Teaching Strategies, LLC
is pleased to present a
Proposal for Curriculum, Assessment, and Professional Development Services
to the
Commonwealth of Virginia
Department of Education

RFP# DOE-CFA-2015-9

Preschool Curriculum and Formative Assessment System and Services

Teaching Strategies, LLC
7101 Wisconsin Avenue, Suite 700
Bethesda, MD 20814
301.634.0818
800.637.3652

Submitted 5/11/2015

TeachingStrategies®
for Early Childhood

May 5, 2015

Ms. Marie Williams
Commonwealth of Virginia, Department of Education
James Monroe Building
101 N. Fourteenth Street
21st Floor, Procurement Office
Richmond, VA 23219

Re: RFP# DOE-CFA-2015-9 (Preschool Curriculum and Formative Assessment System and Services)

Dear Ms. Williams:

Teaching Strategies, LLC is pleased to submit *The Creative Curriculum® for Preschool, GOLDplus™* Edition; *Teaching Strategies GOLD*; and *Teaching Strategies GOLDplus™* for consideration by the Department of Education as a research-based, developmentally appropriate curriculum and assessment system for VPI+ programs. We are also ready to provide effective professional development options as well as ongoing technical assistance and implementation support to VPI+ educators as they implement the system.

- *The Creative Curriculum® for Preschool* is a comprehensive set of resources that assists teachers at all levels of experience as they plan and offer content-rich programs for children with diverse backgrounds and developmental levels. The combination of knowledge-building resources and daily practice resources helps teachers know not only what and how to teach children but also why particular practices are effective. Five carefully researched volumes provide the knowledge base of the curriculum, and a variety of daily practice resources offers step-by-step guidance through *Teaching Guides* and additional teaching tools. Individual teachers require different kinds of support at different points in their careers, so all resources offer choices.

- *Teaching Strategies GOLD®* is an authentic, observation-based system for assessing the development and learning of children from birth through kindergarten. Items to extend the system through third grade are currently being field tested. The instrument helps teachers document children's development and learning at particular points in time and over time, use that information to inform instruction, and communicate findings to families and other stakeholders.

  Extensive research has shown *Teaching Strategies GOLD®* to be highly valid and reliable for children of diverse cultures, languages, and socioeconomic backgrounds. It can be used to assess all children, including children who are developing typically, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. *Teaching Strategies GOLD®* meets the National Research Council's indicators for appropriate assessment, and its

7101 Wisconsin Ave., Suite 700
Bethesda, MD 20814
301 634 0818 Phone
301 657 0250 Fax
TeachingStrategies.com

comprehensiveness supports strong understanding of children's progress toward school readiness, their developmental status at kindergarten entry, and their continued learning.

- *GOLDplus* ™ is a new suite of powerful digital resources that strengthen practical links between assessment and instruction. Flexible new planning tools are linked directly with assessment data; content from the *Teaching Guides*; and *Intentional Teaching* experiences, which are electronic versions of the curriculum's *Intentional Teaching Cards*™.

- *Coaching to Fidelity* and the *Fidelity Tool* support implementation and help ensure that programs, teachers, and children benefit fully from *The Creative Curriculum® for Preschool* and *Teaching Strategies GOLD®*. These coaching tools can be used to evaluate assess how well the curriculum and assessment systems are being utilized, and they offer strategies and valuable guidance for encouraging optimal implementation.

The Creative Curriculum® for Preschool, *Teaching Strategies GOLD®*, and *GOLDplus*™ address 38 objectives for development and learning that align extremely well with Virginia's early learning standards. Used together as a system, they offer comprehensive guidance for supporting the development and learning of all children in diverse classrooms. The system helps teachers continue to build their general knowledge of child development, understand the educational significance of individual differences, get to know each child well, set appropriate expectations, consider ways to individualize learning experiences, and share information about each child's development.

With the specified number of hard and electronic copies of our proposal, we are submitting 6 sets (12 boxes) of hard copy materials that show examples of how *The Creative Curriculum® for Preschool* aligns with the Virginia Foundation Blocks for Early Learning. Each reviewer will need Box 1 and Box 2 of the selected curricular materials.

Thank you for considering this proposal. Please direct any questions about it to Jonah Stuart, Vice President, Public Policy and Government Relations, at 301-832-6697 or JonahS@teachingstrategies.com.

We hope to have the opportunity to support the critical work of VPI+ educators.

Best regards,

Edward Blake

Edward Blake
Chief Financial Officer

Contents

Tab 11: Appendix A1

Tab 12: Appendix B1

(This page was left blank intentionally.)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: April 10, 2015 **RFP# DOE-CFA-2015-9**

Title: Preschool Curriculum and Formative Assessment System and Services

Commodity Code: 92420, 92478, 78570

Issuing Agency: Commonwealth of Virginia
Department of Education
101 North 14th Street
Richmond, Virginia 23219

Using Agency And/Or Location
Where Work Will Be Performed: Virginia Public School Divisions

Initial Period Of Contract: From Date of Contract Award Through June 30, 2018 (renewable).

Sealed Proposals Will Be Received Until **May 11, 2015, at 2:00 P.M** For Furnishing The Goods/Services Described Herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All Inquiries For Information Should Be Directed To: Marie Williams Via E-mail marie.williams@doe.virginia.gov by 5:00 P.M. May 4, 2015.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF: Marie Williams (See Section X, #7. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered or express delivered in advance of the due date and time set for receipt of proposals.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

* Virginia Contractor License No. (registered as a foreign business entity) * DSBSD-certified Small Business No. (N/A)
Class: _____ Specialty Codes: _____

Name And Address Of Firm:
Teaching Strategies, LLC
7101 Wisconsin Avenue
Suite 700
Bethesda, MD Zip Code: **22046**
eVA Vendor ID or DUNS #: **DUNS: 614733921**
Fax Number: (301) 657-0250
E-mail Address: ted.b@teachingstrategies.com

Date: May 4, 2015

By: Edward Blake
(Signature In Ink)
Name: Edward Blake
Title: Chief Financial Officer
Telephone Number: (301) 634-0818, ext. 1780

PREPROPOSAL CONFERENCE: An optional proposal conference will be held at 11:00 A.M on April 21, 2015, in the Monroe Conference Room on the 23rd floor of the Monroe Building, located at 101 N. 14th Street, Richmond, VA 23219 (Reference: Section X, Paragraph 8 herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 or marie.williams@doe.virginia.gov by 11:00 A.M on April 16, 2015.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

Teaching Strategies acknowledges receipt of the RFP DOE-CFA-2015-9 “Questions and Answers” document posted on *e*VA on 4/29/15.

Teaching Strategies, LLC does not claim that any materials in this response to RFP# DOE-CFA-2015-9 contain proprietary or trade secret information, and no portions of our proposal will be redacted.

(This page was left blank intentionally.)

Teaching Strategies, LLC confirms acceptance of the “General and Special Terms and Conditions” specified in RFP# DOE-CFA-2015-9.

(This page was left blank intentionally.)

Attachment A

Curriculum and Formative Assessment Template

The Virginia Department of Education (VDOE) has an expectation that curricula be paired with ongoing (i.e., formative) assessment, which is consistent with VDOE's approach to procuring a single, comprehensive preschool curriculum and formative assessment system.

All proposals must describe how their curriculum and formative assessment system meets each of the components and their subcomponents listed below.

Component 1: Curriculum is Grounded in Child Development Principles and is Evidence-Based

a. Describe the overall theoretical foundation (see pages 2 and 3 of *Virginia's Preschool Curriculum Review Rubric and Planning Tool*) embedded in the approach of the comprehensive curriculum and formative assessment system.
b. Explain how the system aligns with child development research and theory. Include information about the extent to which new research is used to update the system.
c. Explain the extent to which the program has been successfully implemented, resulting in evidenced-based outcomes of increased student progress:
    1) In diverse communities (e.g., large, small, urban/suburban/rural; varied financial means, including high poverty communities);
    2) By diverse teachers (e.g., varied racial/ethnic backgrounds; experience levels);
    3) With diverse preschool-aged children (e.g., varied race/ethnic/linguistic backgrounds; financial means; family make-up; early learning experiences and pre-existing knowledge and skills; and physical and learning disabilities); and
    4) In diverse preschool settings, including public and private sector programs.

1a) Theoretical Foundation and 1b) Alignment With Research and Theory

The Creative Curriculum® and *Teaching Strategies GOLD*® are based on child development theory and the latest research in the field of early childhood education. The resources help teachers gather, understand, and use three main types of information: child development and how children learn; the individual strengths, needs, and interests of each child; and each child's family and community cultures. Throughout both the curriculum and the assessment system, explanations of research findings help teachers act on five principles of best practice: positive interactions and relationships with adults provide a critical foundation for successful learning; social–emotional competence is a significant factor in school success; constructive, purposeful play supports essential learning; the physical environment affects the type and quality of learning interactions; and teacher–family partnerships promote development and learning.

