



Child-Parent Center P-3 Program

CPC P-3 Progress Monitoring Tools

Purpose:

These tools can provide critical information on program quality and implementation to ensure the sustaining of early childhood gains. Each of the tools listed serves a unique purpose in supporting program quality by informing and guiding continual improvement throughout the course of the year.

These tools can be used to inform a specific dimension of P-3 program implementation or used together to help support effective Child-Parent Center P-3 program implementation.

Supporting best practices via measuring & informing:

- **Classroom & Instructional Quality:** The *Classroom Learning Activities Checklist (CLAC)* measures classroom quality, specifically classroom supports for student task orientation & engagement.
- **Classroom & Instructional Quality:** *Classroom Activity Report (CAR)* assesses the balance of instruction in teacher-directed and child-initiated learning.
- **Family Involvement:** The *Family Needs Assessment* identifies the interests of families and individualized resources and programming to implement an effective parent program.
- **Family Involvement:** The *Parent Involvement Plan* documents the planned strategy, informed by the Family Needs Assessment, to enhance P-3 family involvement for a school.
- **Aligned Instructional Practices:** The *Curriculum Plan* organizes curriculum use, instructional practices, professional development, and communication strategies into an on-going action plan for sites.



Child-Parent Center P-3 Program

Classroom Learning and Activities Checklist (CLAC)

What is the CLAC?

The Classroom Learning and Activities Checklist (CLAC) is a classroom-level observation tool that captures student task orientation and the instructional practices that support it.

The measure captures six distinct aspects of student learning:

- Observed student engagement
- Instructional practices and materials that promote student engagement and goal-oriented learning
- Effective management of instructional time
- Observed student behavior
- Prompting inquiry
- Child-initiated & teacher-directed instruction

Classroom Characteristics with High Task Orientation & Student Engagement

- Providing several learning activities
- Frequently promoting choice time or small-group instruction
- Effectively using whole-group learning periods
- Limiting routines and transitions
- Effectively using technology to promote engagement and learning

Task Orientation Promotes Student Learning

In Pre-K, classrooms with higher CLAC scores better support children's **math and literacy** development.

Similarly, kindergarten classrooms high in task orientation (i.e., overall levels of task orientation, instructionally responsive interactions, and student engagement) predict **oral language skills** and end-of-kindergarten **reading text benchmarks**.

How can the CLAC be used?

- To assess classroom quality across P-3 learning environments
- As a progress monitoring measure to inform instruction and assess classroom needs
- To tailor professional development activities

How often should the CLAC be used?

- 1-2x/ year; Fall & Spring

For more information, please visit humancapitalrc.org or email Arthur Reynolds at ajr@umn.edu



Child-Parent Center P-3 Program

Classroom Activity Report (CAR) Training Guide

Purpose: For teachers to individually report the allocation of time in their classrooms. Report the actual time spent, not the scheduled time.

Directions: Three times a year, classroom teachers complete this report, noting the average percentage of instructional time spent in each domain. For an activity that overlaps with multiple domains, choose the main focus of the activity and use that domain to categorize. Note: The percentage across domains should equal 100%.

The Classroom Activity Report is a snapshot of your week's lesson plan goals/unit objectives. This sheet should only take 5-10 minutes. Think about the over-arching skill or lesson concept you are trying to teach for the week/month within grade specific content areas: e.g. Literacy, Math, Science and Social Science or Social Emotional. If it is predominately math related and supported by reading math related books for vocabulary and language, supported by science activities that have math games, then enter 50% or 60% in the math category, then use the remaining percentages where they support the main goal or lesson to all equal 100%.

Example: Say you are introducing a unit on weather this week and your science center has vocabulary about weather and you read books about weather and you go for a walk and pick up leaves and students work in small groups to create an art project, or writing assignment about trees or Fall, or leaf identification, math center game; I would enter 50% on Science, 20% on literacy and language activities and 20% math and 10% other.

Balance of activity: think about how much time you spend in direct instruction and how much time your students spend in centers or self-directed activities. Note the average percentage spent in either child-initiated or teacher-directed learning in 1) language/literacy, 2) math, and 3) science.



Child-Parent Center P-3 Program

Family Needs Assessment

What is the Family Needs Assessment?

The Family Needs Assessment is an annual questionnaire that is completed for each family in the program. It inquires about family needs and interests, times available for in-school activities, and provides an opportunity for families to describe needs for social services available in the community. The Parent Resource Teacher or Parent Involvement Liaison assists families in completing this assessment at the beginning of the year. They then use this information to determine what types of activities to include and how best to deliver them. This information is synthesized in the annual Parent Involvement Plan.

The assessment captures various aspects of parent involvement and engagement:

- Identifying interest among the 6 categories of parent involvement:
 - Child development and parenting
 - Health, safety, and nutrition
 - Volunteering in the school
 - Language, math, and science
 - Field trips
 - Career and education
- Personal goal setting for family members
- Identifying the best times for workshops and activities
- Identifying barriers to parent involvement
- Providing families with a voice in developing and planning the school's parent program

Parent Involvement Promotes Student Learning

- Participating in 5 or more parent activities during preschool and kindergarten has been associated with a **3-month increase** in kindergarten reading achievement and a **7-month increase** in 8th grade reading achievement.
- Children whose parents reported being involved in school at least weekly during preschool and kindergarten were 38% less likely to be retained through age 14.

