

Getting Started

with



A Planning Guide for Supporting PreKindergarten Teachers

This guide belongs to:

Welcome!

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

We are excited that you are beginning the planning stages for executing the various TSR Online resource tools. This guide is designed for early education professionals who are eligible for TSR Online (Prekindergarten teachers, administrators, and specialists in Texas public schools). It provides a brief explanation for each of the resources along with tips and tools to support the planning for your program.

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

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

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

Sincerely,



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Logging in to CLI Engage

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

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

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

Need help? [Submit a help ticket](#) and scroll down and select the choice of "Self-Service Password Tool" to resolve login issues.



SCREENING, PROGRESS MONITORING AND OBSERVATION



The Screening, Progress Monitoring, and Observation section includes several available tools that you can explore. We are going to focus on the CIRCLE Progress Monitoring (CPM) and the Progress Monitoring Parent Feedback Forms that you can be used together during the year.

CIRCLE Progress Monitoring (CPM)

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

Step 1

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

WAVE*	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 13 – October 14	
2	January 10 – February 11	
3	April 11 – May 13	

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

Step 2

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

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



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

CIRCLE Progress Monitoring (CPM) Tool

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

Assessment Practice Area

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

Dashboard

Assessment

Progress Monitoring and Instructional Planning 4 year olds as of September 1st

ON TRACK The score indicates a developed understanding and the child will benefit from more upward scaffolding.

NEEDS SUPPORT The score indicates an underdeveloped understanding and a need for more intensive intervention. Additional formative assessments can help define targeted support needed.

OUT OF RANGE The child is not within the specified age range or there are no established thresholds at this time.

Progress Monitoring and Instructional Planning 3 year olds as of September 1st

ON TRACK The score indicates a developed understanding and the child will benefit from continued targeted instruction.

CIRCLE Progress Monitoring Pre-K > Student View

Reports View Groups Click to Assess in Spanish Reset Class Offline Assessment

Hide/Display Measures

Student Name	Maximum Score	View Student	Rapid Letter Naming	Rapid Vocabulary 1	Syllabification	Onset-Rime	Aliteration	Blending 1	Total	Click to collapse	Listening
1 Demo 1	52	55	7	5	7	9	28	5			
2 Demo 10	52	55	7	5	7	9	28	5			
3 Demo 2	52	55	7	5	7	9	28	5			
4 Demo 3	52	55	7	5	7	9	28	5			

Direct Measures

MEASURES	DEFINITIONS
Rapid Letter	The Rapid Letter Naming task measures a child's alphabet knowledge. The full assessment takes approximately 2.5 minutes.
Rapid Vocabulary	The Rapid Vocabulary Naming task evaluates a child's ability to name common objects. The full assessment takes approximately 2.5 minutes.
Phonological Awareness	<p>The Phonological Awareness (PA) measure is used to assess a child's understanding of sound in his/her language. Prior to Fall 2015, seven subtasks were used to establish a composite PA score for each child. Beginning in 2015, the composite score is produced from the following four subtasks only:</p> <p>CORE TASKS:</p> <p>Syllabication: the ability to separate a word into parts;</p> <p>Onset-Rime: the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word;</p> <p>Alliteration: the ability to give two or more words that have the same sound(s) at the beginning of the words; and</p> <p>Rhyming 1: the ability to distinguish if two words rhyme when spoken.</p> <p>The remaining three subtasks, as well as a new Compound Word subtask, are optional for teachers (i.e., they are not used when establishing a composite PA score). Listening and Words in a Sentence may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks.</p> <p>OPTIONAL TASKS:</p> <p>Listening: the ability to screen out other noises and selectively focus attention on a specific sound;</p> <p>Words in a Sentence: the ability to move counters to show how many words are in a sentence; and</p> <p>Rhyming 2: the ability to independently give a word that rhymes with the word given.</p> <p>Approximate Time to Administer: core tasks, 6 minutes per child; optional tasks, 4 minutes</p>

MEASURES	DEFINITIONS
Mathematics	<p>The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for prekindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is 1 rote counting item, 5 shape naming items, 7 number recognition items, 6 shape discrimination items, 5 counting items, and 3 problems evaluating early addition and subtraction skills (i.e., operations). Optional items were added in 2015 related to patterning and “real world” (measurement) concepts.</p> <p>Approximate Time to Administer: core tasks, 3 minutes per child; optional tasks, 2.5 minutes per child</p>
Science	<p>The Science subtest was designed to measure four disciplinary core ideas in the National Research Council’s (2012) framework for science education including:</p> <ul style="list-style-type: none"> • Physical Sciences • Life Sciences • Earth and Space Sciences • Engineering and Technology Applications of Science <p>Approximate Time to Administer: 10 minutes per child</p>
Social Studies	<p>The Social Studies subtest was designed to measure social studies topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Prekindergarten Guidelines including:</p> <ul style="list-style-type: none"> • Self, Family & Community • People & The Environment • History & Events <p>Approximate Time to Administer: 8 minutes per child</p>
Story Retell	<p>This is a task in which the teacher uses a wordless text to provide a stimulus for an oral narrative and then asks the child to tell a story, in their own words, to match the pictures. The teacher scores the child’s ability to create a narrative using important elements of narrative macrostructure, including:</p> <ul style="list-style-type: none"> • Characters • Setting or story actions • Emotions or problems • Conjunctions or transition phrases • Ending or conclusion <p>Approximate Time to Administer: 10 minutes-variable per child</p>
Letter Sound Correspondence	<p>The Letter-Sound Correspondence subtest assesses a child’s ability to identify sounds associated with individual letters.</p> <p>Approximate Time to Administer: 5 minutes per child</p>