The Creative Curriculum® and *Teaching Strategies GOLD*® focus on the elements of early childhood development that research indicates are most predictive of school success and that align with the expected outcomes identified in state early learning standards. Both systems are based on a thorough review of the research literature and early learning standards, the extensive classroom experience of the authors and consultants, and decades of feedback from early childhood teachers and administrators. All objectives for development and learning and all recommended instructional strategies are research-based, and all content is reviewed by experts.

Component 1, paragraphs a and b, *continued*

University researchers have established the validity and reliability of *Teaching Strategies GOLD®*, and they have established growth norms. Additional details about the research foundation are offered under Tab 10 of this proposal.

Since publication of *The Creative Curriculum® for Preschool* and the launch of *Teaching Strategies GOLD®* in 2010, Teaching Strategies has conducted another extensive review of the research literature in order to continue to confirm the accuracy of the developmental progressions for birth through kindergarten and to develop items to extend the progressions through third grade. Those items are now being field tested in *Teaching Strategies GOLD®*, and we anticipate their release later this year. The updated list of references is available in the *Teaching Strategies Criteria Report*, which is available upon request.

1c) Extent of Implementation

Millions of children are educated and cared for each year by early learning professionals who use the Teaching Strategies approach. Nationwide, our curricular materials are used in more than 50,000 classrooms in urban and rural communities. DoDEA schools in all branches of the U.S. military use both *The Creative Curriculum®* and *Teaching Strategies GOLD®*.

The Creative Curriculum® for Preschool is a comprehensive set of resources that assists teachers at all levels of experience as they plan and offer content-rich programs for children with diverse backgrounds and developmental levels. The combination of knowledge-building resources and daily practice resources helps teachers know not only what and how to teach children but also why particular practices are effective. Five carefully researched volumes provide the knowledge base of the curriculum, and a variety of daily practice resources offers step-by-step guidance through *Teaching Guides* and additional teaching tools. Individual teachers require different kinds of support at different points in their careers, so all resources offer choices.

Teaching Strategies has provided an online assessment system and implementation support since 2001. Based on new research and feedback from the field, *Teaching Strategies GOLD®* replaced an earlier online assessment tool in 2010. Nationally, *Teaching Strategies GOLD®* has become the most widely implemented early childhood assessment system, and it is now used to assess the knowledge, skills, and behaviors of more than 1.5 million children. It is implemented in all types of early care and learning settings, including programs run by state agencies, programs in all branches of the U.S. Military child care system, the majority of Head Start and Early Head Start programs, public and private early learning programs, and programs operated by some of the largest multistate child care providers. *Teaching Strategies GOLD®* is currently used at a state level for pre-kindergarten and/or kindergarten entry assessment in more than 25 states and the District of Columbia.

Component 2: Curriculum Shows Effects on Child Outcomes

a. Describe any recent and rigorous studies that have been completed or are ongoing to assess the impact of the system on children's outcomes. Rigorous studies are those that use experimental or quasi-experimental designs and are conducted by independent,

Component 2, *continued*

external evaluators. If any such studies have been completed, describe the focus (e.g., one or more (Essential Domains of School Readiness) and the results. Document the extent to which the results of rigorous studies have been subject to a peer review process. If any such studies have been completed in Virginia, include the results of the study in **Appendix A1**.

b. Describe results of other studies that may be informative about the potential impact on children's outcomes but used less rigorous designs.
c. In the description identify those studies that meet the definition of rigorous and distinguish these results from results of research studies that used less rigorous methods.

2a) Rigorous Impact Studies

Rigorous effectiveness studies have not yet been conducted on the current edition *The Creative Curriculum® for Preschool*.

2b) Informative Study That Used a Less Rigorous Design

Over a period of 2 academic years (2011–2012 and 2012–2013), independent researchers conducted a study to examine the impact of *The Creative Curriculum® for Preschool* on outcomes for 4-year-old children. The study, which was a randomized controlled trial, was conducted in 45 preschool classrooms in the greater mid-Atlantic region of the U.S. and in southern Florida. The classrooms were in 21 center-based programs with a variety of funding streams, and the children in both cohorts had diverse family and linguistic backgrounds. The scores of children whose teachers used *The Creative Curriculum® for Preschool* for one year were compared with the scores of children whose teachers used a different curriculum and with the scores of children whose teachers used *The Creative Curriculum® for Preschool* for 2 years.

2c) Results of the Study

Comparison of the scores of children in centers that used *The Creative Curriculum® for Preschool* for one year (the Year 1 treatment group) with the scores of children in centers that used a different curriculum (the Year 1 control group) did not show a statistically significant difference. However, comparison of the scores of children in centers that used *The Creative Curriculum®* for 2 years with the scores of children in centers that used a different curriculum, yielded evidence that use of *The Creative Curriculum®* had a positive impact on student achievement in literacy and mathematics, including evidence of an educationally meaningful difference in children's spelling skills. This suggests that a) teachers who had more practice with *The Creative Curriculum®* were able to increase the effectiveness of their instruction and b) students in classrooms where the teachers used a different curriculum did not show the same gains in literacy and math as children in classrooms whose teachers used *The Creative Curriculum®* for 2 years.

Component 3: Comprehensive Coverage of Learning Domains

Use the template provided as Attachment B (*Response Template for Component 3: Comprehensive Coverage of Learning Domains Template*) to describe the extent to which the curriculum embeds learning activities that address and align with:

1) The Essential Domains of School Readiness, as defined in the Definitions of this RFP,

Component 3, *continued*

2) Virginia's *Milestones of Child Development*, Virginia's *Standards of Learning* for Kindergarten through Grade 3 – English, mathematics, science, history and social science, fine arts, health, and physical education, and
3) *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four Year Olds.*

Please see Attachment B and Appendix B1.

Component 4: Well-Designed Activities with Specific Learning Goals

a. Explain how and the extent to which each learning activity includes specific, measurable, child-focused and developmentally appropriate learning goals. Provide one example. (Examples must be placed in **Appendix A1**.)
b. Describe how the learning activities align with the content, the Foundation Blocks, and the learning goals. Provide one example. (Examples may be placed in **Appendix A1.**)
c. Describe the overall approach used in the curriculum, including information that demonstrates how learning activities facilitate a teaching and learning environment that:
   1) Provides children with highly interactive learning experiences;
   2) Is grounded in experiential learning activities aligned to content and learning goals;
   3) Promotes teachers' use of diverse, interactive, developmentally appropriate instructional strategies; and
   4) Provides teachers with suggestions for transitioning children between activities and managing various small groups.
d. Describe how the materials are organized to facilitate teachers' ease of use and implementation, and the types of instructional supports that are provided with each learning activity. Provide one example. (Examples must be placed in **Appendix A1.**)

4a) Activities Address Specific Learning Goals

The daily and weekly plans presented in the *Teaching Guides* help teachers address the 38 objectives for development and learning carefully and systematically during large-group, small-group, and choice time activities that promote content learning and process skills. The *Teaching Guides* show how to use *Intentional Teaching Cards*™ and *Mighty Minutes*™ in a comprehensive manner, integrating learning across developmental areas. Each of those cards identifies the primary and related objectives addressed during the activity. The books in the *Teaching Strategies*® *Children's Book Collection* and all of the *Book Discussion Cards*™ address the language and literacy objectives as well as objectives in other developmental areas.

Listing the primary and related objectives targeted by each *Intentional Teaching Card*™ and *Mighty Minutes*™ activity enables teachers to focus their observations as they work with children, and each *Intentional Teaching Card*™ presents questions to guide the teacher's observations during the activity. Identification of objectives also makes it easy for teachers to choose activities as they supplement the *Teaching Guide* plans to give particular children additional experiences. (Please see the example included in Appendix A1.)

Component 4, *continued*

4b) Learning Activities Align With Content, Foundation Blocks, and Learning Goals

In *The Creative Curriculum*®, development across ten domains is promoted through studies (long-term investigations), *Intentional Teaching Card*™ activities, *Mighty Minutes* activities, repeated read-alouds, and choice-time exploration. The *Teaching Guides* help ensure that teachers use the daily practice resources in a comprehensive manner, thereby systematically promoting development and learning in all areas. Each card identifies the learning objectives addressed by the activity and presents a color-coded teaching sequence that teachers use as they consider how to individualize each activity to meet the strengths and needs of each child. Attachment B explains the alignment of the objectives for development and learning with the Foundation Blocks. For example, *Intentional Teaching Card*™ LL11, "Rhyming Riddles," addresses the areas of language and literacy, focusing primarily on Objective 15, "Demonstrates phonological awareness," Dimension a, "Notices and discriminates rhyme." That objective relates to Virginia Literacy Block 3, Phonological Awareness, "The child will manipulate the various units of speech sounds in words" [a) "Identify words that rhyme and generate simply rhymes," and b) "Identify words within spoken sentences")]. *Intentional Teaching Card*™ LL11 is included in Appendix A1 of this proposal.

