



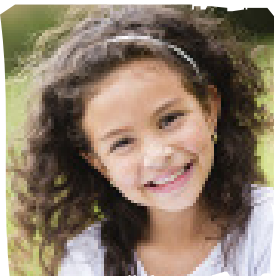
Getting Started

with



Planning Guide for Higher Education and CTE

2021-2022



This guide belongs to:





Welcome!

Welcome and thank you for your interest in using TSR Online on the CLI Engage platform for your higher education or high school CTE program.

As you begin using the TSR Online Resource Tools, we have created a document to help you have a successful start. All TSR Online resources are available at no cost to all Texas public higher education institutions and public school districts through a partnership between the Texas Education Agency and the Children’s Learning Institute at UTHealth.

This guide is designed for higher education and high school career and technology education faculty to support initial planning stages for executing the various TSR online tools and resources. It provides a brief explanation of each of the resources along with tips and tools to support the planning for your program.

This guide, as well as various other resources described, provides information and direction on how to begin to move forward. It is an excellent resource that we strongly encourage all faculty to use. These resources and references are offered as guidance and can be tailored and customized to best meet your program needs.

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

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Setting Up Your CLI Engage Account

CLI Engage accounts are available at no cost to all Texas public higher education institutions and Texas public school districts and charter schools. If you haven't already, please follow these quick steps to request a CLI Engage account:

Go to **CLIengage.org** and click on the green "SIGN UP" button at the top-right of the website. Follow the steps to **REQUEST ACCESS for TSR ONLINE**. Be sure to indicate that you work in "Higher Education" or "School District/Charter School" and will use CLI Engage as a "Higher Education Faculty Member" or "High School CTE Teacher."

After your account is created, you will receive an email invitation to register for CLI Engage. You may have to look into your spam or junk folder. **To complete the registration process you must click the "click here" link found in the email.**

A member of the CLI Engage support team will also send you a welcome email with some additional information to get you started on CLI Engage. Your user level will be "PRINCIPAL" which provides additional access to tools on CLI Engage.

Please share this information with any of your colleagues who might also be interested in free access to the TSR Online tools and resources on CLI Engage.

If you periodically have issues accessing websites from your university, college, or school, we recommend that your IT department adds our website domain to your safe website list (sometimes called a whitelist):

<https://cliengage.org/>*

Creating Student Accounts on CLI Engage

As a faculty member, you have the option to provide free CLI Engage accounts for your students. Your students would have access to all the TSR Online tools and resources, including earning professional development hours, viewing classroom activities, and accessing assessment practice tools and reports. Their user level will be "TEACHER."

There are two options to create accounts for your students:

1. Upload student information using a pre-formatted Excel template
2. Add students manually on CLI Engage

The welcome email you receive after setting up your account will have some additional information about the options to upload your students, including detailed instructions. Or, visit the "TRAINING AND SUPPORT" section of CLI Engage to view information about uploading data into the system: <https://public.cliengage.org/training/>

Help and Support Resources

CLI Engage provides many resources to all users to support their use of the system and its tools. Visit the “TRAINING AND SUPPORT” section to view how-to guides, videos, and other support resources. You are also welcome to join any of our free webinar trainings, available for free registration from the “TRAINING CALENDAR” page: <https://public.cliengage.org/training/>. All sessions are recorded, and available for viewing on CLI Engage.

Click the “HELP” button in the website navigation at any time to submit a help ticket to our support team.

TSR Online Tools Overview

The TSR Online tools and resources on CLI Engage were originally developed for Texas early childhood education teachers. Through a recent grant from the Texas Education Agency, the Children’s Learning Institute conducted a pilot to collect information and develop resources to support the implementation of these same resources in higher education and high school CTE programs training the next generation of early childhood teachers.

This guide will provide information on each of the tools on CLI Engage, and offer some examples of how you might choose to use the tools in your classroom or program. The TSR Online tools were developed to be highly integrated, but flexible to allow each program to select the tools that best support their individual needs.

After reviewing the overview of all the TSR Online tools, see Appendix A for several sample lesson plans that offer examples of how the TSR Online tools could be incorporated into higher education and high school CTE programs. Also, the Professional Learning Collection on CLI Engage offers online materials, lesson plans, and facilitation options for the Human Services career cluster CTE courses.



Professional Development

Professional development from the Children’s Learning Institute includes the latest early childhood research, strategies to support development, and authentic video of teachers and parents. All professional development courses on CLI Engage provide certificates for completion; all users can choose from clock hour certificates (for childcare and Head Start professionals) or Continuing Professional Education (CPE) certificates, for public school staff.

The information on the following pages describes the professional development courses on CLI Engage, all available for free to higher education and high school CTE programs, as well as the two delivery options: facilitated and self-instructional. These online courses can be used in a variety of ways in your higher education or high school CTE program, including supplemental course resources/textbooks, or for in-class activities or homework. **CLI Engage saves all coursework, so courses do not need to be completed at one time.**

If you choose to provide accounts for your students in CLI Engage, they can also access these resources on their own. Find all CLI Engage online professional development courses in the “Online Courses” section of the website. To begin, locate the purple banner on the dashboard, and click the button to access the “Full Course Catalog”:



Facilitated Courses and Self-Instructional Courses

The online courses on CLI Engage can be delivered through two methods, each providing flexibility for faculty, students, and their programs. Through either option, faculty can choose to present information from online courses on CLI Engage to students, or offer access for student review. Several examples of facilitation of the CLI Engage materials are also available in Appendix A. For more information about facilitation, contact engagefacilitatorapps@uth.tmc.edu.

