

Rationale: Regularly scheduled mental health services help to ensure that day-to-day program practices promote mental health.

SOCIAL & EMOTIONAL DEVELOPMENT














“Social and Emotional Development is the process through which children learn to trust others outside their families, to gain independence and self control, and to take initiative and assert themselves in socially acceptable ways.” (Creative Curriculum, p.5)

OUTCOME:	
<i>Child demonstrates effective emotional functioning.</i>	<i>Child takes responsibility for his/her own actions.</i>
<i>Child demonstrates effective social functioning.</i>	<i>Child integrates and applies knowledge of self, family and cultures.</i>
✍ Indicators: Self Concept	EXAMPLES:
Begins to develop and express awareness in self in terms of specific abilities, characteristics and preferences.	<ul style="list-style-type: none"> ✍ Child calls attention to his specific skill growth (shows others) ✍ Drawings shows awareness of body parts
Develops growing capacity for independence in a range of activities, routines and tasks.	<ul style="list-style-type: none"> ✍ Demonstrates growth in self help skills (zipping) ✍ Puts on shoes independently ✍ Follows rules and routines ✍ Manages transitions
Demonstrates growing confidence in a range of abilities and expresses pride in accomplishment.	<ul style="list-style-type: none"> ✍ Buttons, zippers, ties and washes hands independently ✍ Calls attention to completed activity asking for recognition of accomplishment ✍ Claps and cheers for self ✍ Expresses pleasure in abilities e.g., “I tied my own shoes” ✍ Volunteers to perform duties in classroom
✍ Indicators: Self Control	
Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	<ul style="list-style-type: none"> ✍ Waits turn during activities ✍ Recognizes feelings of happy, sad, excited, mad, etc. ✍ Asks for help in resolving conflicts ✍ Comforts self ✍ Uses words to explain feelings
Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	<ul style="list-style-type: none"> ✍ Apologizes after hurting other child ✍ Stops when turn is over ✍ Recognizes when someone is sad or upset

SOCIAL & EMOTIONAL DEVELOPMENT CONTINUED

Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	<ul style="list-style-type: none"> ✍ Asks for materials instead of grabbing from others ✍ Uses materials appropriately ✍ Understands what is required in different environments ✍ Participates in clean up times and classroom routines
✍ Indicators: Cooperation	
Increases abilities to sustain interactions with peers by helping, sharing and discussion.	<ul style="list-style-type: none"> ✍ Helps other children through talking and getting assistance ✍ Listens until the other is finished ✍ Claps and cheers for another child ✍ Shares secrets with another child
Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	<ul style="list-style-type: none"> ✍ Suggests alternatives in conflict situations ✍ Asks for adults' help ✍ Share a toy or activity after being told to stop fighting over it
Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	<ul style="list-style-type: none"> ✍ Waits to take turn and gives other a chance ✍ Asks for turn (permission) ✍ Leaves an activity when turn is over and moves on to next activity ✍ Listens and expresses interest in the work of others ✍ Compromises with peers to get his her way
✍ Indicators: Social Relationships	Examples:
Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	<ul style="list-style-type: none"> ✍ Talks with staff members about home and family ✍ Greets familiar adults ✍ Identifies adults in their various roles e.g., parent, policeman, fireman, teacher, etc ✍ Shares daily information with parent ✍ Asks teacher for help with activity ✍ Chooses the appropriate alternative guidance
Shows progress in developing friendships with peers.	<ul style="list-style-type: none"> ✍ Chooses play partners ✍ Initiates sharing ✍ Moves from sharing toys with one person to a larger group ✍ Expresses preference for different friends
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	<ul style="list-style-type: none"> ✍ Moves from looking at child in distress to helping them out ✍ Expresses how he/she can help another child/ person ✍ Compromises to relieve feelings of sadness and distress ✍ Problem solves as a way to relieve distress e.g., hugging, sharing, offering an item as a peace offering ✍ Expresses feelings of contrition e.g., "I m sorry"

SOCIAL & EMOTIONAL DEVELOPMENT CONTINUED





















 Indicators: Knowledge of Families and Communities	
Develops ability to identify personal characteristics including gender and family composition.	<ul style="list-style-type: none">  Identifies family members by name and role in family and community  Describes family makeup
Progresses in understanding similarities and respecting differences among people, such as genders race, special needs, culture, language, and families.	<ul style="list-style-type: none">  Identifies skin color  Asks questions about differences in people  Tastes a variety of food  Pushes child in wheelchair
Develops growing awareness of jobs and what is required to perform them.	<ul style="list-style-type: none">  Identifies community helper and talks about what they do and tools that they use  Role plays perception of job  Lists steps needed to get task completed
Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	<ul style="list-style-type: none">  Describes area in which he/she lives  Tells home address  Identifies classroom and location