4c) Overall Approach

The Creative Curriculum® *for Preschool* provides comprehensive support to teachers as they establish preschool programs that effectively promote children's development and learning in all domains. The curriculum identifies 38 objectives for development and learning and includes hundreds of activities for addressing them, but it also meets teachers' need for much more than activity instructions. *The Creative Curriculum*® provides the essential knowledge base that early childhood educators must have in order to plan learning experiences, seize unplanned teaching opportunities, and scaffold each child's learning. The foundational volumes of the curriculum discuss at length these five central components of teaching preschool children effectively: 1) how children develop and learn; 2) how to set up and maintain the classroom environment and daily schedule; 3) the essential skills and concepts that preschool children should learn in the areas of literacy, mathematics, science, social studies, the arts, technology, and English-language acquisition; 4) a variety of intentional instructional strategies teachers use to teach all children effectively; and 5) how to build partnerships with families. This knowledge base is critical to teachers' ability to offer individualized learning activities that address the objectives in ways that meet each child's strengths, needs, and interests.

In addition to providing that essential information, *The Creative Curriculum*® includes daily resources that help ensure that what is taught each day is developmentally appropriate, that content and skills are introduced sequentially, and that what children are learning aligns with state early learning standards. The *Teaching Guides* provide daily plans that show teachers how to take a comprehensive approach to using large- and small-group experiences, choice-time experiences, and outdoor play as avenues for promoting the critical knowledge, skills, and behaviors that preschool children must develop in order to succeed in school. The *Teaching Guides* feature studies, showing teachers how to help children apply process skills and integrate learning across domains.

Component 4, paragraph c, *continued*
The daily practice resources also include *Intentional Teaching Cards*™, *Mighty Minutes*™, the *Teaching Strategies Children's Book Collection*, *Book Discussion Cards*™, copies of an eBook DVD, and a *Getting Started* guide. More information about the foundational volumes and daily practice resources is included under Tab 10.

(In order to extend a cost savings of $750.00 to programs that subscribe to *GOLDplus*™, Teaching Strategies offers the *GOLDplus*™ edition of *The Creative Curriculum*® *for Preschool*. The *GOLDplus*™ edition does not include print copies of the *Intentional Teaching Cards*™ because teachers are able to access electronic copies (called *Intentional Teaching* experiences) through *GOLDplus*™. If they prefer to work with hard copy, *GOLDplus* subscribers have permission to print *Intentional Teaching* experiences for use in their own programs.)

4d) Organization and Instructional Supports
The year is organized by *Teaching Guides*. By providing weekly and daily plans, they show teachers how to introduce content in a cohesive, sequential manner. The first *Teaching Guide*, *Beginning the Year*, addresses the first 6 weeks of school, which are devoted to building a strong classroom community, developing meaningful relationships with children and their families, helping children learn how to contribute as a member of a group, and introducing skills for conducting investigations. The other *Teaching Guides* feature studies, which are in-depth investigations conducted over time. These studies are designed to engage children in interesting topics that are relevant to their daily lives. Details about the purpose and design of studies are included under Tab 10 of this proposal.

While studies are central to instruction in *The Creative Curriculum*® classroom, many other high-quality learning experiences also take place. In addition to study-related guidance, *Teaching Guides* provide teachers with detailed plans for each time of day as well as specific strategies for involving families in the program in meaningful ways.

Intentional Teaching Cards™ and other resources are referenced in the *Teaching Guides*. The cards explain playful, engaging activities that can be offered throughout the day, typically during small-group time but also as large-group, outdoor, one-on-one experiences. *Intentional Teaching Card*™ experiences support language, literacy, mathematics, physical, and social–emotional development. Each card explains the steps of an activity, lists the related objectives and necessary materials, suggests ways to include all children in the experience, and presents questions to guide teachers' observations.

One of the most important features of each *Intentional Teaching Card*™ is the color-coded teaching sequence that gives teachers an easy system for differentiating instruction. Corresponding with the progressions found in *Volume 5: Objectives for Development and Learning*, the teaching sequence on each card suggests ways to individualize the learning experience to meet the strengths and needs of each child. Color coding gives teachers starting points for differentiating the activity for each child. Teachers use what they know about each child's abilities to differentiate instruction quickly and easily, moment by moment.

Component 4, paragraph d, *continued*

Every resource of *The Creative Curriculum*® follows a consistent format. Each *Teaching Guide* is organized in the same way, so teachers know what to expect in the plans for each study. Similarly, *Intentional Teaching Cards*™, *Book Discussion Cards*™, and *Mighty Minutes*™ each follow a pattern that makes it easy for teachers to find information.

The "At a Glance" pages presented for each *Teaching Guide* investigation show the materials and daily resources needed throughout the entire investigation. They also list "questions of the day" and give suggestions for enhancing interest areas. An example of an "At a Glance" chart and of a daily plan can be found in Appendix A1.

The daily resources list materials and explain how to prepare for an activity. Each *Intentional Teaching Card*™ has a blue "Materials" box that includes guidance for gathering materials and setting up the activity. (Please see *Intentional Teaching Card*™ LL21, "Buried Treasures," which is included in Appendix A1 as an example.) *Mighty Minutes*™ activities do not generally require materials, but guidance is provided when materials are necessary.

Component 5: Responsive Teaching and Support for Individualized Instruction

a. Describe how the curriculum and formative assessment system facilitates responsive classroom teaching, including how the system encourages a mix of child-focused and teacher-directed instructional strategies during each lesson.
b. Explain the overall approach the system uses to provide teachers with guidance about how to adapt activities, materials, and the learning environment to support children:
   1) who are at different places on the learning continuum (performing below, at, or above age-based norms);
   2) respond differently to instructional activities and lessons;
   3) who have different learning, cultural, linguistic, or special needs, including learning or physical abilities.

   Provide one example of the guidance and adaptations in learning activities to promote all children's access. (Examples must be included in **Appendix A1**.)
c. Describe how the materials support teachers' effective engagement in high-quality emotional and instructional teacher-child interactions. Provide one example of materials and supports available to help teachers be responsive to children's needs on a regular basis. (Examples must be placed in **Appendix A1**.)

5a) Mix of Instructional Strategies

The Creative Curriculum® presents a balanced approach to children's learning that combines teacher-directed and child-focused experiences. *The Creative Curriculum*® *for Preschool* classroom is divided into interest areas where children spend significant time each day in child-initiated, child-directed play. During "choice time" periods, children choose what to play with, how to play with it, and with whom to play. Rather than lead structured activities during choice time, the role of the teacher is to carefully design and equip each interest area so that children's strengths, needs, interests, and learning styles are met and important content is addressed. During choice time, teachers interact with children to encourage their efforts and extend their thinking, but they follow the children's leads. Teachers use a range of strategies to

Component 5, *continued*
scaffold each child's learning: acknowledging and describing children's learning; coaching children's efforts and making suggestions; extending children's thinking with open-ended questions, prompts, and conversations; and giving information to expand children's knowledge base and let them know what is expected of them.

Volume 2: Interest Areas is devoted to explaining how to create environments that support child-directed leaning and how teachers support children's learning as they play in each area of the classroom. *Volumes 3* and *4* also include extended discussion of how teachers can support literacy and mathematics learning as children engage in choice-time activities.

The *Teaching Guides* provide guidance for structuring children's small- and large-group explorations as well as for interacting with children individually. Study investigations are designed flexibly so that children can follow their interests and find answers to their own questions. During teacher-directed activities —as during child-directed explorations—teachers help children apply process skills and integrate learning across all domains. The questions and guidance in the *Teaching Guides* are intended to support teachers as they follow children's interests and inquiries.

5b) Including All Children
The Creative Curriculum® for Preschool and Teaching Strategies GOLD® offer comprehensive guidance for supporting the development and learning of all children, including children who are developing typically, children with disabilities, and children who demonstrate competencies that exceed widely held expectations. The systems help teachers continue to build their general knowledge of child development, understand the educational significance of individual differences, get to know each child well, set appropriate expectations, consider ways to individualize caregiving routines and learning experiences, and share information about each child's development.

The foundational volumes of *The Creative Curriculum® for Preschool* help teachers understand the sequential steps that children usually take as they develop critical knowledge, skills, and behaviors. They also provide information about children's individual differences, including gender, temperament, interests, learning styles, life experiences, language, and culture and how those differences affect children's learning. There is extensive guidance for creating a classroom community that supports children's social-emotional skills, for promoting self-regulation skills, and for supporting children who behave in challenging ways. Among other topics, several volumes explain how to set up the room to meet the needs of children with disabilities and how to arrange furniture and equipment to minimize challenging behaviors.

