

# **EDUCATION ADVISORY SPRING 2023**

**EDUCATION DEPARTMENT**



# AGENDA

- **3:00: WELCOME AND INTRODUCTIONS/BRAIN SMART START**
- **3:10: SHARING OF 22/23 CHILD OUTCOMES AND CLASS DATA**
- **3:30: SUPPORTING THE CONSCIOUS DISCIPLINE JOURNEY – UPDATE AND DRAFT PLAN FOR HS AND EHS (BREAKOUT BY HS AND EHS ROLES). IF A FA SUPPORTS BOTH PROGRAM TYPES, WILL GO WITH EHS.**
- **4:00: TRAINING PLAN AND INPUT ON WHAT EACH OF YOU WOULD FIND SUPPORTIVE TO YOUR GROWTH IN THE NEXT PROGRAM YEAR.**
- **4:30: ADJOURN**

# WELCOME

- **INTRODUCTIONS**
- **BRAIN SMART START**
  - **IN THE COMMENT BOX, REFLECT ON A FEEL GOOD MOMENT AT HEAD START THIS YEAR**
  - **LET'S TAKE A MOMENT AND TAKE THREE DEEP BREATHS**
  - **LET'S COMMIT TO SHARING YOUR THOUGHTS AND IDEAS TONIGHT**

# SCHOOL READINESS GOALS

- **CHILDREN WILL DISPLAY APPROPRIATE SOCIAL EMOTIONAL SKILLS TO BUILD RELATIONSHIPS, REGULATE THEMSELVES, AND FORM A HEALTHY SELF-CONCEPT.**
- **CHILDREN WILL DEVELOP AND PRACTICE HEALTH AND SAFETY HABITS.**
- **CHILDREN WILL USE LARGE AND SMALL MUSCLES WITH INCREASING COORDINATION AND CONTROL.**
- **CHILDREN WILL ACQUIRE CONCEPTS AND SKILLS TO BUILD MATH AND SCIENCE KNOWLEDGE.**
- **CHILDREN WILL USE AND UNDERSTAND AN INCREASINGLY COMPLEX AND VARIED VOCABULARY AND SENTENCE STRUCTURE.**
- **CHILDREN WILL GAIN KNOWLEDGE AND SKILLS NEEDED TO BUILD THE FOUNDATION FOR READING AND WRITING.**

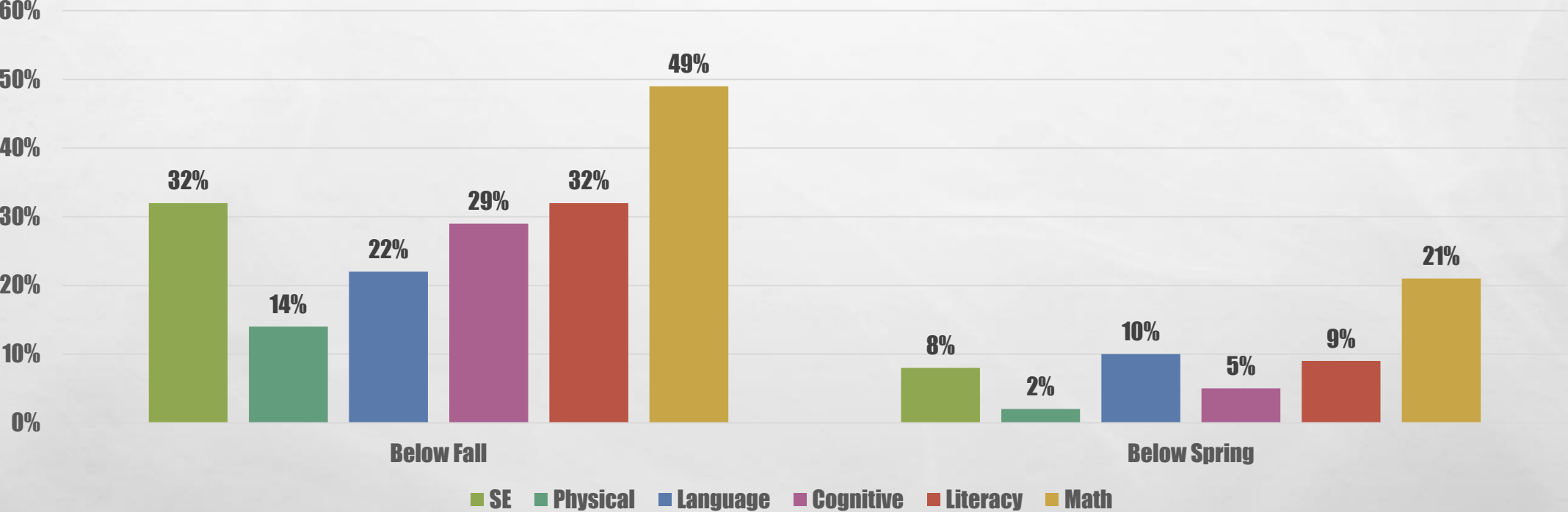
# SPRING 2023 A MOMENT IN TIME

- **OUT OF 712 CHILDREN, 680 CHILDREN ARE IN THIS SNAPSHOT**
- **47% ARE MALE; 53% FEMALE**
- **71% ARE WHITE; 6% ARE BLACK OR AFRICAN AMERICAN**
- **93% ARE NOT HISPANIC OR LATINA; 6% ARE UNKNOWN HISPANIC**
- **3% HAVE AN IFSP; 5% HAVE AN IEP**
- **32% ARE EHS; 38% ARE THREE; 29% ARE FOUR**
- **95% ARE ENGLISH SPEAKING; 4% ARE SPANISH SPEAKING**

