

Sample Goals Snapshot Report



Name: 1 teacher Sample
Engage ID: ETE1505239
Email: 1@1.com
Phone: (111)111-1111
Communities : CLI TEST COMMUNITY

Created By: Cherri Stallings
Email: Cherri.D.Stallings@uth.tmc.edu
Phone: (806)392-4122

1 = Level 1 2 = Level 2 3 = Level 3

	Goal	Demonstrated on	Goal set on	Active goal
	Language and Communication			
	Providing Rich Language			
1	Labels objects, concepts, and actions throughout the day. 1	07/18/2023		
1	Describes objects (how they look, feel, smell, etc.), experiences (e.g., "that was a long walk"), or feelings or internal states (e.g., "she looks tired"). 2			
1	Makes comparisons by talking about how things are the same (or not the same) and by talking about opposites (e.g., big/small). 3			
2	Explains how things work or why things are done a certain way (e.g., "We are going to walk quietly because the babies are sleeping"). 4			
2	Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced (e.g., "That cat is black, just like the one we read about in the book yesterday.") 5			
2	Narrates what is happening (e.g., "Ava is eating green peas today. Here comes the spoon!"). 6			
2	"Thinks aloud" by saying his or her perspective out loud (e.g., "My favorite fruit is banana. I wonder if there will be bananas in this story?"). 7			
	Eliciting Language			
2	Elicits language from children by asking a variety of both closed- and open-ended questions. 8			
2	Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to both initiate and respond to conversational topics. 9			
3	Provides opportunities for children to participate both verbally and nonverbally in group activities. 10			
	Responding Contingently			
2	Paces interactions with children by speaking and moving at rates that match children's speed and pausing to allow turn-taking in conversation (including with nonverbal children). 13			
3	Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary (e.g., child points to a plane, teacher says "That's plane flying in the sky. Planes can go really fast. I wonder where that one is going?") 12			
2	Accepts children's incorrect communication and gently rephrases it, modeling the correct grammar and pronunciation or adding words to make a complete sentence. 11			
3	Provides an upward scaffold in response to children's correct and complete verbalizations and gestures by providing additional details to deepen children's background knowledge and vocabulary. 14			
3	Provides a downward scaffold in response to children's incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation. 15			
	Early Literacy			
	Book Reading			
1	Reads with an enthusiastic or dramatic voice and moderates tone based on the content of the book. 16			
1	Shares control of the book by letting children hold it, turn the pages, etc. 17			
1	Begins book reading by capturing children's attention and inviting their interest in the book (positioning children where they can see the book, pointing to and showing book, using excited voice, using children's names). 18			
1	Pauses to talk and ask questions about pictures in the book. 19			

Goals Snapshot Report



Name: 1 teacher Sample
Engage ID: ETE1505239
Email: 1@1.com
Phone: (111)111-1111
Communities : CLI TEST COMMUNITY

Created By: Cherri Stallings
Email: Cherri.D.Stallings@uth.tmc.edu
Phone: (806)392-4122

	Goal	Demonstrated on	Goal set on	Active goal
1	Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures, responds to questions, acts out the story). 20			
2	Sings songs and recites rhymes and encourages children's participation 21			
2	Uses props and/or extension activities that are linked to book content (e.g., puppets, dramatic play around book plot). 22			
2	Links book content to children's own experiences. 23			
Print and Writing				
2	Encourages play with drawing, painting, or writing tools that promote fine motor skills. 26			
3	Takes advantage of incidental opportunities to point out environmental print and letters of the alphabet (toddler only). 24			
3	Models writing as opportunities arise (e.g., writing children's names on artwork; dictating children's vocalizations; toddler only). 25			
Cognitive Skills				
Observing and Thinking Skills				
2	Draws attention to details of objects, actions, and events to encourage observation; encourages toddlers to verbalize their own observations. 27			
2	Demonstrates and explains how things work to help children understand cause and effect. 28			
2	Talks about sequence including steps to complete a task, repeated patterns, a daily schedule, or time concepts (e.g., today, tomorrow, before, next). 29			
3	Promotes flexibility in thinking by playing games that include small surprises or hide-and-find, offering open-ended materials and encouraging multiple uses (e.g., using a bib as piece of clothing or for peek-a-boo), or explaining schedule changes. 30			
3	Models problem solving by talking while thinking through a problem, considering options, and reflecting on an outcome. 31			
Hands-On Learning				
1	Offers opportunities and experiences for infants and toddlers to explore using all five senses. 32			
1	Follows children's lead to maintain their attention and support their interests. 33			
1	Encourages imitation when demonstrating skills and extending play. 34			
2	Encourages continued effort, persistence, or hard work on a task or problem. 35			
2	Models and joins in pretend play with or without props (toddlers only). 36			
2	Engages children in math activities such as shape recognition, counting, measuring, sorting, or classifying (toddlers only). 37			
Scaffolding Learning				
3	Scaffolds children's learning by simplifying (e.g., breaking down task into smaller steps; demonstrating and prompting for imitation; starting a task for child to finish; giving hand-over-hand assistance; giving clues or prompts; simplifying a task by narrowing choices; offering a simpler version of a toy). 38			
3	Scaffolds children's learning by adding challenge (offering a more difficult task; offering more choices; suggesting a new challenge). 39			
Social and Emotional Development				
Building Trust and Emotional Security				