The daily practice resources also support inclusion. The daily plans in the *Teaching Guides* have blue callout boxes that offer additional information about how to respond to the particular needs of individual children. Each *Intentional Teaching Card™* offers a color-coded teaching sequence that gives teachers ideas for individualizing the activity according to children's developmental levels. The coding is the same as that used in the developmental progressions presented in *Volume 5*, so teachers can quickly find the information they need to adjust instruction for each child who is participating in the experience. The "Including All Children" section of each card offers strategies for ensuring that all children can participate, including suggestions for adapting

Component 5, paragraph b, *continued*

materials. More details are included under Tab 10 of this proposal, and an example is shown in Appendix A1.

Teaching Strategies GOLD® can be used to assess the knowledge, skills, and behaviors of all young children. The teacher uses the same process and rating scale for all children, the assessment process involves families, and the process minimizes the impact of a disability on the results. When using *Teaching Strategies GOLD*®, the teacher considers the idea captured by each objective as it applies to individual children. The teacher observes how each child progresses toward meeting the objective while using individualized modification, assistive devices, or adult support as necessary to participate in learning activities. *Teaching Strategies GOLD*® uses universal language that reflects an understanding that children show what they know and can do in various ways. The scale, which describes emerging competencies as well as mastery, enables users to focus on each child's strengths rather than on what the child cannot yet do. With accurate assessment information, teachers can identify supportive strategies and individualize instruction.

5c) High-Quality Teacher–Child Interactions

The Creative Curriculum® supports children's social–emotional development by explaining how to establish a learning environment that supports the development of social skills and self-regulation. In addition to creating a high-quality physical environment, teachers establish an appropriate daily schedule, intentional routines, and well-planned transitions that are opportunities for learning. It offers detailed guidance for creating a caring classroom community in which children learn to form positive relationships and participate as a productive member of the group. This includes strategies for building positive relationships with each child and family, creating an environment that respects the cultural backgrounds of the children and families, involving children in creating classroom rules and helping children follow them, fostering a sense of belonging to the group, planning large- and small-group activities in which children can participate actively and learn to listen to each other, and establishing classroom jobs so that everyone has a responsibility each day.

Because young children learn in the context of relationships, *The Creative Curriculum*® offers specific guidance for building a supportive relationship with each child, interacting positively with children, promoting children's social competence, and building partnerships with families. Detailed discussion of the social–emotional objectives and dimensions gives teachers a starting point for building positive relationships with children. Knowledge of child development helps teachers set reasonable expectations, be sensitive to what children need from adults in order to thrive, and plan appropriate learning experiences. The curriculum also describes the many ways that children might differ in terms of their temperaments, interests, cultures, abilities, life experiences, gender, and primary language. It explains why teachers must be good observers and learn about children's unique qualities, and how teachers use what they learn about each child to interact in supportive ways.

Hundreds of examples show how teachers promote children's social–emotional skills systematically and explicitly. Examples of teacher talk and other interactions show how to

Component 5, paragraph c, *continued*
acknowledge children's feelings and how to help children express their emotions and interpret the emotional cues of others. Guidance is offered for helping children calm down and regain control, intervening when a child is being excluded from group play experiences, coaching children on approaching and interacting with others in positive ways, planning activities and games during which children learn impulse control, and providing opportunities for children to work together to accomplish appropriately challenging tasks. Strategies are also offered for addressing challenging behaviors and helping children learn to resolve conflicts.

In addition to the extensive guidance offered in the volumes, the preschool curriculum includes 26 *Intentional Teaching Cards*™ that target the social–emotional objectives. Included in Appendix A1 as an example, SE04, "Actively Listening to Children" helps teachers learn an important strategy for getting to know children, modeling empathy, and teaching self-regulation skills.

Component 6: Culturally and Linguistically Responsive

a. Provide information about materials that may be available in languages other than English. Include information about materials for use in the classroom and materials that can be provided to families.
b. Describe the extent to which curriculum and learning activities are presented to reflect children and families from diverse cultures, ethnicity, gender, and communities (e.g., urban, suburban, rural; diverse economic backgrounds). Provide one example. (Examples must be placed in **Appendix A1**.)
c. Describe review processes used to determine the extent to which materials are appropriate for use in diverse communities.

6a) Availability in English and Spanish
The Creative Curriculum® *for Preschool* is available in English and in Spanish. This includes the foundational volumes, each of the daily practice resources, *LearningGames*®, planning forms, letters to families, the *Children's Book Collection*, and the *eBook* DVD. Not simply translations of the English cards, some *Mighty Minutes*™ cards present songs, chants, and poems that are well-known throughout the Spanish-speaking world. The curriculum also includes a bilingual (English/Spanish) CD-ROM with family connection resources. Details are offered under Component 9 below.

6b) Comprehensive Support for Diverse Classrooms
The Creative Curriculum® *for Preschool* supports early childhood educators in meeting their shared responsibility to offer programs that are culturally and linguistically responsive to children. Detailed discussions of a variety of topics help teachers understand the importance of partnering with families, the profound influence of each family's culture on child rearing practices, and the necessary consideration of each child's life experiences as teachers plan ways to promote development and learning. Teachers are guided to recognize their own values and beliefs, to be sensitive to circumstances that influence the way families relate to school personnel and to children, to communicate with families effectively, to offer a variety of meaningful ways for families to be involved in the program, and to resolve differences when challenges arise.

Component 6, paragraph b, *continued*

Both *Volume 5: Objectives for Development & Learning* and *Teaching Strategies GOLD®* include a "Home Language Survey" for gathering information about the languages children hear and use at home and in school. That optional questionnaire helps teachers determine how to assess each child accurately so that they can individualize instruction appropriately. Several foundational volumes and the preschool *Teaching Guides* include letters that may be adapted and reproduced to support communication between teachers and families. Detailed guidance for creating effective learning environments includes recommendations for offering literature, toys, music, dramatic play props, and art materials that honor diversity.

The Creative Curriculum® recognizes that each child brings unique home-language experiences to school. *The Creative Curriculum®* includes resources that enable teachers to design individualized approaches that build on children's strengths and prior knowledge and to actively engage children's families in supporting children's development and learning. Recognizing that language and culture are essential to children's identities, teachers intentionally promote positive learning experiences and outcomes for children in both English and their home languages. *The Creative Curriculum®* discusses misunderstandings about dual-language learning. It also explains the developmental sequence of second-language acquisition, so teachers know what to look for at each stage and how to set appropriate expectations. Detailed strategies for promoting children's skills in English and their home languages are offered, including cultural, social–emotional, environmental, and language supports.

The *Teaching Strategies® Children's Book Collection* is a careful selection of culturally and linguistically relevant books for children and families from diverse backgrounds. The themes are universal, and the illustrations depict characters and settings from around the globe. While playing the *eBook* DVD, families can turn off the sound to tell stories and discuss the illustrations in the languages they prefer to use at home.

Differential item analysis confirms that *Teaching Strategies GOLD®* is a valid and reliable tool for assessing the knowledge, skills, and behaviors of all children, including children who are English- or dual-language learners. Teachers use the same process and rating scale for all children. With accurate assessment information, teachers can identify supportive strategies and individualize instruction. Two objectives are related to English language acquisition. The sequence of learning a second language is not specific to a particular language, so Objectives 37 and 38 may be adapted to assess progress in acquiring any second language.

Tools for administering and scoring *Teaching Strategies GOLD®* are available in both English and Spanish, and teachers may use language and literacy items in both languages. The language and literacy objectives are usually measured from an English-language perspective. For children whose home language is Spanish, a Spanish-language version of these objectives is presented to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of the language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy. Teachers and administrators can generate learning activities and the "Development and Learning Report" in English or Spanish.

Component 7: Ongoing Assessment

a. Describe the ongoing, formative assessment process included in the curriculum and formative assessment system. Include information about how the assessment approach is linked to learning goals, authentic activities for assessment, and the systematic learning process (as described in components 3 and 4).
b. Explain how the system is designed to facilitate teachers' implementation of the assessments in a uniform and consistent manner. Describe any tools or methods available to support consistent assessment implementation.
c. Describe how teachers can use assessment results to guide instruction and to tailor learning activities to meet children's needs. Include information about materials, tools, or resources available to help teachers:
    1) Interpret results correctly;
    2) Connect results to children's learning goals;
    3) Identify appropriate learning activities to facilitate children's continuous learning and developmental progress towards specific learning objectives based on assessment results.
d. Describe reports and tools that may be available to program administrators to better understand individual student, teacher, and program support needs.
e. Summarize results from research studies that measure reliability, validity, and conformity of assessment implementation.