Facilitated Courses

- Established Facilitator (faculty member) enrolls students
- Courses are only open to students approved by the faculty member
- Facilitators can view student completion
- Facilitators can host discussion boards for extended learning
- Facilitators award certificates upon student completion of course requirements
- Offer students “facilitated” training hours

Self-Instructional Courses

- All CLI Engage users can access self-instructional courses at any time
- CLI can view student completion of course requirements
- Discussion boards are not available
- Students receive certificates of completion directly from the system
- Users receive “self-instructional” training hours

Professional Learning Sessions

The Professional Learning Sessions provide a variety of professional development resources and guides. These sessions offer resources for higher education faculty and high school CTE teachers, as well as other administrators, coaches, and specialists. By integrating the many CLI Engage tools, materials, classroom activities, and videos, these focused sessions enable faculty to easily access our resources and better support teaching practices. All sessions are focused on a specific content area or skill and most can be facilitated or completed self-instructionally for a certificate.

The **topic-based training sessions** include are one-hour sessions covering specific content through introductory background information about the subject, specific strategies that describe instructional behaviors including exemplar videos, authentic classroom activities to try and a wealth of extend your knowledge content to better understand the research and meaning of the pedagogy. These integrated sessions provide opportunities for teachers to learn, digest, practice and reflect on instructional improvement.

Additional resources for the **CIRCLE CDA Training Program** are also hosted in the Professional Learning Sessions section. This collection includes one-hour sessions for each of the CDA functional areas, as well as materials to support development of the professional portfolio. These sessions can be completed individually (to earn a one-hour certificate) or facilitated in a group setting to introduce concepts, summarize topics, or as additional training in each area. Each of the CDA sessions also includes an alignment to the TEKS for the Human Services Career Cluster.

The Professional Learning Sessions section also includes four sessions designed for the **high school CTE Human Services Career Cluster**. Each of the CTE sessions includes information from CLI Engage, including video, content, links to classroom activities, and photographs, aligned to the TEKS for these courses. The sessions also include a variety of lesson plans, following the TEA CTE lesson plan format, with facilitation options. The CTE sessions are designed for in-class delivery.

eCIRCLE Professional Development Courses

eCIRCLE Professional Development online courses feature extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities. eCIRCLE has been used by thousands of early childhood teachers across Texas for over ten years, providing in-depth information about key areas of skill development for young children. The courses cover key predictors of language and literacy development and emerging areas of early childhood instruction, including science and math. Review and select the eCIRCLE courses that would best fit the needs of your participants. Faculty can review all eCIRCLE courses on CLI Engage; these courses are also the basis for the CIRCLE CDA Training Program.

eCIRCLE Professional Development Modules

Foundations for Responsive Instruction

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

Early Language and Literacy Instruction

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

School-Wide Improvement

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

STEM Instruction

- ___ Early Childhood Mathematics
- ___ Discovering Early Childhood Science

CIRCLE CDA Training Program

The Children’s Learning Institute recently expanded its online courses to provide early childhood professionals and students the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs, Preschool Endorsement. In this training program, teachers have an opportunity to receive all 120 hours of high-quality professional development in the 13 CDA Functional Areas, as well as support to complete the required CDA competency statements and professional portfolio. All resources for the CIRCLE CDA Training Program are hosted on CLI Engage.

Higher education programs are encouraged to review the CIRCLE CDA Training Program and consider its use as the course content and materials for a new or existing CDA program for students at your institution. Customized resources for the CIRCLE CDA Training Program are available for high school CTE programs, including a teacher guide and student guide. Resources for this program are available in the Online Courses section of CLI Engage, under the “CIRCLE CDA Training Program” tab. All materials are available at no cost on CLI Engage, but all participants are encouraged to purchase a set of textbooks from the Council.

The Council for Professional Recognition, the national organization that awards the CDA, also provides an opportunity for high school CTE students to earn a CDA. The CIRCLE CDA Training Program can provide the course content for these students to complete the professional development and application requirements for students interested in pursuing the CDA with Preschool Endorsement. Visit the Council’s website for more information:

<https://www.cdacouncil.org/en/high-school-pathways/>

The table below details the courses available through the CIRCLE CDA Training Program in each of the six CDA Competency Goals, as well as the introduction and professional portfolio courses for the **Preschool CDA**. Contact us at circleCDAtesting@uth.tmc.edu.

COMPETENCY GOALS	COURSES ON CLI ENGAGE	
Plan Your CDA Journey	CIRCLE CDA Introduction	
Goal I: To establish and maintain a safe, healthy learning environment.	CIRCLE CDA Safety Health eCIRCLE Classroom Management	TX Core Competencies (Practitioners) Learning Environments, Planning Framework, Curriculum, and Standards Health, Safety, and Nutrition
Goal II: To advance physical and intellectual competence.	eCIRCLE Early Childhood Math Early Childhood Science Letter Knowledge Read Aloud Vocabulary Phonological Awareness Written Expression Setting the Stage for Children’s Talk English Language Learners	CIRCLE CDA Physical Creative TX Core Competencies (Practitioners) Child Growth and Development Supporting Skill Development Diversity and Dual Language Learners
Goal III: To support social and emotional development and to provide positive guidance.	eCIRCLE Social and Emotional Learning Understanding Special Needs	TX Core Competencies (Practitioners) Responsive Interactions & Guidance CIRCLE CDA Guidance
Goal IV: To establish positive and productive relationships with families.	CIRCLE CDA Families TX Core Competencies (Practitioners) Family & Community Relationships	TX Core Competencies (Administrators) Instituting Family and Community-Centered Programming
Goal V: To ensure a well-run purposeful program that is responsive to participants needs.	eCIRCLE Setting the Stage for Children’s Talk Prekindergarten Response to Intervention CIRCLE CDA Program Management TX Core Competencies (Practitioners) Learning Environments, Planning Framework, Curriculum, and Standards Observation and Assessment	TX Core Competencies (Administrators) Establishing and Maintaining an Effective Organization Human Resource Leadership and Development Implementing a Developmentally Appropriate Curriculum and Environment
Goal VI: To maintain a commitment to professionalism.	CIRCLE CDA Professionalism	TX Core Competencies (Practitioners) Introduction Professionalism and Ethics
Prepare Your Portfolio	CIRCLE CDA Professional Portfolio	

Texas Prekindergarten Guidelines Training

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

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Training

The Children’s Learning Institute partnered with the Texas Workforce Commission to provide free, online training that guides participants through the caregiver strategies to support skill development in children from birth through age three, detailed in the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines. These courses are a tool to prepare future teachers, and those already working in the classroom, to review and implement state standards. There are five courses, including an introduction and one course for each of the four ITELG learning domains.