Observables/Checklists

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

Step 3

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

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

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

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

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

We recommend administering the assessment by dividing them into parts:

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

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

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

The children who will be assessed will need to be uploaded into CLI Engage by adding their

information onto a Class Roster. There is a How-To-Guide on CLI Engage located under the Training and Support tab on the dashboard for uploading the Teacher and Student data.

Please check with your school district before uploading your student roster to avoid creating duplicate student accounts. School districts may be using a centralized data management system and/or have identified personnel who will manage the entire community's student upload.

Students may be uploaded individually using the Single Roster Upload on the Data Management tab or through the Student Bulk Upload Process which uses a pre-formatted Excel Spreadsheet template. This process is the most-used option for uploading teacher and student information into CLI Engage.

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

Step 4

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

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

Texas Kindergarten Entry Assessment (TX-KEA)

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



eCIRCLE Professional Development Courses

The eCIRCLE Professional Development online courses feature extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities. The courses cover key predictors of language and literacy development and emerging areas of early childhood instruction, including science and math. .

School districts may provide staffing for teachers to participate in facilitated courses or request teachers use the eCIRCLE Professional Development Series: Self-Instructional (SI) course.

Step 1

The professional development courses can be used in different instructional models. Which model will your program implement? Note: completion time per course is dependent on the delivery model.

1. Face-to-Face Sessions

This delivery model allows for participants to come together in a face-to-face setting and participate in the courses as a group, covering one or two sections of each course. These sessions are designed to be one to two hours in length and be held at regularly scheduled intervals, such as weekly or every other week throughout the year. Activities for participants to practice in the classroom between sessions are included. The criteria and application information for [eCIRCLE Course Facilitator Approval](#) are available for you to review and complete.

2. Extended Face-to-Face Sessions

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

3. Hybrid Sessions

The hybrid session combines a face-to-face session with additional assigned, self-paced learning. The participants meet together face-to-face to cover one or two sections of the course. At the end of the session, the facilitator assigns additional course sections to be covered independently by the participants and completed by a specific deadline. The face-to-face learning sessions are one or two hours in length and spaced out sufficiently to allow participants ample time to complete the independent course work between sessions.

4. Self-paced

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

5. Self-instructional

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

Step 2

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

Step 3

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



Online Course Home

My Learning ▼

CLI Engage ▼

eCIRCLE Professional Development Modules

DEVELOPMENT MODULES

Foundations for Responsive Instruction

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

School-Wide Improvement

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

Early Language and Literacy Instruction

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

STEM Instruction

- ☐ Early Childhood Mathematics
- ☐ Discovering Early Childhood Science

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

Sample schedule

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

Some things to think about...

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

Possible locations to host the training:

- Local library
- Community center
- Area school

Texas Prekindergarten Guideline Training

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

Teacher and Coach Resources

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

CIRCLE CDA Training Program

The Children's Learning Institute has expanded its online courses to provide early childhood teachers the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs, Preschool Endorsement through the Council for Professional Recognition. These professional learning sessions may also be completed individually or facilitated in a group setting to introduce concepts, summarize topics, or as additional training as online professional development courses. These topic areas include foundations for responsive instruction, school-wide improvement, early language and literacy instruction, and STEM instruction. There are an additional 40 hours in the areas of guidance, health, safety, families, physical development, creative arts, and professionalism through CIRCLE CDA online courses and the Texas Core Competencies online training modules. Email circleCDAtesting@uth.tmc.edu for more information.



ACTIVITIES AND MATERIALS



CIRCLE Activity Collection

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

Pre-K to Grade 2 Collection

First published in 2002, the CIRCLE Activity Collection translates research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, centers, and one-on-one instruction.

Each activity includes:

- a **description** of the activity, the **learning domains** the activity supports, and an appropriate **grade level**
- **materials** needed for the activity
- activity **instructions** and **soft scripting** for implementation
- helpful **hints**, including tips to create variations, related books to read aloud, and ways to **scaffold** children's learning
- applicable **alignments** to Head Start Early Learning Outcomes, Texas Prekindergarten Guidelines, and Texas Essential Knowledge and Skills (TEKS)



**Search Pre-K
Activities**



**Search Kindergarten
Activities**



**Search First Grade
Activities**



**Search Second Grade
Activities**

This digital collection has detailed activities with detailed instruction, materials needed, exemplar annotated videos of select activities performed in real classrooms, and scripted lessons that detail guided practice and scaffolding with students. In addition, each activity includes a connection to the Pre-k guidelines, Kindergarten TEKS, and Head Start Outcomes.