7a) The Ongoing Formative Assessment Process

Volume 1, Chapter 4 of *The Creative Curriculum® for Preschool* explains a four-step assessment cycle of

1. observing and collecting facts about what each child says and does;
2. analyzing the documentation in terms of the curricular objectives and responding to each child on the basis of that information;
3. evaluating each child's knowledge, skills, and behaviors; and
4. summarizing what is known about each child, using the information to plan, and communicating the information to the child's family and other stakeholders as appropriate.

Teachers use the various features of *Teaching Strategies GOLD®* and *GOLDplus™* to carry out assessment tasks efficiently at each step of the cycle. *GOLD®* aligns precisely with *The Creative Curriculum®* by measuring the same 38 objectives. The robust suite of *Teaching Strategies GOLD®* reports enables teachers to access and interpret the data they need in order to individualize routines and experiences that promote each child's development and learning.

With *Teaching Strategies GOLD®*, teachers collect evidence of children's development and learning during meaningful, authentic classroom experiences. Teachers observe intentionally throughout the day; consult with family members and specialists who work with individual children; build portfolios with observation notes, photographs, video clips, audio clips, and samples of children's work; and use the online reporting system to communicate information about children's learning and developmental gains. This process becomes part of their daily routine. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations.

Component 7, paragraph a, *continued*

Embedded tools and free mobile applications make it easy for teachers to collect information about children's development and learning as they interact with them during the day and throughout the classroom. *Assessment Opportunity Cards* guide focused observations. Teachers may also print the *On-the-Spot Observation Recoding Tool* so they can record information during activities with small groups, large groups, and individual children. The mobile apps make it possible for teachers to capture documentation with Apple® and Android® devices, tag it with important information, choose preliminary ratings for the relevant objectives, and send the file directly to children's *Teaching Strategies GOLD®* portfolios via a wireless or cellular connection.

Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children's needs and to plan individualized instruction. At the end of as many as four checkpoints throughout the year, teachers analyze and formally evaluate the evidence in order to formulate longer-term plans, examine children's progress, compare student performance with widely held expectations, and communicate with families and other stakeholders. A dedicated family portal strengthens and simplifies communication with family members.

Robust reporting options enable teachers and administrators to generate easily understood reports for a variety of audiences and purposes. The system can provide actionable data at many levels: individual child, class, district or area, and statewide. The objectives, dimensions, indicators, and ranges of widely held expectations can inform the identification of school readiness goals for individuals and for programs, and teachers and administrators can use assessment data as they determine how best to support progress toward meeting those goals.

Teachers use data collected with *Teaching Strategies GOLD®* to inform planning and instructional decisions and to communicate findings with families and other stakeholders. With current information about children's knowledge, skills, and behaviors in all areas of development and learning, teachers are able to individualize care and instruction appropriately. The family communication features of *Teaching Strategies GOLD®* also help teachers build strong partnerships with families and to provide care that is consistent with the care children receive at home. As one part of a larger system of accountability, aggregated and disaggregated data can be used as administrators make decisions about resource allocation and staff development opportunities, and used to inform quality improvement efforts at all levels.

7b) Consistent Implementation of the Assessment System

Online or in-person training is highly recommended for new users, but the system offers embedded orientation tools to assist with use of the system. Quick-start guides for teachers and administrators outline navigation of the tabs, menus, and screens. Video tutorials; webinars; self-paced orientation modules, and an extensive library of help articles provide technical support, critical information about child development and learning, and guidance for using *Teaching Strategies GOLD®* throughout the four-step assessment cycle. A "sandbox" feature enables educators to practice using all of the features of *Teaching Strategies GOLD®* without gathering

Component 7, paragraph b, *continued*

and using data about the children in their classes. They may practice portfolio analysis and evaluation as much and as often as necessary to achieve accuracy, without anxiety about corrupting data for real children.

Real-world examples embedded in the *Teaching Strategies GOLD*® progressions help teachers make accurate ratings. To promote reliable administration of the tool after basic training, Teaching Strategies also offers a free online process that leads to interrater reliability certification. Each teacher evaluates a variety of student portfolios that have been rated by Teaching Strategies master raters. Upon reaching 80 percent reliability in each area of development and learning, the teacher is given reliability certification. Administrators can track each teacher's progress as he or she undertakes certification. They can also generate reports that indicate the areas in which teachers might be struggling, providing valuable information to guide professional development.

Teaching Strategies also offers call center guidance by e-mail and phone, Mondays through Thursdays, 8:00 a.m. to 7:00 p.m. EST/EDT, and Fridays, 8:00 a.m. to 6:00 p.m. EST/EDT.

7c) Using Assessment Results to Guide and Individualize Instruction

The *Teaching Strategies GOLD*® progressions of development and learning are identical to those presented in *The Creative Curriculum*®. They outline predictable sequences of development and learning from birth through kindergarten, describing what children should know and be able to do at various ages and grades. Real-world examples help teachers relate their observations to the developmental levels of each dimension. Research summaries explain both what is being measured and why, and teachers can look back- and forward along developmental progressions when children's knowledge, skills, and behaviors do not fall within the range of widely held expectations for particular objectives or dimensions. The progressions help teachers fully understand each child's current levels of development, likely next steps, and progress over time. They also enable teachers to focus on learning processes, not just on outcomes. The information helps teachers determine the significance of what children say and do, set appropriate expectations, choose appropriate teaching strategies, plan and individualize learning experiences, and share information with family members.

In very practical ways, the design of many Teaching Strategies products assists teachers in individualizing learning experiences. For example, the color coding of the developmental progressions is also used in the teaching sequences shown on the *Intentional Teaching* Cards™ of the curriculum and on the electronic versions of the cards available through *GOLDplus*™.

GOLDplus ™ is a new suite of additional digital resources that strengthen practical links between assessment and instruction. Flexible new planning tools are linked directly with assessment data; content from the *Teaching Guides*; and *Intentional Teaching* experiences, which are electronic versions of *Intentional Teaching Cards*™. For example, when preliminary levels or finalized checkpoint levels are entered in *Teaching Strategies GOLD*®, the teaching sequences on the *Intentional Teaching* experiences automatically populate with children's names. These sequences give teachers starting points for individualizing instructional activities to match each child's level with regard to targeted developmental objectives. As they plan, teachers can select learning

Component 7, paragraph c, *continued*

experiences on the basis of an objective and on the basis of assessment data for individuals and small groups of children. They can also search the digital resource library by using an automatically generated "Class Profile Report."

Furthermore, teachers can toggle easily from an *Intentional Teaching Experience* screen to assessment screens where they can enter preliminary levels while interacting with children. Entering preliminary levels during an intentional teaching experience automatically generates documentation in the children's digital portfolios. This streamlines documentation and updates names in the teaching sequences, so teachers have updated assessment information for planning and individualizing additional activities. Family connection resources related to classroom experiences and individual children's needs can be shared by way of the family portal or by distributing printed copies.

7d) Reporting

The robust reporting options detailed under Tab 10 enable teachers and administrators to generate easily understood reports for a variety of audiences and purposes. The system can provide actionable data at many levels: individual child, class, district or area, and statewide. The objectives, dimensions, indicators, and ranges of widely held expectations can inform the identification of school readiness goals for individuals and for programs, and teachers and administrators can use assessment data as they determine how best to support progress toward meeting those goals. Some reports can be generated as soon as a teacher has entered preliminary or finalized data. Other reports are generated only when data have been finalized. Growth reports require data from at least two checkpoints.

The design of each *Teaching Strategies GOLD*® report varies according to its purpose and intended audience. Descriptions and screenshots are included under Tab 10. Some reporting features are available through both the administrator and teacher sites; others are only available to administrators with particular levels of access.

7e) Reliability, Validity, and Conformity of Assessment Implementation

Years of development and field testing preceded the launch of *Teaching Strategies GOLD*® during the summer of 2010. The Center for Educational Measurement and Evaluation (CEME) at The University of North Carolina at Charlotte has since conducted extensive research on *Teaching Strategies GOLD*®, involving thousands of children and teachers. The Center's findings show that the *Teaching Strategies GOLD*® assessment system yields highly valid and reliable results. Rasch analysis and item difficulty analysis showed that the tool produces relevant and sensitive data for all populations, including children who are dual-language learners and children with disabilities. Details about the psychometrics of *Teaching Strategies GOLD*® are offered under Tab 10.

In 2013, the American Institutes for Research conducted a study to examine the concurrent validity of *Teaching Strategies GOLD*®, exploring the associations between *Teaching Strategies*

Component 7, paragraph e, *continued*
GOLD® scale scores and a) teacher ratings of children's social functioning and learning behaviors and b) child performance on direct assessments of academic skills. Findings support the concurrent validity of *Teaching Strategies GOLD*® with a wide range of other assessment measures, providing assurance that important information can be gathered by using *Teaching Strategies GOLD*®.