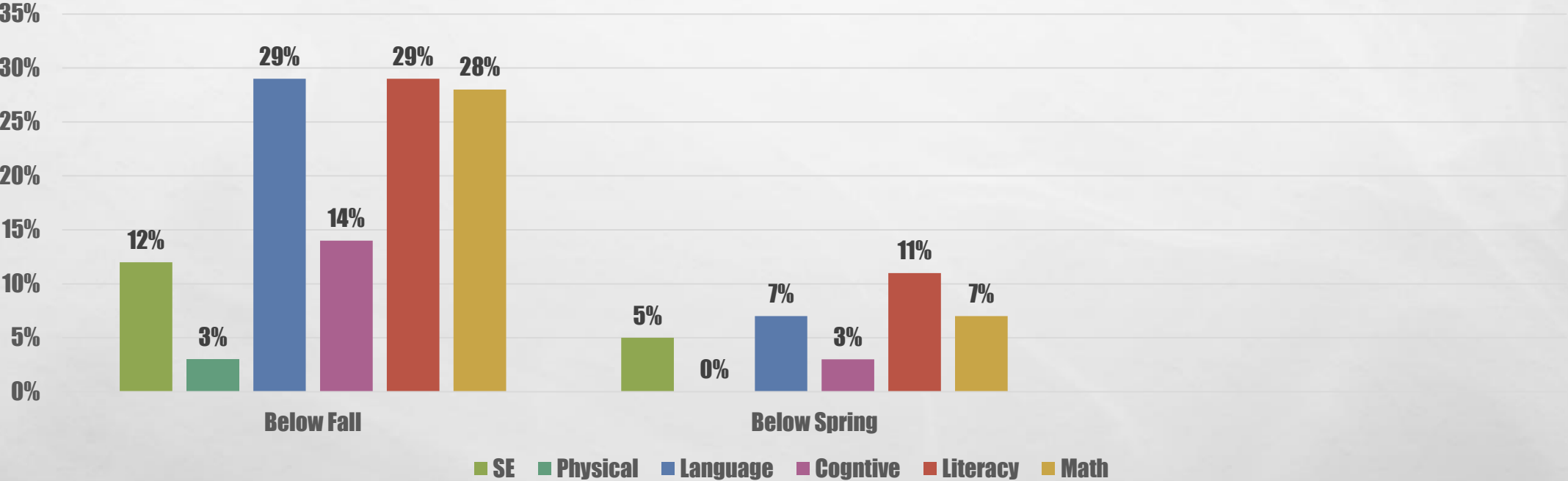
# SPRING 2023 SNAPSHOT

	<b>Below</b>	<b>Meeting/exceeding</b>
<b>Social Emotional</b>	<b>9%</b>	<b>91%</b>
<b>Physical</b>	<b>4%</b>	<b>96%</b>
<b>Language</b>	<b>13%</b>	<b>87%</b>
<b>Cognitive</b>	<b>7%</b>	<b>93%</b>
<b>Literacy</b>	<b>13%</b>	<b>87%</b>
<b>Math</b>	<b>17%</b>	<b>93%</b>