How can the Needs assessment be used?

- To identify individualized needs of families
- As a progress monitoring measure to inform parent programming
- To tailor parent involvement activities and opportunities

How often should the CLAC be used?

- Once/ year; September-October

For more information, please visit humancapitalrc.org or email Arthur Reynolds at ajr@umn.edu



Child-Parent Center P-3 Program

Parent Involvement Plan

What is the Parent Involvement Plan?

The Parent Involvement plan is an annual plan completed by the Parent Resource Teacher or the Parent Involvement Liaison based on the results of the Needs Assessment of families.

The Parent Involvement Plan captures three distinct aspects of developing a parent program:

- Identifying the needs of the families and resources available to families (e.g. GED workshops, nutrition events, literacy activities)
- Documenting barriers to parent involvement and strategies to overcome barriers
- Developing a sustainability plan for the parent program beyond the present year

Characteristics of a Strong Parent Involvement Plan

- Providing a breadth of parent involvement activities, events, workshops
- Promoting parent involvement in the home and school
- Providing parent involvement events at different times of the day and different days of the week
- Offering inclusive and tailored parent involvement opportunities for all grade levels.
- Intentional planning around reaching out to hard-to-reach families and overcoming barriers to parent involvement

How can the Parent Involvement Plan be used?

- To assess resources and community partners available in the community that may provide workshops to families
- As a progress monitoring measure to inform the parent program progress
- To tailor the parent involvement activities to specific grade levels and families

When should the Parent Involvement Plan be completed?

- By October
- The Plan should be revisited throughout the school year to assess the progress of the parent program.

For more information, please visit humancapitalrc.org or email Arthur Reynolds at ajr@umn.edu



Child-Parent Center P-3 Program

Curriculum Alignment Plan

What is the Curriculum Plan?

The P-3 Curriculum Plan is an annual plan that promotes effective P-3 grade alignment through a variety of strategies, including:

- Strategic identification and use of curricula
 - Curriculum rationale with evidence of effectiveness/ appropriateness to student population
 - Connection to assessment
 - Curriculum alignment across grades
 - Identification of gaps in curriculum
- Curriculum implementation
 - Self-assessments of instructional practices and approaches (e.g., use of small-group learning, inquiry-based learning, activity-based science) across PK-3rd grade
- Professional development
 - Self-assessment of planned professional development (e.g., appropriate time will be given, leadership supports PD activities; teachers are receptive to specific content)
 - Plans for PD implementation: Who will participate? (what grades, which staff members)
- P-3 alignment
 - Identify P-3 curricular/ instructional leadership
 - Plans to align gaps in curricula/ curriculum implementation across grades
 - Strategies to promote vertical and horizontal communication among teachers.
 - Describe barriers to curriculum alignment

How can the Curriculum Plan be used?

- To guide planning and implementation of P-3 aligned
 - Curricula (across domains, grades, specific school or student priorities)
 - Assessment
 - Instructional practices and approaches
 - Professional development activities
 - Communication (leadership and within and across grade alignment)

How often should the Curriculum plan be used?

- The Curriculum plan should be completed at the beginning of each school year.
- Instructional leaders and teachers should refer to plan regularly (e.g., at monthly meetings, during Professional Learning Community (PLC) meetings).

For more information, please visit humancapitalrc.org or email Arthur Reynolds at ajr@umn.edu

Site: _____ Grade: _____ Date: _____ Name of teacher: _____
 Observation Start Time: _____ Observation End Time: _____ Observer Name: _____ # of Ass'ts/Other Adults: _____
 Max number of children present: _____ Technology was used during observation: Yes No Types of technology (IPads, Smart boards) _____
 Group organization (check all that apply, circle primary): Whole group Small group Individual time Free Choice Routines (e.g. breakfast)
 Content focus (check all that apply, circle primary): Art Language/ literacy Math/number concepts Science Social & emotional

Questions prior to visit: # children enrolled: _____ For PreK Only: Ages: 3 year olds 4 year olds Mix Program Length Full day _____ ½ Day _____

Student Engagement:

Students are involved in the learning activity or lesson. E.g. students listening to the teacher or peers during the activity, eyes watching what is going on, visible signs of delight or pleasure in learning

Notes:

Active Participation:

E.g., students ask questions, volunteer or raise hand, calling out answers, etc. Students can be engaged but may not be active participants.

Notes:

Teacher Facilitation:

Notes:

Activities:

Description of Activities:

Notes:

Behavior/ Time management:

Notes:

Promoting Inquiry:

Task orientation: Students are working towards a learning goal/objective. Student participation and actions in each activity appear to be directed towards a learning outcome for that activity. In group time, the goal may be comprehending a story or singing a song. Individual time may include completing a worksheet focused on a specific phonics activity; free time may include activities where students match dice to counting bears.