Component 8: Training Opportunities

a. Describe the training plan for initial training on the curriculum and formative assessment system for VPI+ teachers, instructional assistants, coaches, and administrators. The plan should include information about the learning objectives, time commitment, and training approach for initial and ongoing training considered necessary during the first implementation year. A specific name for each type of training offered must be included, and must correspond with the specific name included in the pricing schedule.
b. Describe additional training resources and opportunities related to implementation of the core curriculum and formative assessment system that are available to teachers, instructional assistants, coaches, and administrators during the contract period. Training resources may take many forms, including but not limited to: on-demand training such as those available through on-line systems; webinars and topical series; live training available to schools and school divisions; and certification programs that may be available for teachers, coaches, and administrators. A specific name for each type of training offered must be included, and must correspond with the specific name included in the pricing schedule. Provide information about the extent to which research shows that each of the training activities listed in Part a have a positive impact on teachers' implementation of the curriculum and assessment system. If Virginia-specific data are available, include them in **Appendix A1**.

8a) Plan for Initial Training
The Creative Curriculum® *for Preschool* and *Teaching Strategies GOLD*® can be administered by persons with varying levels of expertise, but training is essential to educators' ability to use the products with fidelity. Our goal is to help programs build their capacity to sustain high-quality implementation over time. In addition to training teachers and instructional assistants, we focus on building strong partnerships with mentor teachers, coaches, and administrators so that they can provide ongoing support to classroom teachers.

Please see Attachment C, which provides details about our training and implementation plan for the first year of implementation. Teaching Strategies will deliver new, state-of-the-art online training courses, a customized in-person professional development session, customized webinars, coaching (fidelity) materials, and an interrater reliability certification process. An optional Accreditation Program for Trainers (APT) is also available if the Department of Education would like Teaching Strategies to accredit VPI+ or CASTL personnel to deliver introductory training under a training-of-the-trainer model. We will also provide ongoing implementation support and technical assistance to VPI+ educators as they implement *The Creative Curriculum*® *for Preschool*, *Teaching Strategies GOLD*®, and *GOLDplus*™.

Component 8, *continued*

8b) Training Resources and Opportunities

Teaching Strategies offers an array of options for providing introductory and advanced training at several cost levels and to meet various needs. As new teachers join the VPI+ program after Year 1, they will be able to take the online courses on *The Creative Curriculum® for Preschool*, the objectives for development and learning, *Teaching Strategies GOLD®*, and *GOLDplus™*. Teaching Strategies staff trainers and Professional Development Network trainers can deliver both basic and advanced training directly, or face-to-face introductory training can be delivered by VPI+ trainers certified through our Accreditation Program for Trainers. Direct training can be provided on-site, at Teaching Strategies' headquarters in Bethesda, MD, or through regional training conferences in Virginia. Teachers can earn CEUs when they take the new online courses or participate in 2-day, face-to-face sessions delivered by Teaching Strategies.

In addition to call center support and an online learning community, Teaching Strategies offers free online implementation support for *Teaching Strategies GOLD®* in a variety of other ways. Quick-start guides for teachers and administrators outline navigation of the tabs, menus, and screens. Video tutorials; webinars; and an extensive library of help articles provide technical support, critical information about child development and learning, and guidance for using *Teaching Strategies GOLD®* throughout the four-step assessment cycle. A "sandbox" feature enables educators to practice using all of the other features of the instrument without gathering and using data about the children in their classes.

Component 9: Family Involvement Materials

a. Describe materials and information from the curriculum and formative assessment system that are available for families. Describe the extent to which these materials are available across the Essential Domains of School Readiness.
b. Describe the extent to which the materials include suggestions for engaging parent and family volunteers in the classroom.
c. Describe the extent to which family support materials are aligned with, directly support, and facilitate practice or extended learning opportunities for children while at home.
d. Explain how the materials and associated learning activities that are suggested to families are appropriate for families from culturally and linguistically diverse communities, and for families who have limited financial means.

9a) Materials, Information, and Other Features for Families

- *The Creative Curriculum® for Preschool* includes a bilingual (English/Spanish) CD-ROM with family connection resources.
  - Letters to families explain what children learn in each of the 10 interest areas of the classroom and the outdoors and what families can do at home to support their children's learning. There are also letters to introduce each new study topic and invite families to participate. All letters are in Word® format so teachers can adapt and personalize them. The letters can be generated in English or Spanish. (These letters also appear in *The Creative® Curriculum for Preschool, Volume 2: Interest Areas* and in the *Teaching Guides*, but the CD-ROM makes reproduction easier.)

Component 9, paragraph a, *continued*

- "Weekly Plans" are also provided in Word® format so teachers can adapt them in response to children's interests. They can be shared with families to inform them of what their children are doing each day.
- *LearningGames*® are a set of twenty 1-page, ready-to-print handouts that were originally developed for the Abecedarian Project. Available in English and Spanish, they provide families with easy-to-use, engaging activities that bridge what is learned at school with what families can do at home.

- *The Creative Curriculum® for Preschool* includes two copies of an eBook DVD with English and Spanish titles from the curriculum's printed book collection. Families can share book reading with their children at home, thereby supporting their child's language and literacy skills. Families that speak languages other than English or Spanish can turn off the sound and use the illustrations to tell a story in their home languages.
- *Volume 3: Literacy* and *Volume 4: Mathematics* explain teaching strategies for addressing the components of literacy and mathematics. In the discussions, there are sections called "Tips to Share With Families." They may be printed and shared with families and/or used in workshops.
- The "Family Conference Form" included on the classroom and family resources CD-ROM makes it easier for the teacher and family to develop a mutual understanding of each child's strengths and challenges, and to share expectations for the child's development and learning. Teachers begin to fill out a form for each child by summarizing the child's developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. This form is also available through *Teaching Strategies GOLD*®.

9b) Family Engagement in the Program

Family involvement is a central and strong component of *The Creative Curriculum® for Preschool.*

- *Volume 1: The Foundation*, Chapter 5, "Partnering With Families," offers detailed and practical suggestions for establishing and maintaining positive relationships with families. The chapter includes these sections: "Getting to Know Families," "Making Families Feel Welcome," "Building Trust," "Reaching Out to All Family Members," "Communicating With Families," "Meeting With Families to Share Information and Plan," and "Responding to Challenging Situations."
- Each "At a Glance" chart in the *Teaching Guides* has "Family Partnerships" section that reminds teachers every week about ways to sustain the positive relationship they have with each family. A "Family Partnerships" box on the "Weekly Planning Form" also reminds teachers to think about how to engage and communicate with families during the week.

In addition to supporting family conferences and other ways of communicating information about children's development and progress with families, *Teaching Strategies GOLD*® and *GOLDplus*™ support family involvement in collecting observational data and in planning. Teachers can invite families to use the family portal and then send and receive messages to and

Component 9, paragraph b, *continued*
from family members who choose to register. Families can also upload their own photographs, video clips, audio files, and scans, which teachers can choose to incorporate into a child's online portfolio. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what is happening in the classroom, and teachers can send resources (including educational activities) to help families promote their children's development and learning at home. Activity instructions can also be printed for distribution.

The "Development and Learning Report" was designed for sharing information with each child's family. It provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child's developmental levels, it recommends activities for the family to do at home to promote continued learning. Like other documents for families, the report and activity instructions can be generated in English or Spanish, and they can be printed or sent electronically.

9c) Extending Learning at Home
The curriculum offers reproducible, adaptable letters to families that explain what children learn in each of the 10 interest areas of the classroom and the outdoors and what families can do at home to support their children's learning. The letters are available in English and Spanish.

9d) Appropriate for Families With Diverse Characteristics
LearningGames® are a set of twenty 1-page, ready-to-print handouts that were originally developed for the Abecedarian Project. Available in English and Spanish, they provide families with easy-to-use, engaging activities that bridge what is learned at school with what families can do at home. The instructions help families understand how to use common materials in their homes to promote meaningful learning during everyday interactions with their children. Each activity sheet offers suggestions for interacting positively with children, a list of necessary materials, the suggestion of a related children's book, and ways to extend children's learning.

Family resources (information and activity instructions) can also be sent to family members by way of the *Teaching Strategies GOLD*® family portal. *Teaching Strategies GOLD*® online includes over 1000 activities that address the curricular objectives for development and learning. Available in English and Spanish, the instructions can be printed to share with families, or they can be sent to families electronically. Teachers can select activities that are appropriate for each child and personalize the instructions.

The Creative Curriculum® *for Preschool* includes two copies of an eBook DVD with English and Spanish titles from the curriculum's printed book collection. Families can share book reading with their children at home, thereby supporting their child's language and literacy skills. Families that speak languages other than English or Spanish can turn off the sound and use the illustrations to tell a story in their home languages.