APPROACHES TO LEARNING

Approaches to Learning is each child’s unique way of making sense of the environment and of constructing knowledge and understanding based on their cultural experiences and ability level. “How a child approaches learning is often determined by: openness to and a curiosity about new tasks and challenges; task persistence and attentiveness; reflection and interpretation of experiences; imagination and invention; and individual temperament.” (MMSR, p.11)

OUTCOMES:	
<i>Child begins to recognize his/her strengths and needs.</i>	<i>Child explores learning tasks and challenges.</i>
<i>Child shares ideas, thoughts and knowledge.</i>	<i>Child explores learning tasks and challenges.</i>
<i>Child accepts responsibility for learning through active participation.</i>	<i>Child uses imagination, creativity and invention to extend learning.</i>
<i>Child applies new knowledge in meaningful ways associating and integrating it with prior knowledge and experiences.</i>	
✍ Indicators: Initiative and Curiosity	EXAMPLES:
Chooses to participate in an increasing variety of tasks and activities.	<ul style="list-style-type: none"> ✍ Chooses from a variety of activities ✍ Builds with blocks, attempts puzzles, works with writing materials, visual art activities, etc.
Develops increased ability to make independent choices.	<ul style="list-style-type: none"> ✍ Chooses materials/ activities that interest her/him and pursues them ✍ Avoids dangerous objects
Approaches tasks and activities with increased flexibility, imagination and inventiveness.	<ul style="list-style-type: none"> ✍ Uses materials in alternative ways and mixes colors, i.e., mixes colors of paints, play dough and markers, builds with various materials, uses home made materials to pretend ✍ Makes up a different ending to a familiar story ✍ Adjusts to new situations and changes roles ✍ Creates own riddles, jokes and silly stories
Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	<ul style="list-style-type: none"> ✍ Chooses activities that interest him/ her ✍ Asks for more difficult puzzles, writing materials ✍ Reads and asks questions
























APPROACHES TO LEARNING CONTINUED

 Indicators: Engagement and Persistence	Examples:
Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	<ul style="list-style-type: none">  Completes a puzzle and task once it is started  Persists in a task after encountering a difficulty or a problem
Demonstrates increasing ability to set goals and develop and follow through on plans.	<ul style="list-style-type: none">  Collects several items for a task before starting  Indicates, describes what he/she plans to build/make  Selects materials and builds or makes a project
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	<ul style="list-style-type: none">  Chooses activities that interest him/her  Asks for more difficult puzzles, writing materials  Finishes a task or activity once it is started
 Indicators: Reasoning and Problem Solving	
Develops increasing ability to find more than one solution to a question, task or problem.	<ul style="list-style-type: none">  *Attempts various ways to solve a problem  Discusses the source of a problem  Initiates interactions to get help, going to adult to ask for help.
Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	<ul style="list-style-type: none">  Uses various materials to experiment  Recognizes adults as resources for information  Accepts the suggestions of others
Develops increasing abilities to classify, compare, and contrast objects, events and experiences.	<ul style="list-style-type: none">  Responds to stories, predicts what happens next  Makes verbal comments about things that go together  Makes a three way comparison  Sorts by common characteristics

*Dodge, D.T and Colker, L.J., "The Creative Curriculum for Early Childhood", 3rd ed., Teaching Strategies, Inc., Washington, DC, 1998, pp. 361-369

PHYSICAL DEVELOPMENT HEALTH AND WELL BEING

Health well being means that “basic needs have been met: food, clothing, shelter, and regular health and dental care.” (MMSR, p.4)
Physical development encompasses overall physical growth including muscle control, fine and gross motor development and the acquisition of self-help skills.

OUTCOMES:	
<i>Child independently uses fine motor control at a consistent level.</i>	<i>Child’s behavior promotes physical well being.</i>
<i>Child independently uses gross motor control at a consistent level.</i>	
 Indicators: Fine Motor Skills	EXAMPLES:
Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler and hammer.	<ul style="list-style-type: none">  Places objects in a variety of positions and places.  Makes, traces simple figures with hand and then with writing implements.  Makes cutouts of work and figures  Manipulates two small objects at the same time e.g., stringing beads
Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	<ul style="list-style-type: none">  Cuts around an outline  Tosses a beanbag onto an intended targeted mark  Reproduces a simple design  Catches small thrown objects  Places objects in a variety of positions  Uses musical instruments to play tunes  Zippers, laces, ties, strings and stacks independently
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	<ul style="list-style-type: none">  Uses scribbles and marks as letters  Pretends to write using scribbles and drawings  Uses paintbrushes, Legos glue stick and beads to construct  Holds pencil, crayon chalk with a functional grasp
 Indicators: Gross Motor Skills	
Shows increasing level of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	<ul style="list-style-type: none">  Crawls, runs, hops, climbs, skips, gallops, balances.  Climbs stairs and ladders, slides, lofts  Negotiates confined space without bumping into or dislodging objects  Runs and changes direction without falling  Jumps forward with feet together  Pedals a tricycle