A. Child Task Orientation/ Engagement							
1. Children appear fully engaged in activities. Behaviors include: watching the teacher, listening, following along	1 None of the children were engaged.	2	3 Some of the children were engaged.	4	5 Most of the children were engaged.	6	7 Children were constantly engaged. Few or none were disengaged.
2. Children are active participants in their learning. <i>Children are actively participating in the learning process. For example, they may answer chorally (when appropriate), initiate questions, act out the stories vs. passively listen/ not initiate questions or offer answers.</i>	1 Children were passively participating/ not actively participating.	2	3 There were some instances in which children were actively participating.	4	5 Children actively participated on several occasions.	6	7 All children were actively participating; very few or none were passively participating.
3. Children appear to be working/oriented towards the goal/learning objective. <i>Children appear to know what the goal of the activity/ lesson is and are working on it. E.g. worksheet/craft project-they work on it until completed. Story-listening for comprehension.</i>	1 None of the children were working/ oriented toward the goal/learning objective.	2	3 Some children appeared to be working/ oriented towards the goal/learning objective.	4	5 Many children were working/ oriented towards the goal/learning objective.	6	7 All of the children were working/ oriented towards the goal/learning objective.
4. Children are engaged with materials. <i>Children watch, listen to each other sing or participate, and participate.</i>	1 There were no instances during the observation when children were engaged with materials.	2	3 Children were sometimes engaged with materials.	4	5 On several occasions children were engaged with materials.	6	7 All children were always engaged with materials.
5. Children's attention to the lesson is evident. <i>Children look at lesson (or materials) and not elsewhere (at their hands, their peers, etc). They participate when prompted and continually follow the lesson.</i>	1 No children outwardly appeared to be paying attention to the lesson.	2	3 Some of the children outwardly paid attention to the lesson.	4	5 Most of the children outwardly paid attention to the lesson.	6	7 All children outwardly appeared to be paying attention to the lesson.
6. Child sharing of answers and thoughts is observed. <i>Children raise hands to answer questions, offer answers, or volunteer to participate. Children respond when teacher asks questions.</i>	1 There were no instances during the observation when children shared or offered answers.	2	3 There were a few instances in which children shared thoughts and answers.	4	5 Many of the children shared thoughts and answers at least once.	6	7 The lesson or activity could be characterized by nearly all of the children sharing answers.
7. Students are encouraged to collaborate or share ideas with one another during observation.	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree

B. Support in Learning Activities							
8. Organization of lesson and materials is conducive to task orientation. <i>Learning objective of the activities is clear to the children and they know what they should be doing. E.g., setup of the materials encourages students to move through the activity; lesson is sequential</i>	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree
9. Teaching methods & activities promote engagement. <i>Teacher's comments, questions, & facilitation engage children. E.g. during story time, she acts out parts of the book, asks questions, & thinks aloud.</i>	1 Never	2	3 Sometimes	4	5 Often	6	7 Always
10. Teaching methods & activities facilitate active participation. <i>Teaching methods encourage children to actively participate (use their bodies, use materials, offer answer). Teaching methods draw participation.</i>	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree A 7 includes child-initiated activity
11. Teacher shows openness/ responsiveness to active learning and student engagement. <i>Teacher responds positively when children offer answers or ask questions. Disengaged students are drawn back into the lesson by asking questions.</i>	1 Never	2	3 Sometimes	4	5 Often	6	7 Always
12. Individual attention to children is evident. <i>Children receive individualized support. Their comments, interactions, work, and problems are met with adequate support.</i>	1 Children did not receive feedback or support when needed.	2	3 Children received some individualized attention.	4	5 Teachers often provided some individualized attention.	6	7 Students almost always received individualized attention.
13. Extra help is provided to children when needed. <i>Child doesn't understand something, needs assistance in answering, cutting paper, needs help resolving a conflict; if child is disengaged, extra attention may be provided to help him engage.</i>	1 Teacher assistance was not present.	2	3 Teachers sometimes helped children.	4	5 Teachers helped students several times.	6	7 Extra help was always given as needed.
14. Responsiveness to children's work and behavior is frequent. <i>A teacher notices and responds to children's comments, work, or actions. He finds opportunity to comment and draw attention to children's positive behaviors, their work (e.g., handwriting), or statements.</i>	1 Responsiveness to children's work or behavior is absent.	2	3 Teachers infrequently note students' work or behavior.	4	5 Teachers occasionally note students' work or behavior.	6	7 Responsiveness to students' work or behavior is frequent.
15. Teacher encourages children to further delve into activity/ discussion by asking follow up questions, providing information, and checking for understanding.	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree
16. There is a blend of teacher- and child-initiated activities. <i>Children have opportunity to experience both child-directed (choosing an activity) and teacher-led activities (teacher presenting lesson, completing worksheets).</i>	1 Activities are all teacher-directed OR all child-initiated.	2	3 Activities are predominantly teacher directed OR child-initiated.	4	5 Teacher AND child initiated activities are provided.	6	7 There is an equal blend of teacher-directed and child-initiated.