Optional Component: Supporting the Birth to Grade 3 Continuum
Describe the extent to which the proposed curriculum and formative assessment system:

a) Is appropriate for use in classrooms serving children ages birth to five years;
b) Is appropriate for use in Kindergarten through first grade; and
c) Is appropriate for use in Kindergarten through third grade.

Teaching Strategies GOLD® is currently designed and validated for assessing the development and learning of children from birth through kindergarten. Virginia has the option of embedding state standards for kindergarten language arts and mathematics into the *Teaching Strategies GOLD*® progressions of development and learning, to help teachers understand the relationship between the Virginia standards and *Teaching Strategies GOLD*® items, especially when they work on screens that show the progressions. When field testing to extend *Teaching Strategies GOLD*® through third grade is complete, states will also have the option of embedding language arts and mathematics standards for grades 1–3. The extended tool will support intentional approaches to sustaining improved early learning outcomes through the early elementary grades. Educators will be able to see the entire continuum of development throughout the early childhood years, using what they know about each child to individualize learning experiences.

In addition to its use in infant–toddler and preschool programs, *Teaching Strategies GOLD*® is used widely throughout the United States for kindergarten entry assessment, including as an important component of state-level early childhood initiatives. Kindergarten teachers use the system to gain a comprehensive understanding of children's development and learning as they enter kindergarten. The dates of *Teaching Strategies GOLD*® checkpoint periods may be customized, and states usually designate kindergarten entry checkpoint due dates within the first 7 weeks of school. They discover which students are ready for a rigorous kindergarten curriculum and which students are still progressing toward meeting kindergarten entry expectations. Kindergarten teachers can also continue to use *Teaching Strategies GOLD*® throughout the year to inform their instructional practices and build strong partnerships with families. As one part of a larger system of accountability, aggregated and disaggregated data can be used as administrators make decisions about resource allocation and staff development opportunities, and used to inform quality improvement efforts at the district and state levels.

While *Teaching Strategies GOLD*® aligns perfectly with *The Creative Curriculum*®, it can be used with any developmentally appropriate curriculum. With *Teaching Strategies GOLD*®, teachers collect evidence of children's development and learning during meaningful, authentic classroom experiences, and by consulting with family members and educational specialists. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations. These activities are particularly helpful for kindergarten entry assessment.

The Creative Curriculum® *for Infants, Toddlers & Twos* is designed for programs that serve children from birth to age 3, and we would be happy to provide information about that curriculum upon request. *The Creative Curriculum*® *for Preschool* is designed for programs that serve 3- and 4-year-old children. Teaching Strategies has not yet published a comprehensive curriculum for kindergarten or for grades 1–3, but *Teaching Strategies GOLD*® can be used with any developmentally appropriate early elementary curriculum. The teaching sequences on the *Intentional Teaching* experiences extend through kindergarten, so *GOLDplus*™ offers kindergarten teachers more than 200 activities that focus on objectives that are aligned to state standards. Teaching Strategies will be pleased to provide a free copy of the *Teaching Guide: Getting Ready for Kindergarten* to each VPI+ teacher. The *Guide* is packaged with three related children's books and *Book Discussion Cards*™.

Attachment B

Response Template for Component 3: Comprehensive Coverage of Learning Domains

In addition to responding to the information requested below, provide a live hyperlink to all teacher manuals. If a live hyperlink is not available, provide 6 print copies of each teacher manual.

I. Essential Domains of School Readiness

a) Describe the extent to which the curriculum addresses and aligns with the Essential Domains of School Readiness as defined in the Definitions of this RFP.

The Creative Curriculum® for Preschool identifies and discusses at length the 38 objectives for development and learning that are most predictive of a child's future success in school. The resources provide comprehensive support that enables teachers intentionally to promote children's knowledge, skills, and behaviors in 10 areas of development and learning:

- Social–emotional (emotional and behavioral self-regulation, positive relationships with peers and adults, and cooperative and constructive participation in group situations)
- Physical (traveling, balancing, and gross-motor manipulative skills, and fine-motor strength and coordination)
- Language (receptive, expressive, and conversational skills)
- Cognitive (positive approaches toward learning, remembering and connecting experiences, classification skills, and the use of symbols and images)
- Literacy (phonological awareness, knowledge of the alphabet, knowledge of print, comprehension of texts, and emergent writing skills)
- Mathematics (number concepts and operations, spatial relationships and shapes, comparison and measurement, and knowledge of patterns)
- Science and technology (scientific inquiry skills; knowledge of the characteristics of living things, the physical properties of objects and materials, and the Earth's environment; and use of tools and other technology)
- Social studies (knowledge about self, people and how they live, change related to familiar people or places, and simple geography)
- The arts (the visual arts, musical concepts and expression, dance and movement, and drama)

- English language acquisition (progress in listening to, understanding, and speaking English, and a "Home Language Survey" that helps teachers determine whether to use those items)

While the objectives and their dimensions align with all essential domains of school readiness as Virginia defines those domains in the RFP, their organization in areas of development and learning is somewhat different. *The Creative Curriculum®* includes "approaches to learning" in the area of cognitive development, and objectives related to the arts are organized as a discrete area. Similarly, early mathematics, early social studies, and early scientific development are addressed as distinct areas of development and learning. Although language and literacy development are closely related, the relevant objectives are organized as separate areas in *The Creative Curriculum®* for purposes of discussion.

b) Explain how the learning activities integrate content from multiple learning domains and the extent to which teachers can clearly understand which Essential Domains of School Readiness are focused on in each activity. Provide one example of a major learning activity that includes content from at least three Essential Domains of School Readiness. Examples must be placed in **Appendix B1.)**

28

Balancing teacher-guided and child-initiated learning, *The Creative Curriculum® for Preschool* explains how to meet the challenge of introducing meaningful content in ways that help children build understandings and skills, meet early learning standards, and integrate learning across domains.

The year is organized by *Teaching Guides*. By providing detailed weekly and daily plans, they show teachers how to introduce content in a cohesive, sequential manner. Most of the *Teaching Guides* feature studies, which are in-depth investigations conducted over time. These studies are designed to engage children in interesting topics that are relevant to their daily lives. Studies are an effective way to make learning meaningful for children as they

- actively explore to find answers to questions about the topic;
- investigate topics firsthand and manipulate real, study-related materials;
- have opportunities to develop process skills and positive approaches to learning, including those involving curiosity, motivation, problem solving, attention, representation, engagement, persistence, flexible and inventive thinking, and communication;
- integrate learning across domains; and
- apply skills in literacy, mathematics, the arts, and technology as they explore concepts in science and social studies.

The daily and weekly plans presented in the *Teaching Guides* help teachers address all 38 objectives for development and learning carefully and systematically during large-group, small-group, and choice time activities that promote content learning and process skills. The *Teaching Guides* show how to use *Intentional Teaching Cards*™ and *Mighty Minutes*™ in a comprehensive manner, integrating learning across developmental areas. Each of those cards identifies the primary and related objectives addressed during the activity. The books in the *Teaching Strategies*® *Children's Book Collection* and all of the *Book Discussion Cards*™ address the language and literacy objectives as well as objectives in other developmental areas.

Listing the primary and related objectives targeted by each *Intentional Teaching Card*™ and *Mighty Minutes*™ activity enables teachers to focus their observations as they work with children, and each *Intentional Teaching Card*™ presents questions to guide the teacher's observations during the activity. Identification of objectives also makes it easy for teachers to choose activities as they supplement the *Teaching Guide* plans to give particular children additional experiences.

As teachers use *GOLDplus*™ to plan, they can select *Intentional Teaching* experiences (electronic versions of *Intentional Teaching Cards*™) on the basis of an objective and on the basis of assessment data for individuals and small groups of children. They can also search the digital resource library by using an automatically generated "Class Profile Report." Furthermore, teachers can toggle easily from an *Intentional Teaching* screen to assessment screens where they can enter preliminary levels while interacting with children. Entering preliminary levels during an *Intentional Teaching* experience automatically generates documentation in the children's digital portfolios. This streamlines documentation and updates names in the teaching sequences, so teachers have updated assessment information for planning and individualizing additional activities.

As an example of a learning activity that addresses at least three Essential Domains of School Readiness, a reduced image of *Intentional Teaching Card*™ M20, "I'm Thinking of a Shape," is included in Appendix B1.

c) Describe how the curriculum provides educators with an organized scope and sequence around the Essential Domains of School Readiness that are broken down into progressive, systematic, evidence-based steps. Provide one example. (Examples must be placed in **Appendix B1**.)