CIRCLE Infant & Toddler Teacher Training

The CIRCLE Infant & Toddler Teacher Training: Play with Me series is a highly engaging online training that provides detailed information for teachers and students to learn about skill development in infants and toddlers. Through the courses, participants will see include instructional strategies in action through video of real teacher-child interactions, learn more about common child development theories, hear from experts on frequently asked questions, track child developmental milestones, and more! This training series is currently being developed, through funding from multiple foundations:

- Talk with Me: Promoting Early Language Development
- Read with Me: Supporting Early Literacy Skills
- Grow with Me: Understanding and Using Developmental Assessments
- Connect with Me: Supporting Early Social-Emotional Skills and Self-Regulation
- Learn with Me: Supporting Early Cognitive Reasoning
- *Move with Me: Supporting Early Physical Development and Health (coming soon)*

Beginning Education: Early Childcare at Home

Beginning Education: Early Childcare at Home (BEECH) is an online professional development system specifically designed for home-based childcare providers. The system includes 20 sessions, each approximately one hour in length that incorporate videos, audio files, photos, and home-based scenarios. BEECH sessions cover a broad range of topics to support family-based childcare providers and build knowledge in key school readiness areas to support the children in their care; sessions include “Setting Up the Environment for Learning,” “Reading Children’s Signals,” “Using a Warm Responsive Style,” and “Supporting Young Children’s Emotional Development.”

BEECH courses may also be used as course content for parenting, including teen parenting, classes your program may host for your community.

Texas Early Childhood Professional Development System (TECPDS)

TECPDS is the state’s professional development and career advancement system for early childhood professionals. All current professionals and students can create a free account on the TECPDS Texas Workforce Registry to begin tracking their early childhood career and plan future advancement. Learn more at: <https://tecpds.org>

CLI Engage also features an integration with TECPDS, so all professional development certificates automatically transfer to a user’s personal account (if they opt-in).

Child Progress Monitoring, Assessments, and Reports

On CLI Engage, higher education and high school CTE programs have access to child progress monitoring and assessment tools that can be used to teach students about the assessments, analyzing data, sharing reports with parents and administrators, and instructional planning to support children’s individual needs. In addition to the assessment tools, CLI Engage provides a suite of reports for parents and teachers, including a small grouping tool that automatically groups children who score below established benchmarks.

A benefit of using these tools on CLI Engage is that students can learn about some of the most-used child progress monitoring and assessment tools in Texas, and how these tools aid in instructional planning. This ability to analyze classroom data is very important for new

teachers entering classrooms for the first time. The tools on CLI Engage are available at no cost to all Texas public schools, Head Start programs, and thousands of childcare programs. For example, approximately 80% of all Texas public school districts and charter schools used the CIRCLE Progress Monitoring System on CLI Engage to track student progress and guide instruction during the 2020-21 school year.

If you choose to provide accounts for your students in CLI Engage, they can also access these resources on their own. Find all CLI Engage child progress monitoring, assessment, and reporting features under the red banner on the dashboard:



Assessment Practice Area

The CLI Engage Assessment Practice Area is a tool on CLI Engage that allows all users to practice assessments and reporting features for both the CIRCLE Progress Monitoring System, a tool to track student progress in preschool classrooms (three- and four-year-olds), and the Texas Kindergarten Entry Assessment (TX-KEA). The Assessment Practice Area includes realistic student scores for 10 demo children, and an additional 5 practice students that allow all CLI Engage users to practice starting and performing assessments. All reporting features are also available, including parent reports, class reports, and the small grouping tool, which also provides links to the CIRCLE Activity Collection (also housed on CLI Engage; see page 13 for more information).

The Assessment Practice Area was created to support training on CLI Engage's assessment tools. Higher education and high school CTE programs can use the Assessment Practice Area to view and discuss assessments and reports as in-class lessons, lecture, or homework, if students receive their own CLI Engage accounts.

CIRCLE Progress Monitoring System

The CIRCLE Progress Monitoring System (CPM) is a technology-driven tool that enables the teacher to assess a child's progress in a particular skill area almost instantly. It is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. This simplistic yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skill areas. The instrument is designed to be administered three times a year, at beginning of year, middle of year, and end of year. CPM is available in both English and Spanish.

CPM Measures

Direct Assessments

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Phonological Awareness
- Mathematics
- Science
- Social Studies
- Story Retell
- Letter Sound Correspondence

Observables/Checklists

- Social and Emotional
- Book and Print
- Early Writing
- Approaches to Learning
- Creative Arts Expression
- Physical Health and Development
- Speech Production and Sentence Skills
- Motivation to Read

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

Descriptions for each component of CPM are available in the CPM User Guide. When discussing CPM in class, it is recommended that all students review the CPM User Guide to learn about the assessments, the skills assessed, and reporting options. Visit the “Training and Support” section of CLI Engage to download the CPM User Guide, as well as access how-to guides on the reporting features of CLI Engage. See Appendix C for a sample CIRCLE Progress Monitoring assessment schedule to use for class discussions and activities.