C. Effective Use of Time							
18. Learning time (opportunities to learn/play) IS LOST because of...							
a. Lack of teacher preparedness <i>e.g., Materials are disorganized vs. ready. Teacher takes time away learning time to review curriculum notes.</i>	1 No time was lost due to a lack of teacher prep	2	3 Some time was lost due to a lack of teacher prep	4	5 Much time was lost due to lack of teacher prep	6	7 Significant time was lost due to a lack of teacher prep
b. Student misbehavior <i>Time is spent redirecting one or several children, e.g., stopping lesson to talk to one child's behavior. During choice time, a group of students may lose learning time by not following rules.</i>	1 No time was lost due to student misbehavior.	2	3 Some time was lost due to misbehavior.	4	5 Much time was lost due to misbehavior.	6	7 Significant time was lost due to student misbehavior.
c. Non-instruction time (e.g., announcements)/ Transitions <i>Time is taken away from learning to deal with managerial tasks (e.g., completing attendance, setting up snack). Teachers talk with one another (students must wait and have nothing to do).</i>	1 No time was lost due to routines/ transitions.	2	3 Some time was lost due to routines/ transitions.	4	5 Much time was lost due to routines/ transitions.	6	7 Significant time was lost due to routines, transitions.
19. The pace of activities matches children's interests and attention. <i>Too fast: children seem confused, have insufficient time to process information. Slow pacing: must wait long periods within activity, children become bored waiting for the lesson to "move".</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
20. The amount of time in the lesson/ activity matches children's interests and attention. <i>Too short: lost opportunities for learning (students are engaged in lesson but it was cut short). Too long: students are disengaged & misbehavior may occur.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
D. Classroom Behavior							
21. Child misbehavior is a problem in this class. <i>Behaviors include: acting out, yelling, fighting, getting up, not listening to adults, etc. Consider if time is taken away from learning.</i>	1 Strongly Disagree Student misbehavior is not a problem in this class.	2	3 Disagree There are one or two examples of misbehavior.	4	5 Agree Several instance of misbehavior are observed.	6	7 Strongly Agree Student misbehavior is constantly observed.
22. Children follow directions. <i>Children are quick to do what is asked, quick to complete tasks in the manner in which they are told to do so.</i>	1 Directions are generally and consistently not followed.	2	3 There are several examples of children not following directives.	4	5 Children are often compliant.	6	7 Children always follow directions.

23. Children demonstrate positive peer relations. - Behaviors include: <i>Positive language, affect (laughing, enthusiasm), cooperation/ playing well, sharing materials freely, helping one another. If no opportunity to interact with one another: they listen when someone speaks, sit well by one another.</i>	1 There is little to no evidence of positive peer relationships.	2	3 There is some evidence of positive peer relation.	4	5 There are several examples of positive peer relations.	6	7 All children demonstrate positive peer relationships.
24. Behavior management strategies effectively reduce or redirect misbehavior. <i>Teachers clearly communicate expectations, address misbehavior promptly.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
25. Classroom environment promotes task orientation and positive behavior expectations <i>E.g., materials clearly organized, room arrangements allow uninterrupted play.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
E. Prompting Inquiry							
26. Teacher uses open-ended questions & discussions to encourage children to new apply information in new ways.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
27. Teacher facilitates discussions/ activities that encourage children to plan and organize thoughts, and generate new ideas, products, or predictions.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
28. Students are encouraged to problem solve, identify patterns & relationships, and compare & contrast during conversations or activities.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
F. Child-Initiated & Teacher-Directed Instruction							
29. A variety of activities are provided. <i>This item assesses the number of activities available NOT how well the activities engaged the students.</i>	1 Very few activities are provided.	2	3 Limited variety of activities is provided.	4	5 There are several kinds of activities available.	6	7 There are numerous activities provided.
30. Please rate the evidence of teacher-directed activities. Behaviors include: <i>teachers provide activity and control how it's carried out, children leading lessons, selecting materials and the manner in which they are carried out.</i>	1 100% teacher-directed 0% child-initiated	2	3 Mostly teacher-directed with some child-initiated	4	5 Mostly child-initiated with some teacher-directed	6	7 100% child-Initiated 0% Teacher-Directed
31. Please circle the overall description of the Instructional Practices utilized during the observation .							
				Low Teacher-Directed/ Low Child-Initiated		High Teacher-Directed/ Low-Child Initiated	
				Low Teacher-Directed/ High Child-Initiated		High Teacher-Directed/ High Child-Initiated	

Overall Task Orientation: Please rate the level of children’s task orientation in the classroom. <i>Use engagement & active participation, behavior, use of time, teaching methods. This is the overall score.</i>							
1	2	3	4	5	6	7	



PreK and Kindergarten CPC P-3 Classroom Activity Report, Year: _____

Your Name: _____ Your Title: _____ Classroom # _____ School Name: _____
 Date: _____ # of Sessions Children Attend This Week: _____ Length of Session Students Attend: _____

Grade Level (circle one): **Preschool** Kindergarten

Purpose: To determine the specific amount and type of teaching children have received over the year. *Report the actual time spent, not the scheduled time.*

Directions: Three times per year, for a period of one week, complete this report, noting the average percentage of instructional time spent in each domain. For an activity that overlaps with multiple domains, choose the main focus and use that domain to categorize the activity. If no time was spent in a domain, please leave the line blank for that domain.