PHYSICAL DEVELOPMENT HEALTH AND WELL BEING CONTINUED

Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	<ul style="list-style-type: none"> ✍ Maneuvers through an obstacle course. ✍ Catches a large ball with two hands ✍ Throws ball to intended target ✍ Repeats creative dance movement steps. ✍ Kicks a large ball ✍ Marches with instruments ✍ Demonstrates awareness of own self in environment, with materials, equipment and other people
✍ Indicators: Health Status and Practices	
Progresses in physical growth, strength, stamina and flexibility.	<ul style="list-style-type: none"> ✍ Twists, bends, skips ✍ Carries objects of different sizes and shapes ✍ Runs and walks for periods of time
Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	<ul style="list-style-type: none"> ✍ Uses playground equipment ✍ Uses wheel toys and other play equipment ✍ Participates in dancing and group exercises ✍ Enters games of physical play
Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	<ul style="list-style-type: none"> ✍ Washes hands ✍ Uses and disposes of tissue appropriately ✍ Covers mouth when sneezing or coughing ✍ Uses bathroom independently ✍ Brushes teeth independently
Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	<ul style="list-style-type: none"> ✍ Participates in fire drills actively and quickly ✍ Explains purpose of fire drills ✍ Recites and follows safety rules at the playground ✍ Listens to adults who are describing harmful objects or materials ✍ Instructs others about the rules e.g., recites rules to peers ✍ Shares, describes reasons for rules ✍ Seeks the assistance of an adult when observing a hazardous situation

Curriculum and Assessment

Below are some of the Head Start Program Performance Standards that define “curriculum”, and require developmentally appropriate curriculum, screening, and assessment. The accompanying rationale statements explain the importance of each Program Performance Standard listed:

1304.3(a)(5) Definition. *Curriculum means a written plan that includes:*

- (ii) The goal for children’s development and learning;
- (iii) The experiences through which they will achieve these goals;
- (iv) What staff and parents do to help children achieve these goals; and
- (v) The materials needed to support the implementation of the curriculum.

The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.

Rationale: A philosophy shared by the program and the parents, and a planned, organized, consistently implemented curriculum support child development and education, meet the goals for children’s development and learning, provide experiences to meet such goals, identify the roles of staff members and parents, and identify appropriate materials and equipment. *(This rationale serves 45 CFR 1304.21(c)(1).*

1304.20(b) Screening for developmental, sensory, and behavioral concerns.

Rationale: A timely and systematic approach toward screening indicates which children require a formal assessment of their developmental needs. An approach which uses multiple sources of information and is sensitive to a child’s cultural background provides a more valid “picture” of the child.

1304.20(c)(4) Extended follow-up and Treatment.

Grantee and delegate agencies must assist with the provision of related services addressing health concerns in accordance with the Individualized Education Program (IEP) and the Individualized Family Service Plan (IFSP).

Rationale: Addressing the health concerns of children with disabilities will enhance their opportunity to participate in, or fully benefit from, the Head Start and Early Head Start experience.

Curriculum and Assessment

1304.20(e) Involving Parents in Conducting the Process.

Rationale: As the primary caregivers and advocates for their children, it is important that parents be involved in all decisions regarding their children's health care. Parents should be consulted when a health problem is suspected, informed of the reasons and benefits of all procedures recommended, and told about the results of all procedures. In addition, parents should be encouraged to prepare their children for health and developmental procedures, in order to increase their children's comfort levels, reduce their fears and anxieties, and optimize children's performance and the validity of the procedure.

1304.20(d) Ongoing Care. In addition to assuring children's participation in a schedule of well child care, grantee and delegate agencies must implement ongoing procedures by which Early Head Start and Head Start staff can identify any new or recurring medical, dental, or developmental concerns so that they may quickly make appropriate referrals. These procedures must include: periodic observations and recordings, as appropriate, of individual children's developmental progress, changes in physical appearance (e.g., signs of injury or illness) and emotional and behavioral patterns. In addition, these procedures must include observations from parents and staff.

Rationale: Because of the rapid development of young children, annual observations are not sufficient to record changes that have an impact upon a child's health and development. It is important, therefore, to implement ongoing evaluation procedures that identify health or developmental concern in a timely fashion.

1308.6 (a-e) Assessment of Children. The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children . . .

- (1) All children enrolled in Head Start are screened as the first step in the assessment process;
- (2) Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities;

1304.20(f)(1) Individualization of the Program. Grantee and delegate agencies must use the information from the screenings for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.

Rationale: Each child has an individual pattern of growth and an individual learning style. Most children will not require special education services to address their needs. However, children with disabilities often require a particular set of special services.