Texas Kindergarten Entry Assessment

The Texas Kindergarten Entry Assessment System (TX-KEA) is the result of a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children’s Learning Institute at UTHealth to develop and validate a school readiness screener that can be reliably administered by kindergarten teachers in Texas. It covers multiple child development domains and better informs kindergarten teachers about the children in their classes, helping them to design more appropriate learning opportunities. In August 2017, TX-KEA launched on CLI Engage, and the statewide literacy screener was incorporated into TX-KEA in July 2020.

All assessments are available in English and Spanish and the TX-KEA reports include parent reports, class-level reports, and a small grouping tool that provides links to the CIRCLE Activity Collection.

TX-KEA Domains and Subtests

Language

- Vocabulary
- Listening Comprehension

Literacy

- Letter Names
- Letter Sounds
- Blending Sounds
- Spelling

STEM

- Mathematics
- Science and Engineering

Executive Functioning

- Inhibition
- Working Memory
- Attention

Social Emotional

- Social and Emotional Competence
- Emotion Management

Academic Motor Skills

- Academic Motor Skills

Descriptions for each component of TX-KEA are available in the TX-KEA User Guide. When discussing TX-KEA in class, it is recommended that all students review the TX-KEA User Guide to learn about the assessments, the skills assessed, and reporting options. Visit the “Training and Support” section of CLI Engage to download the TX-KEA User Guide, as well as access how-to guides on the reporting features of CLI Engage.

Classroom Activities and Lessons

The **CIRCLE Activity Collection** is a variety of hands-on activities that early childhood teachers can implement during large group, small group, centers, and one-on-one instruction. Language, literacy, social emotional skills, mathematics, and science are the core concepts covered in CIRCLE activities. This digital collection has detailed activities with instruction tips, materials needed, exemplar annotated videos of select activities performed in real classrooms, and scripted lessons that detail guided practice and scaffolding with students.

The activities incorporate a gradual release model, wherein a teacher models, demonstrates, and “thinks aloud” so that children understand the concepts behind what the teacher is modeling. Children then practice the skills or concepts with the teacher’s guidance. The CIRCLE Activity Collection has been used by thousands of Texas early childhood teachers to supplement their classroom curriculum and support skill development through small group and whole group instruction. The activities offer many opportunities for higher education and high school CTE programs to discuss the activity content, model lessons with children during practicum, and explore opportunities for extensions.

If you choose to provide accounts for your students in CLI Engage, they can also access these resources on their own. Find all CLI Engage classroom activities, home activities, and lesson planning tools under the blue banner on the dashboard:



ACTIVITIES & MATERIALS



CIRCLE Activity Collection: Pre-K to Grade 2

Used in the Texas School Ready project for over a decade, the CIRCLE Activity Collection: Pre-K to Grade 2 includes hundreds of classroom lessons in English and Spanish. Perfect for public schools, Head Starts, and center- or home-based childcare, the collection supports teachers' implementation through video examples, sample lesson scripts, scaffolding tips, and alignments to state guidelines, as well as tools to filter and save favorite activities. The collection also supports data-driven instructional planning through integration with the child progress monitoring tools on CLI Engage. All activities are aligned to the Texas Prekindergarten Guidelines, TEKS, and Head Start Early Learning Framework.

CIRCLE Pre-K Curriculum

Incorporating time-tested lessons from the CIRCLE Activity Collection: Pre-K, CLI's CIRCLE Pre-K Curriculum now provides all the resources you'll need to support weekly planning and delivery of preschool instruction, all available from CLI Engage at no cost.

CIRCLE Activity Collection: Infant and Toddler

Research confirms that later academic success begins with rich learning experiences in a child's earliest years. This new online collection provides quality activities to support language, social emotional, health, and cognitive skills for children from birth through 36 months in both English and Spanish. CIRCLE Activity Collection: Infant and Toddler is designed for center- and home-based childcare and is fully aligned to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and Head Start Early Learning Framework.

CIRCLE Activity Collection: Family

The CIRCLE Activity Collection: Family translates child development research into practice by providing a variety of hands-on activities that families can do at home. The collection includes activities in English and Spanish for children from birth to age 5, and is organized around seven learning domains: Language & Communication, Reading & Writing, Math, Science, Social & Emotional, Physical Development, and Art & Sensory. This collection can be accessed without logging in to CLI Engage and is a wonderful resource to share with your teen parents and their families: <https://cliengagefamily.org>

My Activities

The "My Activities" feature allows you to tag and store your favorite activities from each of the CIRCLE Activity Collection, organized by language. Each user on CLI Engage can save their

favorite activities and make notes on implementation through My Activities. Higher education and high school CTE faculty can use this tool to save activities planned for use in classes with your students.

Faculty can make note of which activities you would like to show to your students in class to further explain a topic or you could ask each student to select three activities, print and execute them either with a classmate for practice or with a child during a practicum. Later, have the students reflect on this experience in class. My Activities is a precursor to a planned lesson planning tool for CLI Engage.

Quality Improvement and Innovation Tools

CLI Engage provides several tools to support early childhood program quality improvement and innovation activities. These tools include a collection of professional learning sessions (extensions from our Online Courses section) and classroom observation tools for preschool classrooms. The CIRCLE Classroom Observation Tools on CLI Engage are tools to track teacher behavior, instructional quality, and change. These tools have been used in Texas preschool classrooms for over 10 years through the Texas School Ready Project.

If you choose to provide accounts for your students in CLI Engage, they can also access these resources on their own. Find all CLI Engage classroom observation and quality improvement tools under the green banner on the dashboard:



Classroom Environment Checklist (CEC)

The CEC captures the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools).

The CEC can be used in higher education or high school CTE programs to discuss optimal classroom set-up, overall design, and instructional material quality for preschool classrooms. Also, consider using the CEC accompanying classroom set-up video and discuss additional supports needed for basic classroom set-up. Click or visit link below. (Note: You must be logged in to CLI Engage to view the video.)