Definitions: Teacher-directed activities are approaches to instruction where the teacher takes the lead in defining learning goals and methods and includes individual and small group formal skill instruction and large group instructional activities, including story reading and discussion time. Child-initiated activities are ones that provide opportunities for free choice and informal learning, and include field trips and learning centers.

DOMAIN and ACTIVITY	PERCENTAGE
A. LANGUAGE/LITERACY	
1) COMPREHENSION (understanding of concepts, texts, vocabulary; Read Alouds, sharing and discussions)	
2) ORAL EXPRESSION (speaking and listening; planned conversations, dramatizations)	
3) LITERACY SKILLS (concepts of print, alphabet knowledge and letter writing, phonological/phonemic awareness, decoding)	
4) WRITING (Emphasis on written expression and composition including drawing)	
B. MATH – Activities that include math: observation, categorizing, recipes, estimation.	
1) FORMAL/FOCUSED MATH INSTRUCTION (understand numbers and patterns, numerical meaning, order, counting, measurement)	
2) MATH GAMES (e.g. Chutes and Ladders, computer games)	
3) MATH ACROSS DAILY ACTIVITIES (Informally highlighting math ideas and concepts)	
C. SCIENCE	
1) FORMAL TEACHING ABOUT SCIENCE (life, physical, earth/space, readings, discussions)	
2) HANDS-ON AND ACTIVITY-BASED SCIENCE EXPERIENCES (investigations, tools)	
3) INFORMAL INTEGRATION OF SCIENCE IDEAS (daily routines; centers, movement)	
D. SOCIAL and EMOTIONAL LEARNING (conduct, self-control)	
E. ART and MUSIC	
F. FINE MOTOR ACTIVITY	
G. LARGE MOTOR ACTIVITY	
*Note the activities for which the percentage of time was difficult to determine:	TOTAL 100%

Of the time spent in each content domain below, determine the percentage of instructional time that is spent in Teacher-directed and Child-initiated experiences with the total equaling 100% in each domain.

DOMAIN	% Teacher-directed Ex: whole group mini-lessons; guided reading)	% Child-initiated (Ex: learning centers with choice; peer groupings)	Total
1. LANGUAGE/LITERACY			100%
2. MATH			100%
3. SCIENCE			100%



CPC P-3 Classroom Activity Report, Year: _____

Your Name: _____ Classroom # _____ School Name _____ Date: _____

Grade Level (circle one): 1st grade / 2nd grade / 3rd grade

Purpose: To determine the specific amount and type of teaching children have received over the year. **Report the actual time spent, not the scheduled time.**

Directions: Three times a year, classroom teachers complete this report, noting the average percentage of instructional time spent in each domain. For an activity that overlaps with multiple domains, choose the main focus of the activity and use that domain to categorize the activity. If no time was spent in a domain, please leave the line blank for that domain.

Definitions: Teacher-directed activities are approaches to instruction where the teacher takes the lead in defining learning goals and methods; this includes individual and small-group formal skill instruction and large-group instructional activities, including story reading and discussion time. Child-initiated activities provide opportunities for free choice and informal learning, and include field trips and learning centers.

DOMAIN and ACTIVITY	%
A. English Language Arts	
1) READING LITERATURE and INFORMATIONAL TEXT (asking questions about story; re-telling and describing key parts of story; exploring text features)	
2) INTEGRATION OF KNOWLEDGE AND IDEAS (using illustrations and details in a story to describe its characters, setting, or events; comparing experiences of characters)	
3) FOUNDATIONAL PRINT and WRITING (exploring the distinguishing features of a sentence, learning the feature of spoken words, syllables, and sounds)	
4) SPEAKING & LISTENING AND LANGUAGE (asking and answering questions about key details in a text read aloud or information presented orally or through other media)	
B. MATHEMATICS	
1) OPERATIONS & ALGEBRAIC THINKING and GEOMETRY (representing and solving problems using addition and subtraction; reasoning with shapes and their attribute)	
2) NUMBERS AND OPERATIONS (extending counting sequence; learning place value)	
3) MEASUREMENT AND DATA (measuring lengths by unit; telling and writing time)	
C. SCIENCE	
1) FORMAL TEACHING ABOUT SCIENCE (Life, physical, earth/space, readings)	
2) HANDS-ON & ACTIVITY-BASED SCIENCE EXPERIENCES (Investigations, tools)	
3) INFORMAL INTEGRATION OF SCIENCE IDEAS (Daily routines; centers, movement)	
D. SOCIAL and EMOTIONAL LEARNING (self-regulation; identifying and expressing emotions; positive peer relations; identifying and expressing emotions)	
E. ART and MUSIC	
F. PHYSICAL EDUCATION	
*Note the activities for which the percentage of time was difficult to determine:	TOTAL 100%

Of the time spent in each content domain below, determine the percentage of instructional time that is spent in Teacher-directed and Child-initiated experiences with the total equaling 100% in each domain.

