

## Goals Snapshot Report

Name: 1 teacher Sample  
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 Communities : CLI TEST COMMUNITY

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

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

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

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

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3	<b>Prompts children for peer interaction behaviors</b> such as words and gestures for greetings, polite manners, invitations to play, requests to peers, and responses to questions from peers. 60			
3	<b>Helps resolve conflicts with peers</b> 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			
<b>Physical Development</b>				
<b>Supporting Fine and Gross Motor Skills</b>				
1	<b>Engages infants in tummy time activities</b> (infants only). 62			
1	<b>Provides supported sitting for infants</b> e.g., in lap, various kinds of seats (infants only). 63			
1	<b>Promotes gross motor skills</b> (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) <b>with games, toys, and songs.</b> 64			
1	<b>Promotes fine motor practice</b> (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			
<b>Promoting Health and Well-Being</b>				
1	<b>Responds promptly to signals of physical needs</b> , including pain, discomfort, need for diaper change/potty; hunger or feeding cues; sleepiness. 66			
1	<b>Teaches correct words for body parts</b> and their functions. 67			
1	<b>Models and encourages independence in hygiene routines</b> , e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth (toddlers only). 68			
1	<b>Supports and encourages independence in feeding skills</b> , e.g., holding bottle, using fingers and/or utensils (older infants and toddlers only). 69			
1	<b>Supports and encourages independence in dressing and undressing</b> , e.g., taking off shoes, unzipping jacket, putting arms through sleeves (toddlers only). 70			
1	<b>Supports and encourages independence in toileting routines</b> , e.g., pulling pants down and up at potty time, flushing (toddlers only). 71			
2	<b>Talks about and offers nutritious food.</b> 72			
2	<b>Teaches words and actions related to safety</b> , e.g, hot, dirty, safe/not safe, danger, stop, spit it out. 73			
2	<b>Models and encourages expression of internal states by verbalizing observations of physical needs</b> , (e.g., hunger, fullness, sleepiness, pain, needing a diaper change or potty), and encouraging children to express their needs. 74			