<https://lms.cliengage.org/mod/page/view.php?id=24343>

Download a paper copy of the Classroom Environment Checklist (CEC), found at <https://public.cliengage.org/tools/quality/cec/>

Additional CEC resources are available in the appendices. Review the CEC analysis (**Appendix C**) and provide teachers a copy of the CEC Short Term Goals document and use to select and set goals, **Appendix B**. The CEC is also available as an online tool on CLI Engage to track teacher's progress over time.

Classroom Observation Tool (COT)

The COT captures snapshots of a teacher's instructional behavior during classroom observation visits that can be used to develop improvement plans and track a teacher's progress over time. The tool captures the presence of key teaching behaviors in thirteen areas through classroom observation. A built-in goal setting system allows teachers to work toward specific short-term goals and track their progress. The system is well aligned with the Texas Prekindergarten Guidelines and can be used by teachers, school leaders, and intervention specialists to promote effective teaching.

The COT can be used in higher education or high school CTE practicums, as a tool to track change in students' instructional behaviors. Additionally, consider using the COT as a tool for your students to understand the skills and behaviors that they would need to strive to achieve once they are early childhood educators.

The paper version of the COT can be downloaded at: <https://public.cliengage.org/tools/quality/cot/>

Family Engagement

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

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more: <https://public.cliengage.org/public/tools/quality/family-engagement-resources/>

Remote Instruction, Learning, and Administration

CLI Engage features many resources to support schools and teachers in maintaining

relationships with families, offering supports for learning at home, and remotely administering assessments:

- Remote instruction and distance learning resources for teachers:
<https://public.cliengage.org/tools/materials/covid-19-teacher/>
- Remote administration of child progress monitoring:
<https://public.cliengage.org/tools/assessment/remote-assessment-administration-covid-19/>

Sharing Data with Families

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

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

- Printing Parent Reports:
<https://public.cliengage.org/training/support/how-to-guides/printing-parent-reports/>
- Printing Parent PIN Pages:
<https://public.cliengage.org/training/support/how-to-guides/print-parent-pin-pages/>

Including Families in the Assessment Process

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

CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children’s development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. Learn more here: <https://cliengagefamily.org/>

Learn more about the activity collection on page 14.

Appendix A Sample Classroom Activities/ Lesson Plans

The following sample classroom activities/lesson plans were developed to help higher education faculty and high school career and technology education teachers customize the TSR Online tools and materials hosted on CLI Engage for their classrooms. Additional options to facilitate the CLI Engage resources are also available in the Professional Learning Sessions section of CLI Engage. Each sample lesson is aligned to the Texas Essential Knowledge and Skills.

Ten sample classroom activities/lesson plans are available in this guide, each utilizing at least one TSR Online tool or resource:

Gallery Walk

TSR Online Tools: Online Courses (eCIRCLE)

Picture Its

TSR Online Tools: Online Courses (eCIRCLE), Classroom Observation Tools

Think Break

TSR Online Tools: Online Courses (CIRCLE Infant/Toddler Courses)

Listen, Stop, Reflect, Write, Give

TSR Online Tools: CIRCLE Activity Collection

Press Conference

TSR Online Tools: Assessment Practice Area (CIRCLE Progress Monitoring)

Jigsaw

TSR Online Tools: Online Courses (eCIRCLE)

Designing Questions

TSR Online Tools: CIRCLE Activity Collection

Things to Know

TSR Online Tools: CIRCLE Activity Collection, My Activities

TV Commercial

TSR Online Tools: Online Courses (Texas Prekindergarten Guidelines Online Training)

Sticky Note Discussions

TSR Online Tools: Online Courses (Read with Me course)

Gallery Walk

TSR Online Tools: Online Courses

OBJECTIVE

The student will understand, analyze, discuss and summarize the development of children ages three through five.

MATERIALS

- eCIRCLE courses Special Needs, Emotional and Social Development, Mathematics, and Science access for each student
- Determine method/type of project to record their summary analyze, i.e., posters, power point presentation, chart paper, puzzle or game development, etc.
- Display space

PREPARATION

This activity should be used as a long term project over at least a week. Each course is at least 84 pages of text and videos. Determine prior to class the method/type of project that students will complete for the project.

ACTIVITY DESCRIPTION AND PROCESS

Divide students into 4 groups. One group per course.

Assign each group a course to review. Groups can divide the reading assignments so that each student is only reading part of the whole course.

Have each group prepare their findings by using a poster presentation, power point presentation, game or puzzle presentation or something that they create on their own to give the whole class a better picture of their reading assignments.

Display all projects and allow students to walk around reviewing each one while taking notes.

CLASSROOM DISCUSSION

- What did you find out is the same throughout these domains of child development?
- What do teachers need to understand in order to support children’s learning?
- What questions do you still have about child development at this age?

TEKS ALIGNMENT

130.163.b.c.5.A Human Growth and Development

The student understands the development of children ages three through five years. The student is expected to:

- A) Analyze the physical, emotional, social, and cognitive development of preschoolers:
- C) Discuss the influences of the family and society on preschoolers:
- D) Summarize strategies for optimizing the development of preschoolers, including those with special needs:
- F) Determine developmentally appropriate guidance techniques for preschoolers.

Picture Its

TSR Online Tools: Online Courses, Observation Tools

OBJECTIVE

The student will create an effective learning environment and discuss why it is important for supporting children’s learning.

MATERIALS

- 6 or 8 preschool classroom pictures
- CIRCLE Classroom Environment Checklist
- eCIRCLE Course – Classroom Management

PREPARATION

Collect pictures of preschool classroom that are arranged correctly with distinct learning areas, clean labels, and materials at a young child’s grasp level. Locate pictures of classrooms that need work and highly effective classrooms so that the students can practice rating each.