DOMAIN	% Teacher-directed (Ex: whole group mini-lessons; guided reading)	% Child-initiated (Ex: learning centers with choice; peer groupings)	Total
1. LANGUAGE/LITERACY			100%
2. MATH			100%
3. SCIENCE			100%



School _____ Grade _____ Name _____

Last revised
4-28-2015

The Needs Assessment: A Family Survey on Parent Involvement and Engagement Checklist

Child-Parent Center Program, Preschool–3rd Grade

Directions: The Child-Parent Centers provide a menu of options for families to get involved. To provide the most useful activities for families, we ask for your input about the types of events to offer in the parent program.

1. Which types of activities are you interested in participating in? (Check all that apply).

Child development & parenting	Health, safety, & nutrition	Volunteering in the school	Language, math, & science	Field trips	Career and Education	Other (specify) _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Please rate your level of interest in the types of workshops and events listed below by assigning each category a number. You can assign two categories with the same number if you are equally interested in them.

(1 = activity you are most interested in; 6 = activity you are least interested in).

Child development & parenting	Health, safety, & nutrition	Volunteering in the school	Language, math, & science	Field trips	Career and Education
_____	_____	_____	_____	_____	_____

Please list any other event or workshop you would like to get involved in:

3. Your personal goal for this year (example: GED): _____

4. Steps needed to reach this goal: _____

5. Assistance needed to reach this goal: _____

6. What are the best times of day for you to participate in the program? (Check all that apply)

At child drop-off	During the school day	An hour before child pick-up	At child pick-up	After school	In the evening
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yes **No**

7. Would you be interested in helping us plan events? _____

8. What kinds of things may keep you from being involved in the parent program at the Center?

9. Do you have any suggestions for how to get other parents involved?

The process of developing family goals as part of the CPC P-3 Program has been explained to me.

Parent Signature _____ Date: _____

Staff Signature _____ Date: _____



Encuesta familiar sobre la participación de los padres y lista de comprobación del compromiso

Programa de Centros de Padres e Hijos, pre-escolar y 3^{er} grado

Instrucciones: Los Centros de Padres e Hijos ofrecen un menú de opciones que las familias pueden elegir para participar. A fin de brindar las actividades más útiles para fines de convivencia familiar, le solicitamos sus comentarios sobre los tipos de eventos que se ofrecerán en el programa para padres de familia.

1. ¿En qué tipos de actividades le gustaría participar? (Marque todas las opciones aplicables).

Desarrollo y crianza de los hijos	Salud, seguridad y nutrición	Voluntariado en la escuela	Idiomas, matemáticas y ciencias	Excursiones	Carrera y educación	Otra (especifique) _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Califique su nivel de interés en los tipos de talleres y los eventos listados más adelante mediante la asignación de un número a cada categoría. Puede asignar dos categorías con el mismo número si comparte el mismo interés en ambas.

(1 = actividad en la que está más interesado; 6 = actividad en la que está menos interesado).

Desarrollo y crianza de los hijos	Salud, seguridad y nutrición	Voluntariado en la escuela	Idiomas, matemáticas y ciencias	Excursiones	Carrera y educación
_____	_____	_____	_____	_____	_____

Mencione cualquier otro evento o taller en el cual le gustaría participar:

3. Su meta personal para este año (ejemplo: GED): _____

4. Pasos necesarios para alcanzar esta meta: _____

5. Asistencia necesaria para alcanzar esta meta: _____

6. ¿Cuáles son los mejores horarios del día para que usted participe en el programa? (Marque todas las opciones aplicables)

Al dejar a su hijo en la escuela	Durante el horario de escuela	Una hora antes de recoger a su hijo	Al momento de recoger a su hijo	Después de la escuela	Durante la tarde
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sí No

7. ¿Estaría interesado en ayudarnos a planear eventos? _____

8. ¿Qué tareas lo motivarían a participar en el programa de padres en el Centro?

9. ¿Tiene alguna sugerencia sobre cómo lograr la participación de los otros padres?

Se me ha explicado el proceso de desarrollo de metas familiares como parte del Programa de Pre-escolar a 3^{er} grado del CPC.

Firma del padre _____ Fecha: _____

Firma del personal _____ Fecha: _____



CPC P-3 Parent Involvement Plan, Year: 20__

Site Name: _____ Date: _____

Parent Involvement Liaison: _____ PRT: _____

Head Teacher: _____ Principal: _____

Instructions: The Parent Involvement Liaison (PIL), in collaboration with the Parent Resource Teacher (PRT) should complete this form for the preschool–1st grade program. This plan will be the foundation for parent involvement from preschool to 3rd grade.

This plan is due _____

The parent involvement goals as stated in the CPC P-3 Guidelines are:

1. Implement a comprehensive, menu-based parent program to strengthen the school-family partnership.
2. Increase parent involvement and engagement in children's education throughout early childhood.
3. Enhance educational attainment, career opportunities, and personal development for parents and family members.