# PROGRAM BWE FALL TO SPRING (4 YO)

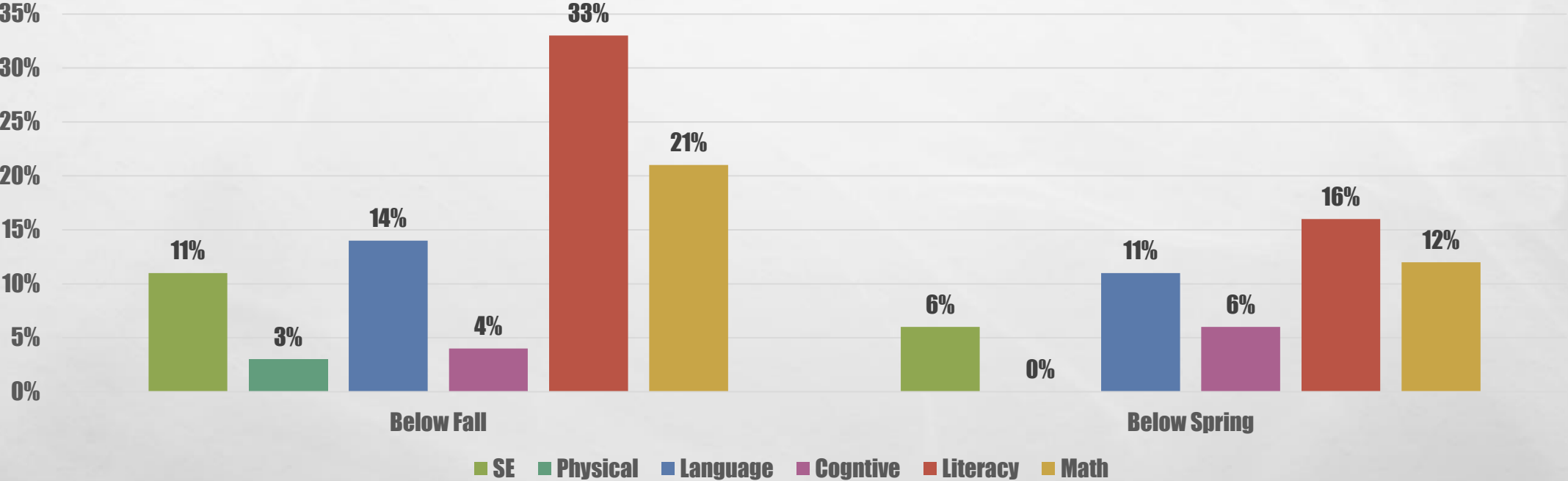


# PROGRAM BWE FALL TO SPRING (3 YO)

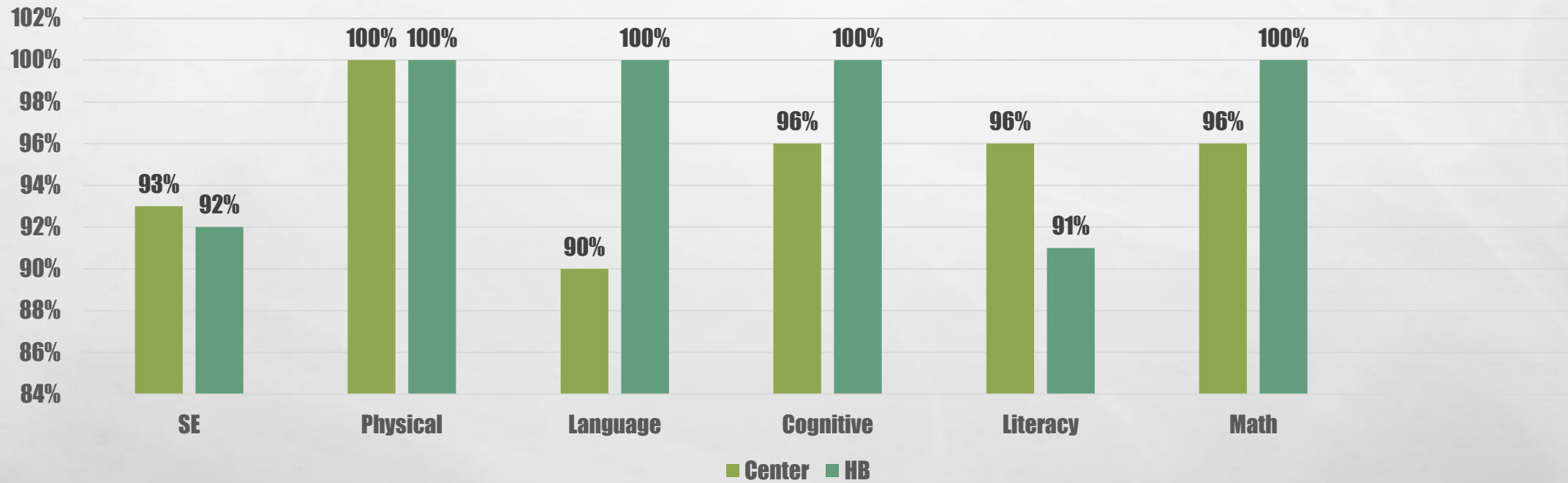




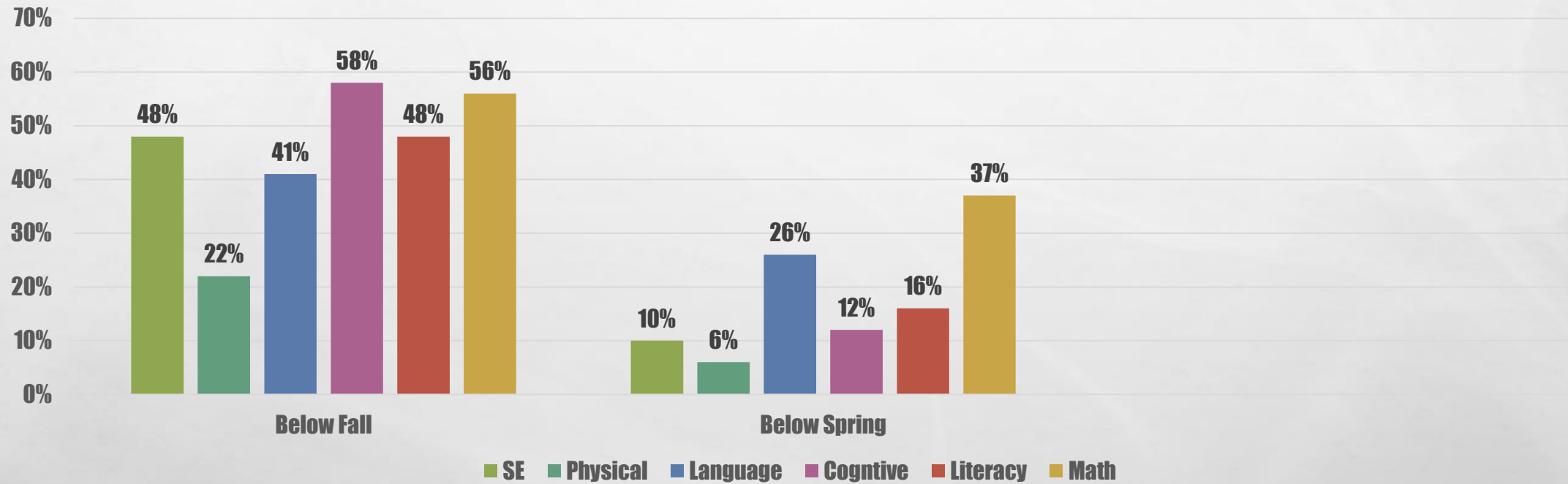
# PROGRAM BWE FALL TO SPRING (2YO)