ACTIVITY DESCRIPTION AND PROCESS

Select a section of the CIRCLE Classroom Environment Checklist (CIRCLE CEC). Review with students what each of the indicators mean and how to rate whether the indicator is a 1, 2, or 3. Use pictures to illustrate what each of these would look like if a student were actually in a classroom. After reviewing one indicator, have the students look at the next indicator and talk about what to look for during an observation. Show students another classroom and ask how they would rate that classroom. Make sure that the students can reference something in the picture to use as evidence that the rating should stand.

CLASSROOM DISCUSSION

- What did you find out that is still confusing about setting up a classroom?
- What do teachers need to consider as they are planning their classroom environment?
- Why is it important for teachers to provide a variety of materials that the child can access without the teacher’s help?

TEKS ALIGNMENT

130.164.c.6.A, B, C, D Instructional Practices

The student creates an effective learning environment. The student is expected to:

- A) Describe and implement a safe and an effective learning environment:
- B) Demonstrate teacher and trainer characteristics that promote an effective learning environment:
- C) Identify classroom management techniques that promote an effective learning environment: and
- D) Demonstrate conflict – management and median techniques supportive of an effective learning environment.

Think Break

TSR Online Tools: Online Courses

OBJECTIVE

The student will analyze and summarize information from reading and video review assignment by answering and documenting understanding then verify through class discussions.

MATERIALS

- CIRCLE Course – Any of the courses in the “Play with Me” series
- Notebook or note taking materials (paper or electronic)

PREPARATION

Assign one of the infant and toddler courses in the “Play with Me” series. The Library section of all the courses in this series contains information on theories. These courses typically take approximately 2 hours to complete.

ACTIVITY DESCRIPTION AND PROCESS

Ask students one question from their reading assignment.

Allow 20 to 30 seconds for students to think about the question and jot down a few responses before you explain the answer. Encourage students to take notes as you discuss the answer to the question.

This technique encourages students to take part in a brief discussion by waking up their thoughts and focusing on material that was assigned.

Having students write down their thoughts along with your explanations helps encourage note taking and processing of the information.

Continue to ask questions and follow this technique.

CLASSROOM DISCUSSION

- Which theory was constant with _____?
- How did that theory use _____ to _____?
- What did you find out that is still confusing about the course you read?

TEKS ALIGNMENT

130.163.c.4.B, D Human Growth and Development

The student understands the development of children ages newborn through two years. The student is expected to:

B) Analyze various developmental theories relating to infants and toddlers; and

D) Summarize strategies for optimizing the development of infants and toddlers, including those with special needs.

Listen, Stop, Reflect, Write, Give

TSR Online Tools: CIRCLE Activity Collection

OBJECTIVE

The student will practice field based experiences using age appropriate activities and using a 5 step reflective process so that students become more reflective listeners

MATERIALS

- CIRCLE Activity Collection activity with a video
- Notebook or note taking materials (paper or electronic)
- A list of observational guiding questions

PREPARATION

Assign a CAC activity with a video to the class. Encourage students to review the video and the activity prior to class. Prepare some basic questions to help students look for important interactions between the child and teacher in the video.

Here are a few questions to use or you can develop different ones depending on the focus you have for your students:

- What was the purpose of the lesson?
- How did the teacher accomplish the purpose with the children?
- What kinds of questions does the teacher ask the children?
- What do you think the teacher could do better?

ACTIVITY DESCRIPTION AND PROCESS

Ask the pre-reading questions again prior to viewing the video. Discuss with the students that analyzing how you teach takes a lot of practice. Let them know that you all are going to watch several videos showing teachers working with young children. To help students figure out what to look for provide 4 or 5 guiding questions. Tell the students to first, **Listen** to the interaction between teacher and children. Then **Stop** the video when an interaction occurs. **Reflect** on what the teacher said. Was it helpful for the children? How was it helpful? **Write** a note to help guide you when you teach a lesson. **Give feedback** by providing thoughts for feedback to this teacher. How could the teacher improve the lesson or what did she do so well that you want to do that when you teach the activity?

CLASSROOM DISCUSSION

- What does this teacher do to engage the children?
- What is something to be aware of when you teach this lesson?
- What are you wondering about?

TEKS ALIGNMENT

130.164.c.11.A, B Instructional Practices

The student participates in field-based experiences in education and training. The student is expected to:

- A) Apply instructional strategies and concepts within a local educational or training facility; and
- B) Document, assess, and reflect on instructional experiences.

Press Conference

TSR Online Tools: Assessment Practice Area

OBJECTIVE

The student will learn skills that are assessed to determine a preschoolers' understanding on concepts and outcomes. After analyzing child outcome data, students will use reflective techniques to promote personal growth and teaching improvement.

MATERIALS

- Access to CIRCLE Assessment Practice Area
- CIRCLE Progress Monitoring User Guide
- CIRCLE Progress Monitoring reports

PREPARATION

Assign the CIRCLE Progress Monitoring User Guide as a reading assignment. Verify that all students have access to and have logged on to the CIRCLE Assessment Practice Area.

ACTIVITY DESCRIPTION AND PROCESS

After reviewing the CIRCLE Assessment Practice Area. Tell students that they will role-play as investigative reporters by asking questions of you, the expert on the topic. They should seek disagreement or find inadequate evidence in your answers based on what they have read, hounding you in the process with follow-up questions to all your replies.

Take a moment to discuss how informative reports review people for correct and interesting information.

A pre- lesson can be done first with students to brainstorm questions to ask. Help students formulate questions that will provide clarity or insight to the topic.

CLASSROOM DISCUSSION

- What information did they find difficult to ask you?
- How was that confusing or difficulty?
- What other questions do they have about the topic?