Curriculum and Assessment

1308.19(a) Developing Individualized Education Programs (IEPs) [for 3-5 year olds]. When Head Start provides for the evaluation, the multidisciplinary evaluation team makes the determination whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observations and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.

1304.21(a) Child Development and Education Approach for all Children.

(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

- (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) [for infants and toddlers] or Individualized Education Program (IEP) [for preschoolers].

Rationale: Agencies honor the individuality of each enrolled child with disabilities by following the child's IFSP or IEP and by ensuring that each child receives the specialized education and support he or she requires.

(2) Parent must be:

- (i) **Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;**

Rationale: Parents are integral partners in the processes of planning and implementing curriculum, as they can share knowledge about their children, and are crucial in reviewing the effectiveness of the curriculum. Parent participation is valuable in assisting parents to increase their knowledge about child development and education, thereby enhancing their ability to serve as their children's primary teacher and to help staff make the curriculum meaningful for children.

- (ii) **Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and**

Rationale: Parents increase their observational skills through participation with their children in group settings and in the home, and through training with staff to become more effective in using child observations to plan the curriculum.

Curriculum and Assessment

(iii) *Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.*

Rationale: Staff-parent conferences and home visits enhance adult's knowledge and understanding of the developmental progress of children in the program
(See *CFR 1304.40(e)(4) and 1304.40(i)(2)*).

1304.21(c) Child Development and Education Approach for Preschoolers.

(1) *Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum... (see also CFR 1304.3(a)(5)).*

Rationale: A philosophy shared by the program and the parents, and a planned, organized, consistently implemented curriculum support child development and education, meet the goals for children's development and learning provide experiences to meet such goals, identify the roles of staff members and parents, and identify appropriate materials and equipment.

(2) *Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.*

Rationale: Flexible and dynamic programs support children's development and changing knowledge and skills, as well as their individual strengths and needs (see *45 CFR 1304.20(b, d, & e)*, and *1304.24(a)(3)(i)*).

1304.24(a)(3) Mental Health Services. *Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to:*

(ii) *Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.*

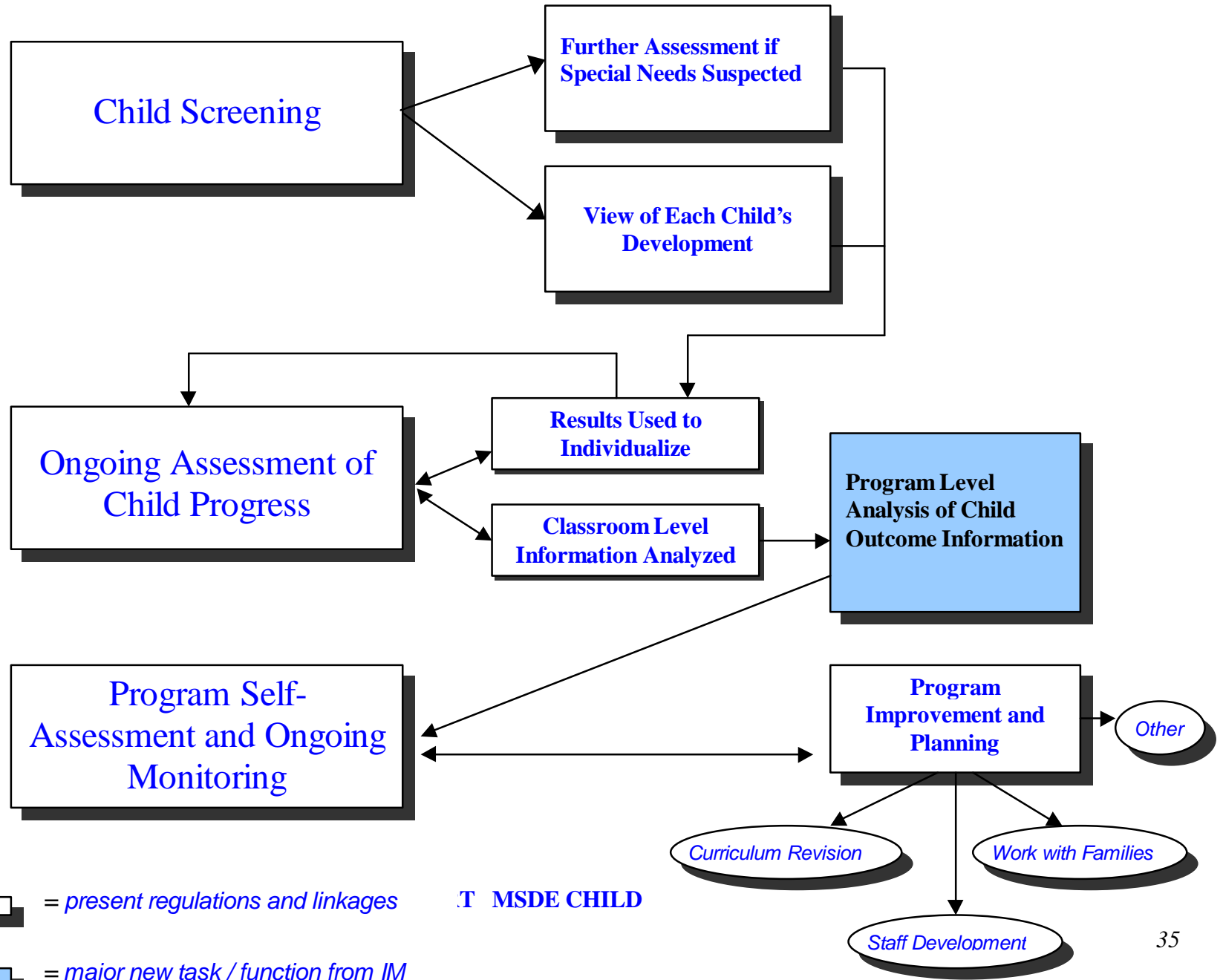
Rationale: Regularly scheduled mental health services help to ensure that day-to-day program practices promote mental health.