# ACROSS TYPES EHS M/EX SPRING (2 YO)

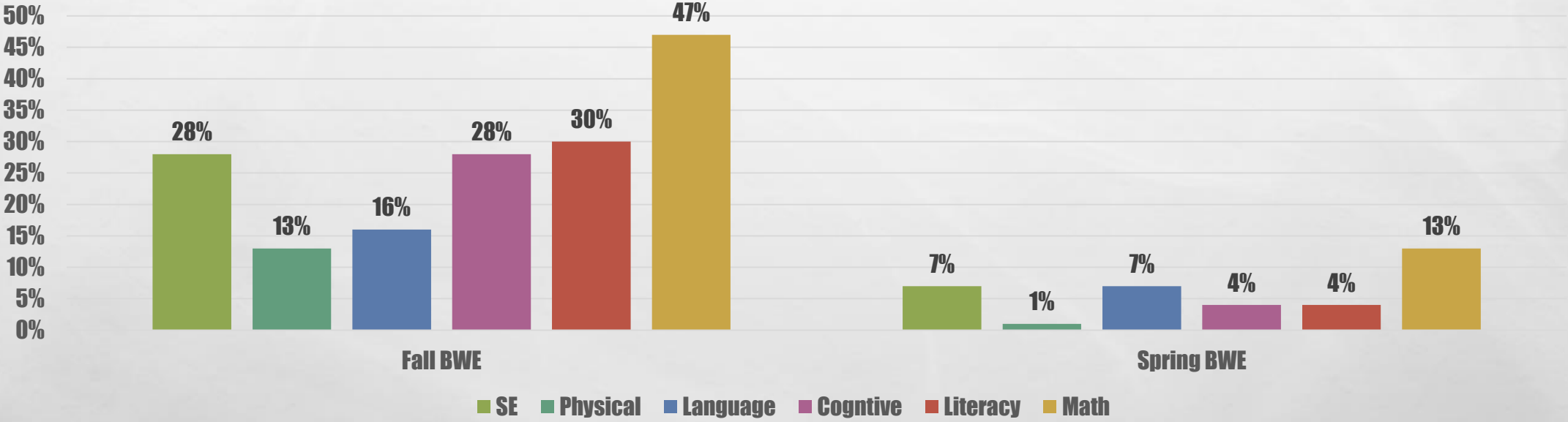


# DOUBLE SESSION BWE FALL TO SPRING (4 YO)

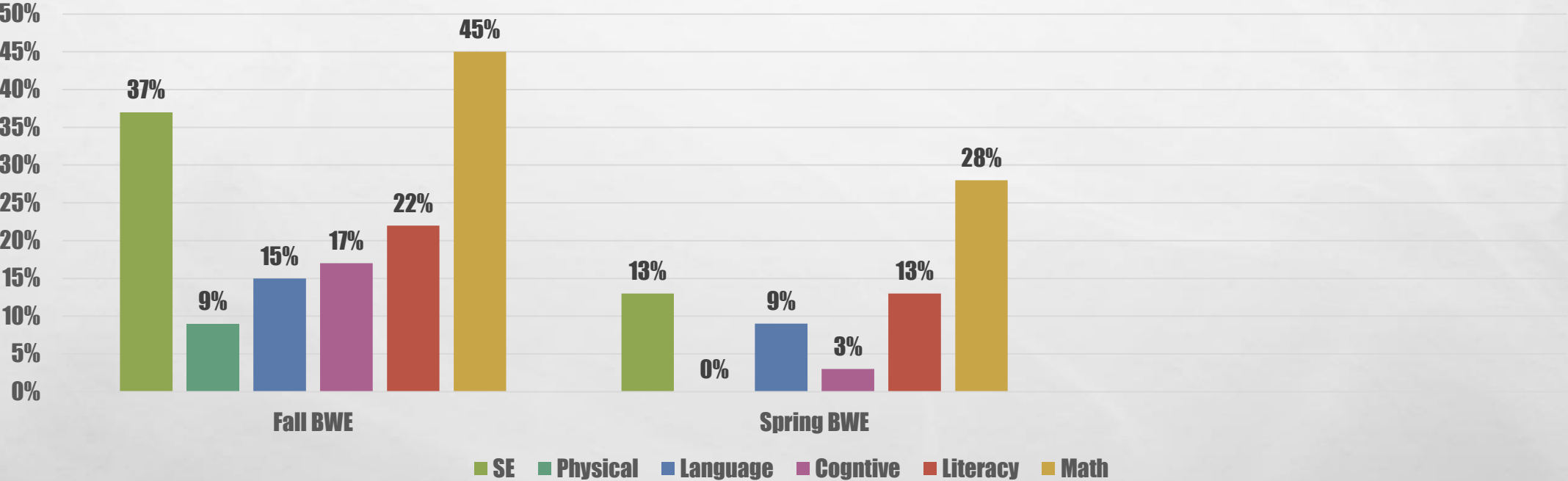


# EXTENDED DAY BWE FALL TO SPRING (4 YO)

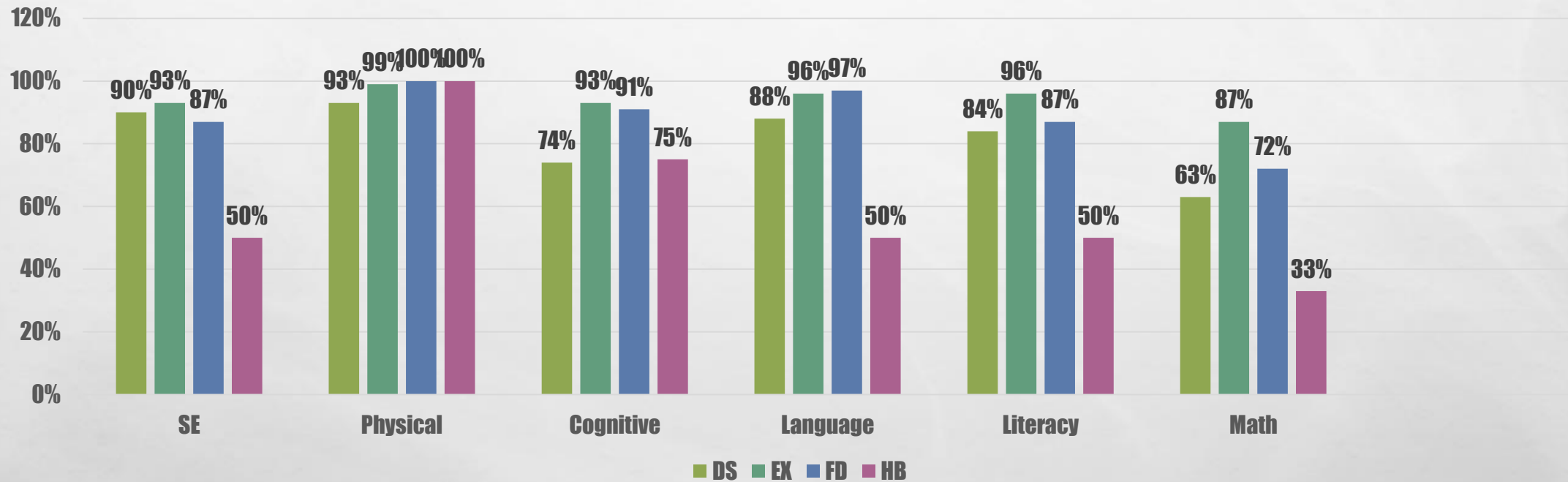
Chart Title