The parent program **requirements** established to meet these goals are:

- (a) Parents sign a CPC P-3 School-Home Agreement at the start of the school year.
- (b) Sites maintain records of parent involvement and engagement.
- (c) Develop a written Parent Involvement Plan designed to balance home, school, and community participation based on Needs Assessment of families.
- (d) Maintain a monthly Parent Involvement Calendar during the year.
- (e) Conduct home visits, for high-need families, by CPC P-3 staff.
- (f) The PIL and PRT establish a Parent Advisory Group for the center.
- (g) A Parent Resource Room dedicated to parent and family activities is available.
- (h) Provide a variety of opportunities for participation during alternative times during the day (e.g., earlier in the morning vs. later in the morning).

A. NEEDS ASSESSMENT RESULTS

A1. Summarize what you found in the Needs Assessment of families. (Example: Parents are interested in GED courses offered locally, parents want information on health insurance, etc.)

A2. Are you providing anything new to families this year as a result of what you discovered in the Needs Assessment? Please explain.

B. PARENT INVOLVEMENT IN YOUR SCHOOL

B1. Provide examples of activities that you plan to offer at your school for each category of parent involvement in the chart below.

Parent Involvement Category	Example
Parent involvement in school	
Volunteer in child's classroom	
Volunteer for class field trips	
Participate in school decision-making	
Child development and parenting	
Child development	
Parenting skills	
Language, math, and science	
Language and early literacy	
Math / science	
Health, safety, and nutrition	
Health, physical screening, exams	
Nutrition education or cooking	
Career, education, and personal development	
Adult education or GED courses	
Employment or job skills training	
Financial skills	
Field and community resources	
Field trips in the community	
Volunteering in the community	

B2. How does the program communicate about parent involvement opportunities to preschool–1st grade families (e.g., newsletter, phone calls, home visits, School-Community Representative)?

B3. Describe any barriers to parent involvement experienced in your school.

Preschool family barriers:

Kindergarten family barriers:

1st grade family barriers:

2nd grade family barriers:

3rd grade family barriers:

B4. How do you engage difficult-to-reach families?

Preschool families:

Kindergarten families:

1st grade families:

2nd grade family barriers:

3rd grade family barriers:

C. FUTURE PLANS

Instructions: The PIL, in collaboration with the PRT, Head Teacher, and Principal, should complete this section.

C1. ALIGNMENT: Who will have leadership responsibilities for the alignment of parent involvement opportunities from preschool to 3rd grade?

C2. ALIGNMENT: How will you plan for alignment of parent involvement opportunities from preschool through 3rd grade?

C3. Estimate the percentage of parents that will be involved for each of the six categories:

	% Preschool	% Kdg.	% 1st gr.	% 2nd gr.	% 3rd gr.
Volunteering in classrooms/field trips/PTA/PAC					
Child development and parenting					
Language, Math, and Science					
Health, Safety, and Nutrition					
Career, Education, & Personal Development					
Field and Community Resources					
Overall involvement across all domains					

D. WORKING WITH THE COMMUNITY

D1. Please attach a list of community partners you work with to provide services to families.

Instructions: Once this Parent Involvement Plan is completed and signed below, this form should be maintained in the CPC files.

Signature of Parent Involvement Liaison

Signature of Parent Resource Teacher

Signature of Principal

Signature of Head Teacher



Child-Parent Center Preschool–3rd Grade Expansion Responsibilities for Curriculum Alignment Liaison

Responsibility	Time Required (Hours per year)
Weekly meeting with CPC Head Teacher <i>(if on staff)</i> for work on curriculum alignment activities	1 hour per week (36)
Monthly Meetings with PD Facilitators for classroom observations and coaching	3 hours per month (30)
Monthly Collaborative Leadership Team Meetings	3 hours per month (30)
Introduction to Facilitating the PD Modules	6 hours per module (A minimum of 2 per school year) (12)
Facilitating the PD Modules for teaching staff	3.5 hours per module (A minimum of 2 per school year) (7)
Conducting classroom observations related to each PD module and follow-up coaching conversations with teaching staff	2 hours (2 observations x 60 minutes per classroom per module) (12)
End-of-Year Transition Module	8 hours (8)
Total	105 hours per year to support professional development (Approximately 10% of FTE per week)



CPC P-3 Curriculum Alignment Plan Year: _____

Site Name: _____ Date: _____

Curriculum Alignment Liaison: _____

Instructions: The Curriculum Alignment Liaison (CAL), in collaboration with the Head Teacher (HT) and Principal, should complete this plan. This will be the foundation for curriculum alignment from preschool to 3rd grade.

As described in the CPC guidelines, the *goals for the aligned curriculum component* are to:

1. Provide consistent and developmentally appropriate instructional practices throughout the early learning years.
2. Provide clear understanding to teachers, parents, and others of how to support learning in multiple domains at each stage of development.
3. Assess and monitor children's progress throughout the year.
4. Ease transition from one grade level to another.

The program requirements established to meet these goals are as follows:

- Implement a Curriculum Alignment Plan from preschool to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
- Provide a rationale for the Curriculum Alignment Plan including supplemental materials.
- Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
- Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

Your site's Curriculum Alignment Plan is a key element of the preschool to 3rd grade alignment system.

A. NARRATIVE SECTION

Instructions: In this section, limit your answer to no more than 3 or 4 sentences. Additional information can be attached as an appendix.