1308.4(c) Purpose and Scope of Disabilities Service Plan. *The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of the children with disabilities.*

1308.4(o)(2) Evaluation of Children. *When warranted by screening or rescreening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure.*



Path to Positive Child Outcomes



OUTCOMES ALIGNMENT

HEAD START CHILD OUTCOMES	MSDE CHILD OUTCOMES
<p style="text-align: center;"><u>LANGUAGE DEVELOPMENT</u></p> <p>Child understands verbal and non-verbal language. Listening and Understanding Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems. Shows progress in understanding and following simple and multiple step directions. ? Understands an increasingly complex and varied vocabulary. ? For non-English speaking children, progresses in listening to and understanding English.</p> <p>Child uses language to communicate. Speaking and Communicating ? Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. ? Uses an increasingly complex and varied spoken vocabulary. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical clarity. ? For non-English speaking children, progresses in speaking English.</p> <p style="text-align: center;"><u>LITERACY</u></p> <p>Child connects language to graphic representation and print. ? <i>Phonological Awareness</i> Shows increasing ability to discriminate and identify sounds in spoken language. Shows growing awareness of beginning and ending sound of words. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems. Shows growing ability to hear and discriminate separate syllables in words. ? Associates sounds with written words, such as awareness that different words begin with the same sound</p> <p>Child shows interest in and responds to stories read aloud. ? Book Knowledge and Appreciation Shows growing interest and involvement in listening and discussing a variety of fiction and non-fiction books and poetry. Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p style="text-align: center;"><u>LANGUAGE DEVELOPMENT</u></p> <p>1.0 The child demonstrates listening skills and comprehends language. 1.1 Listens for a variety of purposes (to gain information to perform a task, for enjoyment) 1.2 Listens to engage in conversations and discussions 1.3 Demonstrates understanding of basic conversational vocabulary 1.4 Demonstrates understanding of messages in conversations and discussions</p> <p>2.0 The child uses language to communicate effectively. 2.1 Speaks for a variety of purposes (to inform, to persuade, to express personal ideas, to gain information) 2.2 Speaks clearly and relates ideas effectively 2.3 Speaks to engage in conversation and discussions 2.4 Acquires and uses new vocabulary 2.5. Uses standard English language conventions</p> <p>3.0 The child examines, constructs, and extends the meaning of a variety of print and non-print text by applying a range of reading strategies. 3.1 Demonstrates and applies concepts of print and structural features of text 3.2 Demonstrates beginning phonemic awareness 3.3 Applies alphabetic principles 3.4 Applies cueing systems 3.5 Comprehends, interprets, and evaluates informational text 3.6 Demonstrates reading fluency 3.7 Demonstrates independent reading</p>

HEAD START CHILD OUTCOMES

Child uses letter-like shapes or letters to depict words or ideas.

? Print Awareness and Concepts

Shows increasing awareness of print in classroom, home and community settings.

Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages and menus.

Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

? Recognizes a word as a unit of print, or awareness that letters are grouped to form words, that words are separated by spaces.

Early Writing

Develops understanding that writing is a way of communicating for a variety of purposes.

Begins to represent stories and experiences through pictures, dictation, and in play.

Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter like symbols, to copying or writing familiar words such as their own name.

Alphabet Knowledge

Shows progress in associating the names of letters with their shapes and sounds.

Increases in ability to notice the beginning letters in familiar words.

? Identifies at least ten letters of the alphabet, especially those in their own name.

? Knows that the letters of the alphabet are a special category of visual graphics that can be individually named

MATH

Child applies math concepts in formal and informal learning situations.