# FULL DAY BWE FALL TO SPRING



# ACROSS TYPES M/EX SPRING (4 YO)

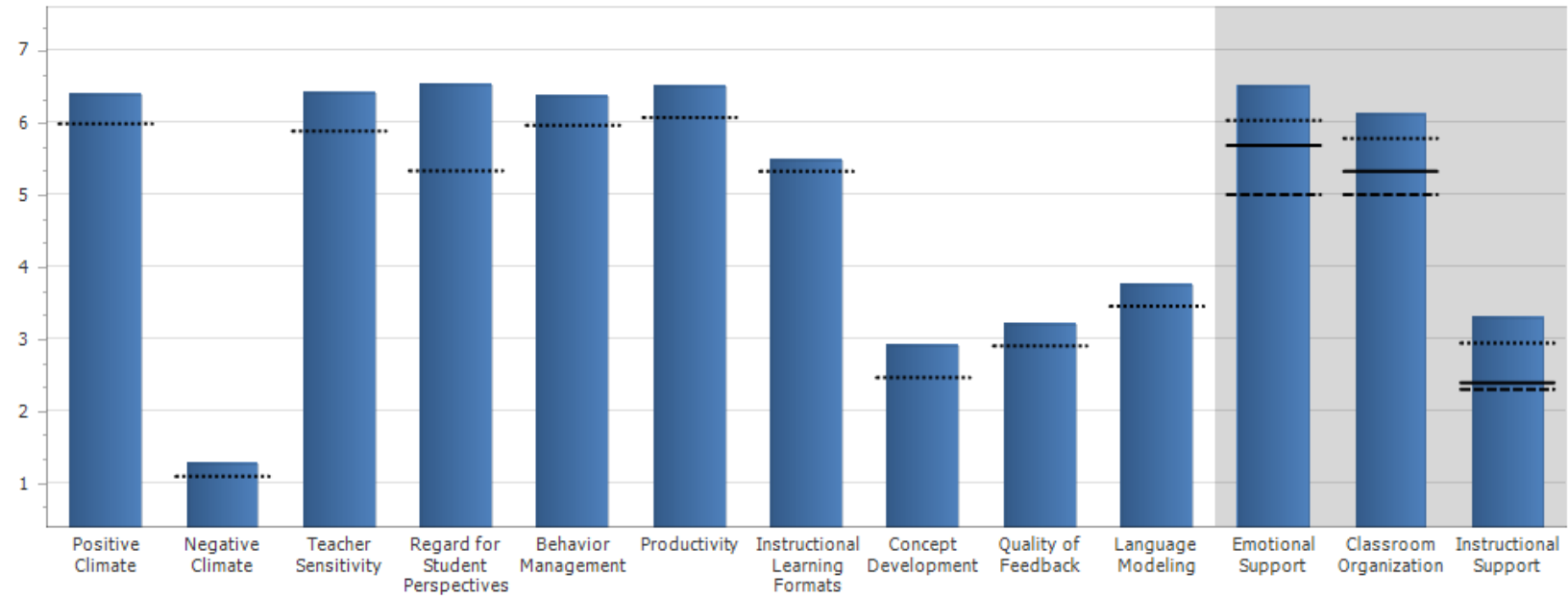


# CLASS AVERAGE

Observations occurring 9/1/2022 - 4/30/2023

## OACAC Head Start

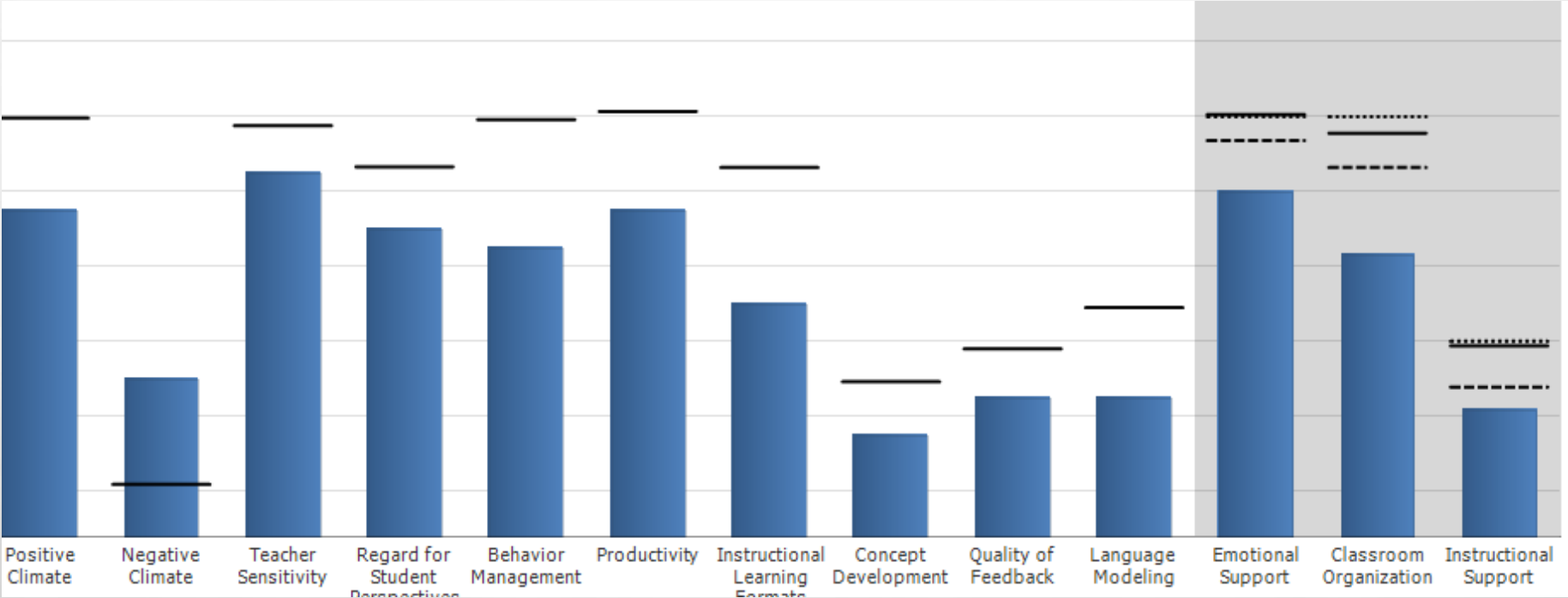
2020 National Average .....  
 Re-competition Level - - - -  
 2020 Lowest 10% Nationally \_\_\_\_\_