A1. NAME(S) OF CURRICULA TO BE USED: (Example: *Creative Curriculum, Everyday Math, PBIS, and Blueprint.* Use “Teacher/District” if not a standardized curriculum.)

A2. CURRICULA RATIONALE: (Example Rationale: *School X uses evidence-based literacy, math and science curricula which have been proven to be appropriate for English Language Learners (74% of our student population are ELL). The curricula are aligned from kindergarten through 3rd grade and are informed by quarterly assessments of student learning.*)

A3. ASSESSMENTS: What child-level assessments are being used? How are the assessments aligned with the curricula? (Example: *The curriculum and assessment tools are published for the curricula and the assessment tools are developed and mandated by the district.*)

A4. EVIDENCE OF EFFECTIVENESS OF EACH CURRICULUM USED: (Include publisher and/or school district assessments.) (Example: *Our school uses Literacy Express published by Lakeshore Learning for oral language and print literacy development which has a “Positive Effects” rating of effectiveness on the [What Works Clearinghouse](#).*)

Grade Level	Curriculum	Effect	Comments
Preschool			
K			
1st–3rd			

A5. CURRICULUM ALIGNMENT ACROSS GRADES: How is the school’s curriculum aligned across grade levels? (Example: *The Preschool Early Childhood Workshop is aligned to Reader’s and Writer’s Workshop in K–3rd. Instructional strategies for reading are aligned preschool to 3rd grade.*)

A6. CURRICULUM ALIGNMENT IN SERIES: If the school’s curricula for any subject area are part of a series, which grades are covered by each curricula? (Example: *CLI Blueprint is a literacy-focused curriculum that covers preschool through 3rd grade in our school.*)

A7. ALIGNMENT GAPS: Are there any gaps identified in curriculum alignment across the preschool–3rd continuum? If so, what concrete steps are you taking to address these gaps, especially from kindergarten to 1st grade? (Example: *Our school’s preschool and kindergarten curriculum for literacy are not aligned so we are working to secure a common literacy curriculum across grade levels that is aligned with 1st through 3rd grades.*)

A8. SUPPLEMENTAL MATERIALS: Please list supplemental material(s) that your school is using and provide a rationale for using them. (Example: *We are using DLM-Math Express as a supplement to our math curriculum because we need improvement in this domain for our students.*)

A9. RECENT CURRICULAR CHANGES: Please list any curricular changes your school made in the preschool–3rd grades in the past year. (Example: *We began supplementing Everyday Math with math games in preschool.*)

B. CURRICULUM IMPLEMENTATION

Although curricular flexibility is a hallmark of the CPC P-3 program, effectiveness has been found to be influenced by a variety of instructional practices and approaches. Rate the extent to which your Center’s curriculum includes the following approaches and activities (circle your response):

Rate the level of emphasis given to this approach or activity: Preschool

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: Kindergarten

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___

B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 1st Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 2nd Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A

B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 3rd Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

C. PROFESSIONAL DEVELOPMENT

Ease of Implementation	Significant Barrier(s)	A Few Barriers	No Barriers
C1. School staff members are available and communicative to PD facilitators.	1	2	3
C2. Appropriate accommodations are given for school staff members to deliver module content (e.g., classroom space, scheduling considerations).	1	2	3
C3. Adequate time is given for module delivery.	1	2	3
C4. Technological setup is adequate for module delivery.	1	2	3
C5. Printed and supplementary materials are available during module sessions.	1	2	3
C6. School staff members appear open and responsive to the PD <u>process design</u> (e.g. timeframe, group delivery style, facilitation).	1	2	3
C7. School staff members appear open and responsive to module <u>content</u> .	1	2	3
C8. School staff members appear open and responsive to module <u>learning activities</u> .	1	2	3
C9. School staff members appear open and responsive to coaching.	1	2	3
C10. School leaders support PD facilitators and classroom staff in implementation of PD activities.	1	2	3

C11. Which teachers will participate in the CPC P-3 professional development activities this year?

- Preschool teachers Preschool teaching assistants
- Kindergarten teachers Kindergarten teaching assistants
- 1st grade teachers 1st grade teaching assistants
- 2nd grade teachers 2nd grade teaching assistants
- 3rd grade teachers 3rd grade teaching assistants

D. FUTURE PLANS

Instructions: The Principal, in collaboration with the CAL and HT, should complete this section.

D1. ALIGNMENT: Who will have leadership responsibilities for the alignment from preschool to 3rd grade? Please provide their names and contact information.

D2. ALIGNMENT GAPS:

- What needs to happen to align any gaps in curriculum from preschool to 3rd grade in your school this year?
- Who will participate in this alignment process?

D3. COMMUNICATION: How are you increasing communication between teachers across grade levels? For example, how are you increasing communication between kindergarten and 1st grade teachers?

D4. CHALLENGES: Describe any barriers to curriculum alignment from preschool to 3rd grade in your school. (Example of a barrier: *Inadequate time for professional development and alignment work.*)

Instructions: Once this Curriculum Alignment Plan has been completed, the HT, CAL, and Principal should sign the form below.

Signature of Head Teacher

Signature of Principal

Signature of Curriculum Alignment Liaison