? Numbers and Operation

Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.

Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways

Develops increasing ability to count in sequence to 10 and beyond.

Begins to make use of one to one correspondence in counting objects and matching groups of objects.

Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Develops increased abilities to combine, separate and name “how many” concrete objects.

Geometry and Spatial Sense

Begins to recognize, describe, compare and name common shapes, their parts and attributes.

Progresses in ability to put together and take apart shapes.

Begins to be able to determine whether or not two shapes are the same size and shape.

Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.

MSDE CHILD OUTCOMES

4.0 The child approximates writing to communicate effectively for different audiences and purposes.

4.1 Recognizes and uses symbols to represent language

4.2 Models the behavior of writers

4.3 Understands the purposes for writing

5.0 The child responds to a variety of literary works from diverse cultures and authors.

5.1 Engages in reading for literary experience

COGNITION AND GENERAL KNOWLEDGE

1.0 The child applies mathematical concepts in formal and informal learning situations.

1.1 Describes objects according to attributes and functions (use)

1.2 Matches, sorts and regroups objects according to attributes and functions (use)

1.3 Identifies, describes, and extends a simple pattern

1.4 Represents and explains mathematical ideas using objects and pictures

1.5 Understands numbers and quantity

1.6 Recognizes operations and number relationships

1.7 Estimates and verifies the number of objects

1.8 Collects, organizes, displays, interprets information

HEAD START CHILD OUTCOMES	MSDE CHILD OUTCOMES
<p>Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.</p> <p>Patterns and Measurement Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials. Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as size or shape. Begins to make comparisons between several objects based on a single attribute. Shows progress in using standard and non-standard measures for length and area of objects.</p> <p style="text-align: center;"><u>SCIENCE</u></p> <p>Child applies scientific concepts when observing, exploring or solving problems. Skills and Methods Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p> <p>Child integrates and applies knowledge in formal and informal learning situations. Scientific Knowledge Expands knowledge of and ability to observe, describe and discuss the natural world, materials, living things and natural process. Expands knowledge of and respect for their body and the environment. Develops growing awareness of ideas and language related to attributes of time and temperature. Shows increased awareness and beginning understanding of changes in materials and cause and effect relationships</p> <p style="text-align: center;"><u>CREATIVE ARTS</u></p> <p>Child expresses her/himself through the creative arts Music Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performance. Experiments with a variety of musical instruments.</p> <p>Art Gains ability in using different art media and materials in a variety of ways for creative expression and representation. Progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative or realistic. Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p>	<p>1.9 Uses non-standard and standard measures for length weight, volume, temperature, and time</p> <p>1.10 Uses strategies to solve mathematical problems 1.11 Connects mathematical concepts to other content areas</p> <p>2.0 The child applies scientific concepts when observing, exploring, or solving problems 2.1 Makes and verifies predictions about what may occur 2.2 Uses senses to collect, describe, and record information 2.3 Classifies objects and events based on self- selective criteria which the child can explain 2.4 Compares and contrasts objects and events 2.5 Makes and identifies models of real objects 2.6 Seeks to get information when attempting to solve a problem 2.7 Uses language to explain why things happen using scientific principles</p> <p>3.0 The child integrates and applies knowledge of self, family, community, cultures in formal and technology in formal informal learning situations 3.1 Expresses knowledge about self 3.2 Expresses knowledge about self as a member of a family group 3.3 Expresses knowledge of a neighborhood and community 3.4 Expresses knowledge about self as a member of the school community 3.5 Expresses knowledge about different cultures 3.6 Begins to be aware of technology and how it affects their lives</p> <p>4.0 The child expresses himself /herself through the fine arts. 4.1 Attempts fine arts activities 4.2 Explores and experiments with a variety of mediums 4.3 Asks relevant questions to seek ideas for new projects, activities and discussions</p>

HEAD START CHILD OUTCOMES	MSDE CHILD OUTCOMES
<p>Begins to understand and share opinions about artistic products and experiences</p> <p>Movement Expresses through movement and dancing what is felt and heard in various musical tempos and styles. Shows growth in moving in time to different patterns of heat and rhythm in music.</p> <p>Dramatic Play Participates in a variety of dramatic play activities that become more extended and complex. Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p> <p><u>SOCIAL AND EMOTIONAL DEVELOPMENT.</u></p> <p>Child demonstrates effective emotional functioning.</p> <p>Child demonstrates effective social functioning.</p> <p>Child takes responsibility for his/her own actions</p> <p>Self Concept Begins to develop and express awareness in self in terms of specific abilities, characteristics and preferences. Develops growing capacity for independence in a range of activities, routines and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishment.</p> <p>Self Control Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p> <p>Cooperation Increases abilities to sustain interactions with peers by helping, sharing and discussion. Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>Social Relationships Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p>	<p><u>SOCIAL AND EMOTIONAL DEVELOPMENT.</u></p> <p>1.0 The child demonstrates effective emotional functioning.</p> <p>1.1 Attempts new experiences independently 1.2 Using coping skills independently 1.3 Perseveres in activities independently</p> <p>2.0 The child demonstrates effective social functioning.</p> <p>2.1 Initiates and maintains relationships with peers and adults 2.2 Participates cooperatively in group activities 2.3 Uses coping skills in group activities 2.4 Perseveres in group settings</p> <p>3.0 The child takes responsibility for his/her own actions</p> <p>3.1 Acknowledges individual and group accomplishments 3.2 Accepts consequences of one's positive and negative actions</p>