9/1/22 - 4/30/23

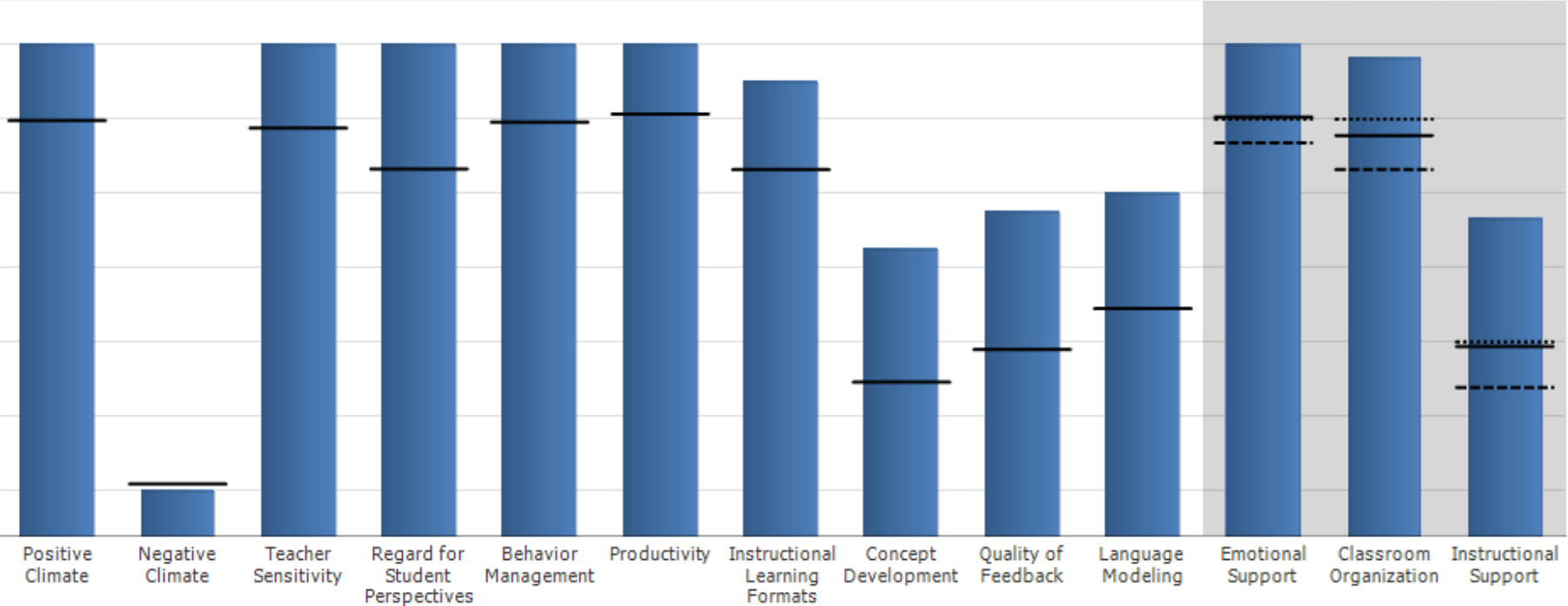
	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
9/1/22 - 4/30/23	6.39	1.27	6.41	6.52	6.36	6.51	5.47	2.91	3.21	3.74	6.51	6.11	3.29

# CLASS- A SAMPLE CLASSROOM





# CLASS-A SAMPLE CLASSROOM



# CLASS PLANS FOR NEXT YEAR

- **MORE ONE ON ONE T/TA FOR CLASSROOMS-SETTING GOALS AND WORKING THROUGH THOSE GOALS AS A TEAM.**
- **BRINGING IN SOME TEAMS (PART YEAR) FOR NEW TEAMS TRAINING PRIOR TO THE BEGINNING OF THE YEAR.**
- **BRINGING IN SOME TEAMS FOR A ONE DAY TRAINING-THESE ARE TEAMS THAT ARE DOING WELL, BUT WE WANT TO BUMP THEM UP IN IS. (PY/FY)**
- **THINK ABOUT WHAT WOULD BE HELPFUL TO YOU AND YOUR TEAM**

# HEAD START CCIC

- **ALL HEAD START CLASSROOMS INDICATE HIGH FIDELITY-**
- **SCORING 75% OR GREATER ON ALL PARTS.**

# SUBPARTS THAT ARE A PATTERN OF DEFICIT IN OUR CLASSROOMS

- **ADDS TO THE WEB OF INVESTIGATIONS**
- **IMPLEMENTS SOME OF THE WOW! EXPERIENCES**
- **DISPLAYS DOCUMENTATION OF LEARNING**
- **LABELS ARE WRITTEN IN THE CHILDREN'S HOME LANGUAGE(S), AND THE LANGUAGES ARE COLOR CODED THROUGHOUT THE CLASSROOM**

# SUBPARTS THAT ARE A PATTERN OF DEFICIT IN OUR CLASSROOMS

- **MATERIALS IN INTEREST AREAS REFLECT THE DIVERSITY OF THE FAMILIES IN THE CLASSROOM AND COMMUNITY**
- **USES FLEXIBLE GROUPINGS TO THE SIZE AND MAKE-UP OF SMALL GROUPS ARE NOT THE SAME**
- **ENCOURAGES CHILDREN TO COMMUNICATE AND/OR REPRESENT THEIR MATHEMATICAL THINKING**
- **ENCOURAGES CHILDREN TO INVESTIGATE, OBSERVE, EXPLORE, MAKE PREDICTIONS, EXPERIMENT, REFLECT, DESCRIBE, CATEGORIZE, AND RECORD FINDINGS IN LIFE SCIENCE, AND EARTH, AND THE ENVIRONMENT**
- **CLOSES THE STUDY WITH A CELEBRATION OF LEARNING**