TEKS ALIGNMENT

130.165.c.12.A, B Practicum in Education and Training

The student continues to participate in field based experiences in education or Training. The student is expected to:

A) Apply instructional strategies and concepts within a local educational or training facility: and

B) Document, assess, and reflect on instructional experiences.

Jigsaw

TSR Online Tools: Online Courses

OBJECTIVE

The student will analyze and summarize information from reading and video review assignment by answering and documenting understanding then verify through class discussions.

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MATERIALS

- eCIRCLE Course – Classroom Management
- Notebook or notetaking materials (paper or electronic)

PREPARATION

Assign the CIRCLE Classroom Management course prior to this lesson.

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ACTIVITY DESCRIPTION AND PROCESS

Divide students into 4 groups. Give each group a different topic to become an expert on. Topics might include for this CIRCLE course:

- create a safe and effective learning environment for preschoolers
- list and explain integrated teacher characteristics that promote an effective classroom
- list and explain classroom management techniques that promote an effective classroom
- demonstrate a specific conflict management and mediation technique that supports an effective learning environment.

After this group has completed their assignment, re-mix the groups with one expert on each topic together, now each group has one expert from each assignment. Now the expert will teach his new group their topic.

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CLASSROOM DISCUSSION

- From what you read, what is one important thing to remember?
- How does classroom management help support learning?
- What is one take away from the expert videos in this course?

TEKS ALIGNMENT

130.164.c.6.A, B, C, D Instructional Practices

The student creates an effective learning environment. The student is expected to:

- A) Describe and implement a safe and an effective learning environment:
- B) Demonstrate teacher and trainer characteristics that promote an effective learning environment:
- C) Identify classroom management techniques that promote an effective learning environment: and
- D) Demonstrate conflict – management and median techniques supportive of an effective learning environment.

Designing Questions

TSR Online Tools: CIRCLE Activity Collection

OBJECTIVE

The student will review, understand, and use current activities and materials to use with young children in small groups.

MATERIALS

- CIRCLE Activity Collection, any activity

PREPARATION

Assign one activity to each student.

ACTIVITY DESCRIPTION AND PROCESS

Tell students to review and analyze the activity so that they can use this activity with young children. The activity will provide a list of materials needed. Students will need to pull those materials together and role play with a friend prior to using the activity with children. During the role play session have students compile a list of questions to ask children who do understand the activity and a list of questions to use with children who just don't understand. During the class debrief discuss scaffolding learning when children do and don't get it.

CLASSROOM DISCUSSION

- How do teachers know young children don't understand the lesson?
- What questions should teachers ask to support this kind of learning?
- How do teachers know young children understand the lesson?
- What questions should teachers ask to support this kind of learning?

TEKS ALIGNMENT

130.162.c.7.B Principals of Education and Training

The student experiences authentic education and training opportunities. The student is expected to:

B) Develop instructional materials such as visuals, teacher aids, manipulatives, lesson components, and mini lessons.

Things to Know

TSR Online Tools: CIRCLE Activity Collection, My Activities

OBJECTIVE

The student will participate in field based experiences in education and training.

MATERIALS

- CIRCLE Activity Collection activity

PREPARATION

Assign or have students' select two different CIRCLE Activity Collection activities that they will teach at their field experience sites. Have students save activities in My Activities and add notes on why they selected these activities. Have students review and understand the activities prior to coming to class.

ACTIVITY DESCRIPTION AND PROCESS

Ask students to list all the things about the activity that they know well.

Then ask them to list all the things about the activity that they do not know well. After creating their list, have the students pair with a friend and review their lists. Each partner will help brainstorm ways of obtaining the information that their partner doesn't know well.

Allow time for all students to ask you for further support. Include a discussion around using child progress monitoring data to help select activities.

Then have the students go to their field placements and teach children their activities. After teaching the lesson have each student list what went well and what they need to improve.

CLASSROOM DISCUSSION

- What did you learn from the children?
- What do you still need to find out from the children?
- How does progress monitoring data help you support these children?

TEKS ALIGNMENT

130.163.c.4.B, D Human Growth and Development

The student understands the development of children ages newborn through two years. The student is expected to:

B) Analyze the physical, emotional, social, and cognitive development of infants and toddlers: and

D) Summarize strategies for optimizing the development of infants and toddlers, including those with special needs.

TV Commercial

TSR Online Tools: Online Courses

OBJECTIVE

The student will develop curriculum and related materials to support instruction that align with the Texas Prekindergarten Guidelines.

MATERIALS

- Texas Prekindergarten Guidelines Online Training: Introduction course
- Texas Prekindergarten Guidelines Online Training, domain course of your choosing

PREPARATION

Assign two courses from the Texas Prekindergarten Guidelines Online Training: the Introduction course and one additional domain-specific course (there are 10 courses, one for each domain in the Texas Prekindergarten Guidelines).

ACTIVITY DESCRIPTION AND PROCESS

In teams of 3, assign students to create a 30-second to 1 minute TV commercial for their assigned domain.

Give an adequate amount of time to complete the assignment. Have the teams act out their commercial.

CLASSROOM DISCUSSION

- In three words or less what do teachers need to do to develop lesson plans and activities for young children?
- What are ways that children remember information?
- How should teachers respond to children?

TEKS ALIGNMENT

130.166.c.5.B Extended Practicum in Education and Training

The student continues to participate in field-based experiences in education and training. The student is expected to:

C) Develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills.

Sticky Note Discussions

TSR Online Tools: Online Courses

OBJECTIVE

The student will demonstrate and evaluate techniques promoting early literacy.

MATERIALS

- Infant and Toddler ‘Read with Me’ online course in the “Play with Me” series
- Sticky notes

PREPARATION

Assign the ‘Read with Me’ course in the “Play with Me” series.