? 13 Legislatively mandated domain elements or indicators

HEAD START CHILD OUTCOMES

Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Knowledge of Families and Communities

Develops ability to identify personal characteristics including gender and family composition.
Progresses in understanding similarities and respecting differences among people, such as genders race, special needs, culture, language, and families.
Develops growing awareness of jobs and what is required to perform them.
Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.

APPROACHES TO LEARNING

- Child begins to recognize his/her strengths and needs.**
- Child shares ideas, thoughts and knowledge.**
- Child applies new knowledge in meaningful ways associating and integrating it with prior knowledge and experiences.**
- Child accepts responsibility for learning through active participation.**
- Child explores learning tasks and challenges.**
- Child uses imagination, creativity and invention to extend learning.**

Initiative and Curiosity

Chooses to participate in an increasing variety of tasks and activities.
Develops increased ability to make independent choices.
Approaches tasks and activities with increased flexibility, imagination and inventiveness.
Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks

Engagement and Persistence

Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
Demonstrates increasing ability to set goals and develop and follow through on plans.
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

MSDE CHILD OUTCOMES

APPROACHES TOWARD LEARNING

- 1.0The child begins to recognize his or her strengths and needs.**
 - 1.1 Knows resources are available in the classroom and how to use them
 - 1.2 Shares experiences and areas of strength
 - 1.3 Signals need for help in verbal and non-verbal ways
- 2.0The child shares ideas, thoughts and knowledge.**
 - 2.1 Listens to discussion and contributes meaningful information
 - 2.2 Shares thoughts and knowledge in verbal and non verbal mediums
- 3.0The child applies new knowledge in meaningful ways associating and integrating it with prior knowledge and experiences.**
 - 3.1 Relates and applies relevant experiences
 - 3.2 Integrates information to solve problems
- 4.0The child accepts responsibility for learning through active participation.**
 - 4.1 Participates verbally and/or non verbally in activities and discussions
 - 4.2 Initiates and offers ideas for new projects, activities, and discussion
 - 4.3 Asks relevant questions to seek ideas for new projects, activities and discussion

HEAD START CHILD OUTCOMES	MSDE CHILD OUTCOMES
<p>Reasoning and Problem Solving Develops increasing ability to find more than one solution to a question, task or problem. Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.</p> <p><u>PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING:</u></p> <p>Child independently uses gross motor control at a consistent level. Shows increasing level of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p> <p>Child independently uses fine motor control at a consistent level. Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler and hammer. Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology.</p> <p>Child's behavior promotes physical well-being. Progresses in physical growth, strength, stamina and flexibility. Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p> <p>Child demonstrates improved physical health and well being Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.</p>	<p>5.0The child explores learning tasks and challenges. 5.1 Experiments with materials 5.2 Predicts possible outcomes 5.3 Recognizes and learns from mistakes 5.4 Uses independent time to extend classroom activities and investigations</p> <p>6.0The child uses imagination, creativity, and invention to extend learning. 6.1 Creates stories 6.2 Uses materials to express ideas 6.3 Attempts alternate solutions</p> <p><u>PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT</u></p> <p>1.0 The child independently uses gross motor control at a consistent level needed to function at school. 1.1 Participates in activities requiring coordinated whole body movement 1.2 Participates in activities requiring coordinated whole body movement with equipment</p> <p>2.0 The child independently uses fine motor control at a consistent level needed to function at school. 2.1 Participates in activities requiring awareness of spatial relationships 2.2 Participates in activities requiring eye-hand coordinated</p> <p>3.0 The child's behavior promotes physical well-being. 3.1 Practices personal hygiene 3.2 Demonstrates knowledge of nutritional foods 3.3 Engages voluntarily in activities that promote physical well being 3.4 Makes choices that promote safety</p>
<p>? 13 Legislatively mandated domain elements or indicators</p>	