# EHS CCIC

- **LOW TO MEDIUM FIDELITY IN PART 1 (USE) (LESS THAN 80%)**
  - **INTENTIONAL TEACHING CARDS**
  - **MIGHTY MINUTES**
  - **BOOK CONVERSATION CARDS RELATED TO HIGHLIGHTS HELLO**

- **HIGH FIDELITY (80% OR GREATER) ACROSS ALL CLASSROOMS SO FAR IN PART 2 AND 3**
  - **SOME SUB AREAS TO WORK ON INCLUDE**
    - **BOOKS AND OTHER CLASSROOM MATERIALS (LABELS AND SCHEDULES) ARE WRITTEN IN CHILDREN'S HOME LANGUAGE(S) WHEN APPROPRIATE**
    - **IMAGES OF CHILDREN WITH DISABILITIES ARE INCLUDED IN THE MATERIALS AND DISPLAYS**
    - **IMAGES AND MATERIALS ARE NON-STEREOTYPICAL, AND AUTHENTIC DEPICTIONS OF CHILDREN AND FAMILIES ARE DISPLAYED**
    - **ENCOURAGES DEVELOPMENT OF WRITING SKILL**
    - **MAKES CONNECTIONS AND ENCOURAGES CHILDREN TO CONNECT MATHEMATICAL IDEAS TO EVERY DAY EXPERIENCES**
    - **PROVIDES NATURAL MATERIALS FOR DISPLAY AND EXPLORATION (E.G., AN AQUARIUM, SMALL GARDEN, PINECONES, ETC)**

# CD JOURNEY: BREAKOUT

- **HEAD START: 6 WEEK STUDY IMPLEMENTED PROGRAM WIDE**
- **EHS: STAFF DEVELOPMENT YEAR LONG PLAN: PROGRESS IS GUIDED BY EACH CLASSROOM/SCHOOL FAMILY**



# EHS: COMPOSURE

- **RECOGNIZE YOUR BRAIN STATE AND OTHERS (CHILDREN AND ADULTS). PRACTICE ACTIVE CALMING.**
- **IDENTIFY BASIC EMOTIONS. EXAMPLE. YOUR LIPS ARE GOING UP. YOUR EYES ARE SHINING. YOU ARE HAPPY.**
- **LOOK FOR OPPORTUNITIES (EXECUTIVE STATE) TO TEACH EVERY CHILD HOW AND WHEN TO S.T.A.R. FOUR BASIC BREATHING EXERCISES. WHAT TOOLS ARE AVAILABLE IN YOUR ROOM? VISUALS. IDENTIFY AT STAFF MEETING.**
- **WHEN A CHILD BECOMES UPSET, ASK THE ENTIRE CLASS TO HELP BY BEING A S.T.A.R AND WISHING THE CHILD WELL. BREATHE AND WISH WELL.**
- **PRACTICE NOTICING IN ORDER TO DOWNLOAD CALM TO CHILDREN.**
- **USE OOPS AND Q.T.I.P WITH YOURSELF, COLLEAGUES AND CHILDREN.**
- **START EACH DAY WITH A BRAIN SMART START SONG (SOME TYPE OF MUSIC OR ACTIVITY EACH DAY THAT YOU DO BEFORE A MEAL IF POSSIBLE AND INVITE CHILDREN TO ATTEND.**
- **USE LANGUAGE OF SAFETY. YOU ARE SAFE WHEN..... USE LOOKS LIKE, SOUNDS, LIKE, FEELS LIKE LANGUAGE.**
- **WEEK ELEVEN: INTRODUCE YOUR JOB AS THE SAFEKEEPER AND CREATE A DAILY SAFE KEEPER RITUAL**

# EHS: ASSERTIVENESS

- **BE AWARE OF YOUR LANGUAGE: ARE YOU PAINTING A PICTURE OF THE BEHAVIORS YOU WANT? NAME. VERB, PAINT WHEN GIVING ASSERTIVE COMMANDS.**
- **TELL AND SHOW WHEN CHILDREN ARE NON-COMPLIANT OR BECOME DEFIANT: SAY, I AM GOING TO SHOW YOU WHAT TO DO, HOW TO GET STARTED, ETC.**
- **ACTIVELY CALM YOURSELF AND GIVE AN I-MESSAGE WHEN A CHILD ACTS DISRESPECTFULLY. MAKE SURE EACH I-MESSAGE ENDS WITH WHAT YOU WANT THE CHILD TO DO.**
- **REDIRECT YOUNG CHILDREN WITH FACE TO FACE CONTACT, JOIN ATTENTION, CLARIFICATION OF BOUNDARIES AND ASSISTANCE IN CONNECTING WITH THE NEW OBJECT/ACTIVITY TO NURTURE PREFRONTAL LOBE DEVELOPMENT.**
- **USE MODELING AND “I DON’T LIKE IT” TO TEACH CHILDREN TO BE ASSERTIVE WITH EACH OTHER.**