ACTIVITY DESCRIPTION AND PROCESS

Divide students into groups of 4 – 6 and have them review the course. Ask them to write on sticky notes information that they want to talk about more from the reading and videos. Walk around and collection sticky notes.

Exchange the sticky notes with other tables. Have the groups discuss the new notes and answer the questions. Finally have each group discuss with the whole class the answers.

CLASSROOM DISCUSSION

- Why is it important to read to young children?
- What happens when children are not read to?
- What are ways to improve literacy with young children?

TEKS ALIGNMENT

130.165.c.4.B Practicum in Education and Training

The student interacts effectively in the role of an educator. The student is expected to:

D) Demonstrate and evaluate techniques promoting literacy

Notes

Reflections

Questions

What now?

Appendix B Short Term Goals for CEC

Class Name: _____

Teacher: _____

Date Goals Set: _____

GOALS

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

ACTION PLAN

These goals will be completed by:

CEC ITEM	ACTION PLAN

What will the teacher do independently to accomplish the set goals?

What support will the teacher receive to help meet the set goals?

Additional Teacher Support:

Appendix C

Classroom Environment Checklist (CEC) Analysis

Basic Classroom Arrangement (based on learning centers)

- Promotes high-quality verbal interactions
- Provides opportunities for increased cooperative play
- Increases children's ability to focus on specific tasks with fewer distractions
- Allows children to make choices and engage in "hands-on" activities

Center Management System

- Provides a concrete method to help children make choices
- Encourages children to manage themselves in centers
- Allows children to use print in a meaningful way
- Allows children to use their name in a purposeful way

Variety of Accessible Center Materials

- Allows children to access and use materials independently
- Provides children with opportunities to make activity choices
- Requires minimal adult supervision, giving teacher time for more meaningful interactions

Center Materials Labels

- Makes a connection between words and pictures
- Allows children to clean up with little assistance
- Encourages children to manage themselves

Books in Centers

- Puts books in the hands of children
- Encourages children to learn book handling skills
- Provides opportunities for children to connect books with real experiences
- Supports thematic concepts and understandings

Writing Tools in Centers

- Provides children opportunities for authentic writing
- Allows children to incorporate writing into their pretend play
- Encourages use of theme related concepts and vocabulary

Book Availability

- Gives children opportunities to use books in meaningful ways
- Helps children understand the function of print
- Provides extension of classroom themes and concepts
- Allows children to choose from a variety of books
- Builds background knowledge and a love of reading

Interactive Read Aloud Supports

- Promotes an enjoyable experience with books
- Motivates children to want to learn to read
- Provides a model of fluent and expressive reading
- Builds background knowledge and comprehension
- Encourages interactive conversations between teacher and children
- Uses print in a meaningful way
- Displays important information from the book (read aloud chart)
- Encourages theme and letter wall connections with vocabulary words
- Allows learning of planned vocabulary

Shared or Interactive Writing

- Provides children with a model for writing
- Sets a strong foundation for writing and concepts about print
- Encourages children to share information in a group setting
- Contributes to the feeling of community within the classroom
- Connects letters with letter sounds as the teacher “thinks out loud” while writing
- Encourages teacher to scaffold children’s responses

Writing Journals

- Provides independent writing activities
- Encourages children to move through the stages of writing
- Connects children’s thoughts to written words (teacher’s dictation of child’s drawing)
- Provides opportunities for children to express their feelings

Alphabet/PA Activities

- Engages children in independent letter knowledge activities
- Engages children in independent phonological activities
- Provides exposure to letters and letter sounds in a meaningful context

Children’s Names

- Makes learning letters more meaningful
- Emphasizes the most important word a child learns
- Provides learning opportunities for children to look at print/letters
- Helps children make comparisons between their own name and other children’s names
- Draws attention to specific letters and distinguishing features of letters

Letter Wall

- Allows children to see the letters displayed from A to Z
- Encourages letter recognition in meaningful ways
- Provides interaction with letters and words
- Provides a specific place for important words such as names and vocabulary

Authentic Print

- Encourages meaningful use of print for educational purposes
- Improves the classroom climate
- Encourages language development
- Provides opportunities for children to interact with print in meaningful ways

Children’s Daily Schedule

- Allows children to predict the daily sequence of events
- Uses print in a meaningful way
- Eases transition from one activity to another
- Allows children to see when their day will end

Rules Chart

- Sets expectations for classroom behavior
- Provides guidelines for children to manage their own behavior
- Allows children to develop a sense of social responsibility
- Uses print in a meaningful way

Helper Chart

- Allows children to learn responsibility and gain a sense of ownership
- Encourages a sense of belonging to the classroom community
- Provides opportunities to recognize names and letters

Lesson Plan

- Focuses on teaching goals and objectives
- Allows for thoughtful selection of activities based on thematic concepts
- Encourages teacher to be prepared and have materials ready
- Includes large group, small group, and one-on-one activities
- Builds skills necessary for school readiness, based on the Prekindergarten Guidelines
- Expands on children's current level of understanding
- Includes direct and indirect instruction activities

Thematic Connections

- Encourages learning and use of vocabulary around a particular concept
- Organizes learning experiences around specific content areas
- Simulates real life experiences related to a theme
- Provides hands-on experiences for increased understanding

Assessment Techniques

- Allows teacher to monitor children's progress
- Documents change over time
- Encourages teacher to make informed instruction decisions
- Allows teacher to modify instruction to meet individual children's needs
- Provides information for families

Children's Work Display

- Validates children's efforts
- Allows for a sense of community and ownership
- Emphasizes the children's work rather than commercial posters
- Provides opportunities for children to connect print to meaningful experiences
- Extends learning related to a theme or read aloud

Appendix D Sample CIRCLE Progress Monitoring Assessment Schedule

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14 – October 16	
2	January 18 – February 19	
3	April 19 – May 14	

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