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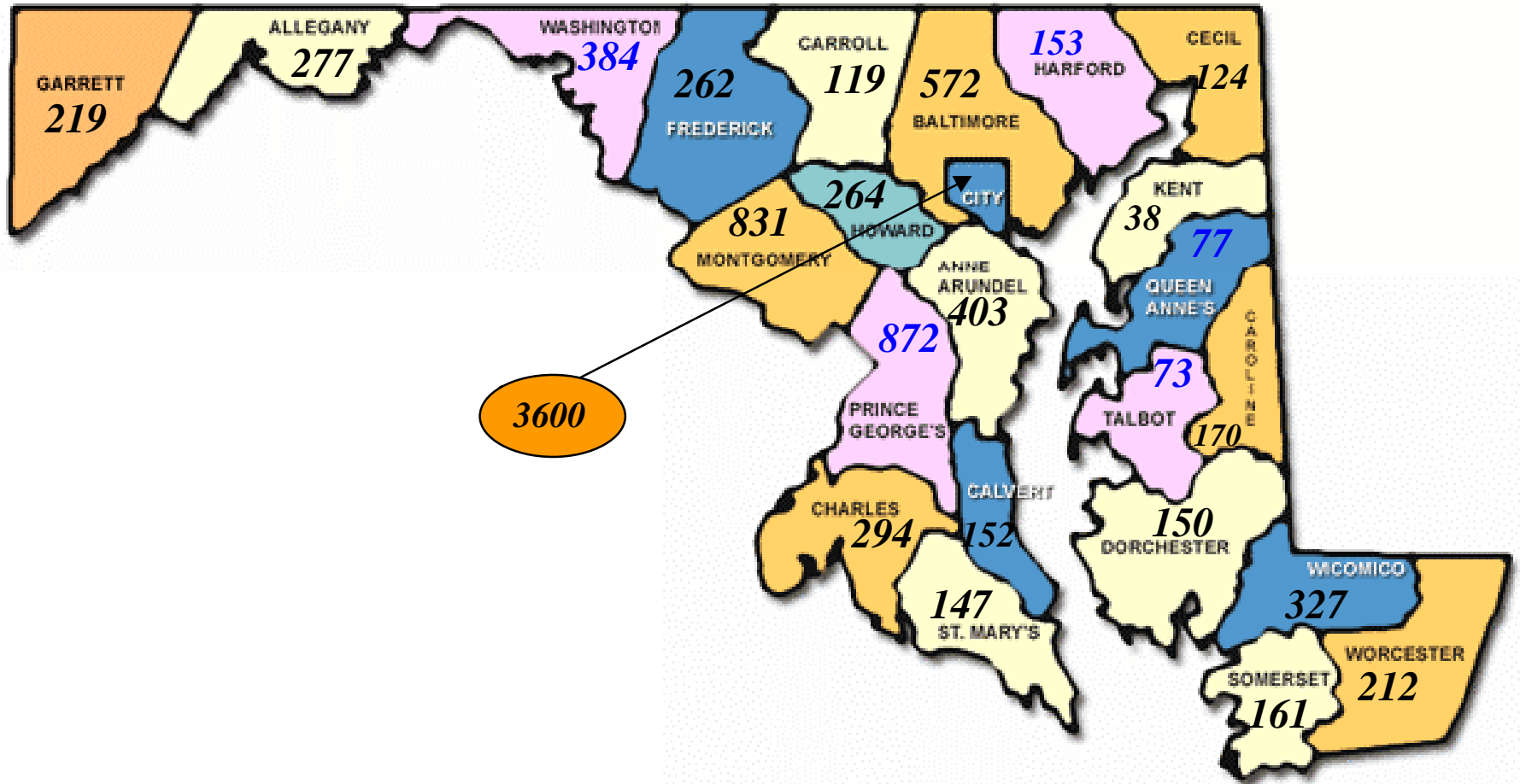
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GLOSSARY

<u>Assessment</u>	An ongoing process to determine a child's strengths and needs.
<u>Baseline</u>	A starting point or point in time from which to compare and measure any change in the family, organization and community. Note: A baseline always invites a comparison
<u>Benchmark</u>	A standard of performance used to measure progress toward a desired outcome.
<u>Curriculum</u>	A written plan that includes <ul style="list-style-type: none">✍ The goals and objectives for children's development and learning.✍ The experiences through which they will achieve these goals.✍ What staff and parents do to help children achieve these goals.✍ The materials needed to support the implementation of the curriculum.
<u>Screening</u>	Preliminary steps used to determine if sensory, behavioral and developmental skills are progressing as expected.
<u>Outcome</u>	Expected performance by the end of the program year.
<u>Indicators</u>	Specific skill, behavior or accomplishment.
<u>Examples</u>	Observable, i.e. demonstrates progress from emerging to mastery of skill.
<u>Domain</u>	Specific field of activity, i.e., Language, and Mathematics are domains.
<u>Domain Element</u>	Sub field of activity within a broader field, i.e., listening is a domain element under language development.

Head Start In Maryland



Number of children and families served in each county