# EHS: ENCOURAGEMENT

- **ENCOURAGE THROUGH NOTICING: “YOU DID IT!” YOU..... DO THIS AT LEAST THREE TIMES A DAY, CATCH YOURSELF BEFORE YOU ISSUE A JUDGEMENT (GOOD JOB) AND ENCOURAGE INSTEAD.**
- **SHIFT TO “YOU DID IT!” “WAY TO GO!” OR “GOOD FOR YOU!” INSTEAD OF “THANK YOU OR GOOD JOB) AFTER COMPLIANCE. THANK YOU IS APPROPRIATE WHEN IT IS NOT IN RELATION TO COMPLIANCE.**
- **CONSCIOUSLY NOTICE HELPFUL ACTS DAILY USING THE FORMULA, “YOU .... SO..... THAT IS HELPFUL.”**
- **ENCOURAGE CHILDREN WHO MAKE POOR CHOICES. “YOU ALMOST DID IT. TRY AGAIN. YOU CAN DO IT.”**
- **IMPLEMENT A JOB BOARD FOR EVERY CHILD AND ORGANIZE IT WITH A VISUAL.**
- **CREATE A WAYS TO BE HELPFUL BULLETIN BOARD, BOOK OR DIRECTORY. PLASTER YOUR CLASSROOM AND BUILDING WITH IMAGES OF WHAT YOU WANT CHILDREN TO DO, DEMONSTRATING THE VALUES YOU HOLD DEAR.**
- **SET ASIDE TIME FOR CONNECTING RITUALS IN YOUR DAY.**
- **ADD MORE MUSIC, MOVEMENT, AND BRAIN BREAKS INTO THE DAY.**

# EHS: CHOICES

- **POST VISUAL RULES AS NEEDED AND WHERE NEEDED, USING THE FORMULA TWO POSITIVE CHOICES AND ONE “NO” CHOICE.**
- **VERBALLY OFFER TWO POSITIVE CHOICES TO CHILDREN WHEN THEY ARE IN AN EMOTIONAL STATE TO FACILITATE COMPLIANCE.**
- **USE THE PARROTING TECHNIQUE FOR OPPOSITIONAL CHILDREN.**
- **CREATE A WE CARE CENTER.**

# EHS EMPATHY

- **FEEL YOUR FEELINGS INSTEAD OF JUDGING THEM, TALKING ABOUT THEM, OR DISTRACTING FROM THEM.**
- **ACKNOWLEDGE YOUR FEELINGS USING THE FOLLOWING INNER SPEECH: I SEEM.... I WANTED.... OR I WAS HOPING.....**
- **THINK, THE MOMENT IS AT IT IS, RELAX (BREATHE) AND SOLVE THE PROBLEM," WHEN THE WORLD IS NOT GOING AS WE'D LIKE.**
- **OFFER EMPATHY TO UPSET CHILDREN USING THE D.N.A PROCESS DAILY. 'YOUR EYES ARE GOING LIKE THIS. YOUR MOUTH IS GOING LIKE THIS. (PAUSE AND DOWNLOAD WITH EYE CONTACT) YOU SEEM... YOU WANTED..... OR YOU WERE HOPING.....**
- **DIFFERENTIATE A DISTRESS TANTRUM FOR A FRUSTRATION FIT AND HANDLE EACH ACCORDINGLY.**
- **CONTINUE NOTICING WHAT BRAIN STATE A CHILD IS OPERATING FROM IN ORDER TO START THE INTERACTION WITH THE MOST EFFECTIVE SKILL.**

# EHS: POSITIVE INTENT

- **ATTRIBUTE POSITIVE INTENT WITH THE PHRASE “YOU WANTED.....” TO TEACH SOCIAL SKILLS SUCH AS TURN TAKING, ASKING FOR HELP, AND GETTING ANOTHER PERSON’S ATTENTION.**
- **OFFER POSITIVE INTENT AND/OR USE THE A.C.T TO TRANSFORM CHALLENGING AND AGGRESSIVE BEHAVIORS INTO TEACHING MOMENTS.**
- **NOTICE INSTEAD OF JUDGE WHEN WE CANNOT FIGURE OUT WHAT A CHILD WANTS.**
- **CREATE A CELEBRATION CENTER.**

# TENTATIVE PLAN: WHAT IS YOUR FEEDBACK?

- **EACH TEAM DECIDES ON HOW MUCH TIME TO SPEND ON EACH TOPIC (STATEMENT). USE A PLANNING PAPER TO SUPPORT AND PROVIDE ACCOUNTABILITY AS WELL AS DISCUSSION AT EACH STAFF MEETING**
- **SELECT EHS CLASSROOMS PILOT OVER SUMMER WITH A ROLLOUT PROGRAM WIDE IN AUGUST**
- **DRAFT MISSION STATEMENT IN AUGUST TO BUILD UNITY (REFLECT IN THE SPRING)**
- **CONSIDERING A ONE HOUR TIME MONTHLY EACH WORK DAY TO REFLECT ON ACCOMPLISHMENTS AND LOOK FORWARD ON MOVING AHEAD**
- **OPTIONAL TEAM BUILDING ACTIVITY ON WORK DAYS TO SUPPORT TEAM BUILDING AND TEACH CD (WEBSITE HAS THESE KINDS OF SUPPORTS AS WELL AS DISCUSSION AT WEEKLY STAFF MEETING**
- **CONSIDER INCLUDING FA AND NUTRITION IN THIS PLAN TO BUILD RELATIONSHIPS AND A COMMON UNDERSTANDING**

# TRAINING PLAN:

- **MORE TIME WITH SCHOOL FAMILIES AND LEARNING TOGETHER WITH A FOCUS ON GROWING AS AN INDIVIDUAL AND TEAM**
- **LESS IN-SERVICES OFFERED**
- **MORE IN CLASS TRAINING AND TECHNICAL ASSISTANCE BY THE EDUCATION TEAM GUIDED BY THE CLASSROOM NEEDS TO MEET INDIVIDUAL CLASSROOM NEEDS– THIS WILL PROVIDE FOCUS**
- **LESS TRAINING IN THE BEGINNING OF THE YEAR**
- **FEWER GOLD TRAINING**
- **NO CD 1-10 TRAININGS-INSTEAD FOCUSED ON WHAT IS BEING OFFERED AS DISCUSSED WITH CD AND THE IN THE CLASSROOM T/TA TO MEET CLASSROOM NEEDS INDIVIDUALLY**



# WHAT IS YOUR FEEDBACK?

- **BASED ON EVERYTHING YOU HEARD TODAY, WHAT WOULD YOU LIKE TO SHARE?**