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

Ideas for Using the CIRCLE Activity Collection

The CIRCLE Activity Collection can be used by teachers to watch on their own or they can be assigned an activity to review for classroom implementation.

Select an appropriate activity to support the teacher with:

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

Step 1

Make a list of your teacher's needs (example in the following chart).

TEACHER'S NEEDS
Ex. Ms. Kelly needs to work on isolating individual phonemes with Mina.
Ex. Mrs. Aston needs to work on small group phonological awareness interventions (rhyming).

Step 2

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

Step 3

Document your selected activities (sample chart below).

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

CIRCLE Activity Collection for Families

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

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

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

Family Engagement

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

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

Sharing Data with Families

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

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online. [Printing Parent Reports](#) details the steps that teachers can take to access assessment parent reports that can be printed and sent home or viewed online by the parents and guardians of the children in their classrooms. CLI Engage provides opportunities for schools to share child progress monitoring reports with parents electronically through the CLI Engage website. The [Printing Parent PIN Pages](#) will download as a PDF, so you can easily print and share with the parents/guardians. Parents can view and save their children's assessment results directly through the CLI Engage website if they have this information, which is uniquely tied to each child.

Including Families in the Assessment Process

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

CIRCLE Pre-K Curriculum

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

Pre-K Curriculum

The CIRCLE Pre-K Curriculum provides all the resources needed to support weekly planning and delivery of comprehensive prekindergarten instruction.



To access the curriculum, scroll down to the blue banner after logging in, scroll down to the blue banner with the title “Activities and Materials” and then select the tile “CIRCLE Pre-K Curriculum”. The State Board of Education voted to approve adoption of the CIRCLE Pre-K Curriculum in November 2020. Evaluation by the Texas Resource Review (TRR) found the curriculum fully addresses all Texas Prekindergarten Guidelines. High scores were awarded for each criteria of quality included in the prekindergarten systems rubric used during TRR’s quality review. The CIRCLE Pre-K Curriculum includes Scope and Sequences for 35 weeks of instruction and 10 Theme Guides for use throughout the school year. Each of these components is supported by direct links to high-quality lessons housed in the CIRCLE Activity Collection. You can use the Scope and Sequences and Theme Guides together to provide weekly instruction that comprehensively supports the cognitive, social, and emotional development of prekindergarten children. Additionally, the Start-Up Guide breaks down how each component is organized and what you need to know to start your implementation. Visit the [CIRCLE Pre-K Curriculum](#) page to learn more.



Classroom Environment Checklist (CEC)

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

This Classroom Environment Checklist can serve as a tool to:

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

ovement and Innovation banner. CEC observations can be entered three times per year.

There are several resources available to support the use of the Classroom Environment Checklist:

- The teachers and specialists can use the [Classroom Environment Checklist \(CEC\)](#) to score the classroom and to discuss the indicator results.
- The **Short Term Goals for CEC** (Appendix A.1) can be used to plan and document targeted areas for enhancing the quality level.
- The [Pre-K Classroom Environment Checklist Analysis](#) provides key points on the benefits for the classroom and the opportunities available to children when the items are fully met at a level three.

Another resource that may be beneficial for teachers, includes a [CLI video on setting up your pre-K classroom](#), that can be used in collaboration with the CEC.

Classroom Observation Tool (COT)

The COT Online Training Overview is a mini course that outlines the research, benefits and steps for utilizing a continuous improvement cycle of instructional practices and enhanced student outcomes.

The COT is a great coaching tool because it is a formative assessment. As a formative assessment, it can be used as a continuous improvement tool so that teachers can receive

ongoing feedback and adjust their practices. The COT catalogs the teacher behaviors and can be used to guide improvement.

The COT can be downloaded or shared electronically, to provide an opportunity for the teacher to become familiar with the Classroom Observation Tool. Teachers can use the tool and reflect on their observed instruction to identify intentional teaching strategies to implement in their classroom.

[Download CIRCLE Prekindergarten Classroom Observation Tool](#)

Review

Notes

Reflections

Questions

What now?

Appendix

Appendix A

Short Term Goals for CEC

Community: _____

School 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 B**CIRCLE Progress Monitoring Assessment Schedule**

WAVE	SAMPLE DATES	PROGRESS MONITORING DATES
1	September 14 – October 16	
2	January 11 – February 15	
3	April 12 – May 17	

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

Appendix C

eCIRCLE Professional Development Courses

[illegible]

Appendix D

CIRCLE Activity Collection Assignments

[illegible]