Goals Snapshot Report



Name: 1 teacher Sample

Engage ID: ETE1505239

Email: 1@1.com

Phone: (111)111-1111

Communities : CLI TEST COMMUNITY

Created By: Cherri Stallings

Email: Cherri.D.Stallings@uth.tmc.edu

Phone: (806)392-4122

	Goal	Demonstrated on	Goal set on	Active goal
1	Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals , feelings, interests, and needs. 40			
1	Expresses warmth and affection through positive nonverbal behaviors such as getting down to child's eye level , smiling , cuddling , using reassuring touch , gentle tone of voice , and pacing that matches the child's energy level. 41			
1	Provides comfort to children in distress by responding quickly and calmly to provide physical comfort , or simply using gentle, soothing words . 42			
1	Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. 43			
1	Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to visual daily schedule, talks about schedule, talks about change in daily routine when needed). 44			
2	Explains what comes next using simple reminders, especially before and during transitions. 45			
2	Models respect for diversity including culture, ethnicity, gender roles, special needs, and home languages, includes reading books or using materials that reflect diverse backgrounds. 46			
Promoting Emotional Understanding				
2	Labels feelings and emotions expressed by infants and toddlers, and may also label teacher's own feelings in an appropriate way. 47			
3	Encourages children to talk about their feelings ; may include modeling talking about own feelings, feelings of peers and/ or characters in a story, and inviting children to continue such conversation (toddlers only). 48			
3	Makes connections between children's or storybook characters' emotions, actions, and events (e.g., "Joey stomped his foot because he felt mad"; "The pig was scared when the wolf blew his house down"). 49			
3	Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). 50			
Supporting Cooperation and Self-Regulation				
1	Uses descriptive, specific praise to encourage positive behavior (includes praising children's actions, ideas, cooperation with peers, following directions, etc.). 51			
2	Offers a positive behavior to replace a child's negative or undesired behavior ; tells and/or models what children should do instead (e.g., "Let's draw on this paper instead of the wall," or "Use gentle hands like this." Substitute a toy/activity when a child wants a toy that is already in use). 52			
2	Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. 53			
3	Offers verbal and physical cues for self-control such as gestures, songs or rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). 54			
Supporting Social Relationships				
1	Engages in back-and-forth play , (e.g., peek-a-boo, rolling a car or ball back and forth) including sharing control and giving child enough time to take a turn. 55			
2	Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing. 56			
2	Helps children share space by finding places for them to sit or stand when needed, providing enough materials, and modeling cooperative play. 57			
2	Supports turn-taking by modeling , explaining why and how to take turns, prompting , and specifically praising taking turns. 58			
3	Plans small or large group activities for peer interactions by creating opportunities to engage in back-and-forth peer play, work together on a task, or group songs, games or dances. 59			

Goals Snapshot Report



Name: 1 teacher Sample

Engage ID: ETE1505239

Email: 1@1.com

Phone: (111)111-1111

Communities : CLI TEST COMMUNITY

Created By: Cherri Stallings

Email: Cherri.D.Stallings@uth.tmc.edu

Phone: (806)392-4122

	Goal	Demonstrated on	Goal set on	Active goal
3	Prompts children for peer interaction behaviors such as words and gestures for greetings, polite manners, invitations to play, requests to peers, and responses to questions from peers. 60			
3	Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. 61			
Physical Development				
Supporting Fine and Gross Motor Skills				
1	Engages infants in tummy time activities (infants only). 62			
1	Provides supported sitting for infants e.g., in lap, various kinds of seats (infants only). 63			
1	Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. 64			
1	Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands together. Excludes drawing, painting, or writing tools; see Early Literacy domain. 65			
Promoting Health and Well-Being				
1	Responds promptly to signals of physical needs , including pain, discomfort, need for diaper change/potty; hunger or feeding cues; sleepiness. 66			
1	Teaches correct words for body parts and their functions. 67			
1	Models and encourages independence in hygiene routines , e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth (toddlers only). 68			
1	Supports and encourages independence in feeding skills , e.g., holding bottle, using fingers and/or utensils (older infants and toddlers only). 69			
1	Supports and encourages independence in dressing and undressing , e.g., taking off shoes, unzipping jacket, putting arms through sleeves (toddlers only). 70			
1	Supports and encourages independence in toileting routines , e.g., pulling pants down and up at potty time, flushing (toddlers only). 71			
2	Talks about and offers nutritious food. 72			
2	Teaches words and actions related to safety , e.g, hot, dirty, safe/not safe, danger, stop, spit it out. 73			
2	Models and encourages expression of internal states by verbalizing observations of physical needs , (e.g., hunger, fullness, sleepiness, pain, needing a diaper change or potty), and encouraging children to express their needs. 74			