The foundational volumes of *The Creative Curriculum® for Preschool* offer detailed discussions of the knowledge, skills, and behaviors that children must acquire in order to be ready for kindergarten, and the daily practice resources provide detailed guidance for developmentally appropriate learning activities that address all Essential Domains. In particular, *Volume 5* presents progressions of development and learning that outline predictable sequences of development and learning from birth through kindergarten, describing what children should know and be able to do at various ages and grades. Research summaries explain the importance of each objective and dimension, and teachers can look back- and forward along developmental progressions when children's knowledge, skills, and behaviors do not fall within the range of widely held expectations for particular objectives or dimensions. The progressions help teachers fully understand each child's current levels of development, likely next steps, and progress over time. They also enable teachers to focus on learning processes, not just on outcomes, and they help teachers understand that the pace of development and learning varies among children as well as from objective to objective. The information helps teachers determine the significance of what children say and do, set appropriate expectations, choose appropriate teaching strategies, and share information with family members.

In very practical ways, the design of many Teaching Strategies products assists teachers in individualizing learning experiences. For example, the color coding of the developmental progressions is also used in the teaching sequences shown on the *Intentional Teaching* Cards™ of the curriculum and on the electronic versions of the cards available through *GOLDplus*™. These sequences give teachers starting points for individualizing instructional activities to match each child's level with regard to targeted developmental objectives. In *GOLDplus*™, the teaching sequences on the *Intentional Teaching* experiences automatically populate with children's names when preliminary levels or finalized checkpoint levels are entered in *Teaching Strategies GOLD®*.

A teaching sequence is shown on each of the 201 *Intentional Teaching Cards*™, and a reduced image of Card LL16, "Tongue Twisters," is included in Appendix B1 as an example. The "Tongue Twisters" activity targets Objective 15, "Demonstrates phonological awareness," as well other objectives. The developmental progression for Objective 15 (presented in *Volume 5* of the curriculum) is also included in Appendix B1 so reviewers can see how the color-coding helps teachers understand how to use what they know about each child to individualize instruction.

II. Virginia's *Milestones of Child Development*

Briefly describe how the curriculum embeds learning activities that address and align with Virginia's *Milestones of Child Development* as defined in the Definitions of this RFP. An item-by-item analysis is not required.

The Creative Curriculum® for Preschool identifies and discusses at length the 38 objectives for development and learning that are most predictive of a child's future success in school. The resources provide comprehensive support that enables teachers intentionally to promote children's knowledge, skills, and behaviors in 10 areas of development and learning: social–emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. Details about the objectives and dimensions included in each area are provided on the first two pages of this Attachment B.

While the objectives and their dimensions align extremely well with the domains used to organize *Milestones of Child Development* their organization in areas of development and learning is somewhat different. *The Creative Curriculum®* includes "approaches to learning" in the area of cognitive development. Similarly, early mathematics, early social studies, and early scientific development are addressed as distinct areas of development and learning, and guidance is provided so that teachers can help children integrate learning across domains. Although language and literacy development are closely related, the relevant objectives are organized as separate areas in *The Creative Curriculum®* for purposes of discussion.

Like *Milestones of Child Development*, *The Creative Curriculum®* and *Teaching Strategies GOLD* are grounded in objectives for development and learning that are aligned with Virginia's *Foundation Blocks* and with *The Head Start Child Development and Early Learning Framework.* Implementing the curriculum and assessment system with fidelity would help teachers ensure that the knowledge, skills, and behaviors addressed in *Milestones* are being promoted intentionally in the classroom.

In *The Creative Curriculum®* and *Teaching Strategies GOLD*, the developmental progressions are explained in terms of observable behaviors, and the resources offer detailed guidance for providing optimal environments and learning experiences. As in *Milestones*, *The Creative Curriculum* and *Teaching Strategies GOLD* progressions include objectives, dimensions, indicators, and real-world examples that show the sequence of development from birth through kindergarten. (Indicators and examples to extend the progressions through third grade are currently being field tested.) Familiarity with *Milestones* will help teachers understand *The Creative Curriculum and GOLD* progressions, and vice versa. The curriculum and assessment system takes into account the fact that development and learning in each area influences and is influenced by development and learning in other areas. They also help teachers understand that the pace of development and learning varies among children as well as from objective to objective, and that expectations for an age-group or class/grade are not the same for every objective and dimension.

The Creative Curriculum® for Preschool Teaching Guides show how to use *Intentional Teaching Cards*™ and *Mighty Minutes*™ in a comprehensive manner, integrating learning across developmental areas. Each of those cards identifies the primary and related objectives addressed during the activity. The books in the *Teaching Strategies® Children's Book Collection* and all of the *Book Discussion Cards*™ address the language and literacy objectives as well as objectives in other developmental areas.

Listing the primary and related objectives targeted by each *Intentional Teaching Card*™ and *Mighty Minutes*™ activity enables teachers to focus their observations as they work with children, and each *Intentional Teaching Card*™ presents questions to guide the teacher's observations during the activity. Identification of objectives also makes it easy for teachers to choose activities as they supplement the *Teaching Guide* plans to give particular children additional experiences.

As teachers use *GOLDplus*™ to plan, they can select *Intentional Teaching* experiences (electronic versions of *Intentional Teaching Cards*™) on the basis of an objective and on the basis of assessment data for individuals and small groups of children. They can also search the digital resource library by using an automatically generated "Class Profile Report." Furthermore, teachers can toggle easily from an *Intentional Teaching* screen to assessment screens where they can enter preliminary levels while interacting with children. Entering preliminary levels during an *Intentional Teaching* experience automatically generates documentation in the children's digital portfolios. This streamlines documentation and updates names in the teaching sequences, so teachers have updated assessment information for planning and individualizing additional activities.

III. Virginia's *Standards of Learning* for Kindergarten through Grade 3

Briefly describe how the curriculum embeds learning activities that address and align with Virginia's *Standards of Learning* for Kindergarten through Grade 3 - English, mathematics, science, history and social science, fine arts, health, and physical education. A standard-by-standard analysis is not required.

The Creative Curriculum® for Preschool is intended for use in programs that serve preschool and prekindergarten children. The included learning activities align with standards for children in grades K–3 insofar as they address the knowledge, skills, and behaviors that are precursors to the knowledge, skills, and behaviors expected of older children. The developmental progressions presented in *Volume 5* show indicators and widely held expectations for children through kindergarten in order to help teachers offer learning experiences that are appropriately challenging for preschool and prekindergarten children who are advanced learners. The teaching sequences shown on *Intentional Teaching Cards* also support individualized instruction for preschool and prekindergarten children who are advanced learners.

Just as they are important for preschool children, studies (project-based investigations) such as those featured in the *Teaching Guides* can be an important avenue for promoting the development and learning of children in kindergarten and grades 1–3. However, the

particular guidance offered in *The Creative Curriculum® for Preschool Teaching Guides* is intended for preschool and prekindergarten teachers.

IV. Alignment Template for Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds

Use the template below to provide a description, including specific examples with live hyperlinks to the examples, of how the curriculum and formative assessment are aligned to each of the components of the Foundation Blocks for Early Learning. If live hyperlinks are not available, clearly indicate where the examples may be located in the hard copy of teacher's manuals provided (e.g., name of manual, section, page number). Please note that the columns to the right of the Foundation Block components are for providing descriptions and examples for the curriculum alignment. The row at the end of each Foundation Block section is to be completed for formative assessment alignment.

LITERACY

Please also see *Volume 1: The Foundation*, pp. 30–31 and 98–105
***Volume 2: Interest Areas*, pp. 348–376**
***Volume 3: Literacy* (in its entirety)**
***Volume 5: Objectives for Development and Learning*, pp. 43–57 and 81–103**

Virginia Literacy Foundation Block 1	
Oral Language	**Descriptions With References to Print Examples**
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	• Intentional Teaching Card SE10 "My Turn at the Microphone" • Trees Study: p.81 Choice Time • Reduce, Reuse, Recycle Study: p.55 Read-Aloud
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	• Intentional Teaching Card LL33 "Clothesline Storytelling" • Buildings Study: p.29 Choice Time • Book Discussion Card 13 "The Gingerbread Man"
c) Make predictions about what might happen in a story.	• Intentional Teaching Card SE05 "Character Feelings" • Intentional Teaching Card LL33 "Clothesline Storytelling"

	• Book Discussion Card 22 “The True Story of the 3 Little Pigs”
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	• Beginning the Year: p.49 Read-Aloud • Buildings Study: p.21 Choice Time • Intentional Teaching Card LL26 “Searching the Web”
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, and get information.	• Intentional Teaching Card LL39 “My Daily Journal” • Intentional Teaching Card LL42 “Daily Sign-In” • Trees Study: p.48 Large Group Discussion and Shared Writing
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	• Intentional Teaching Card SE10 “My Turn at the Microphone” • Intentional Teaching Card SE01 “Site Visits” • Balls Study: p.36 Choice Time
g) Listen attentively to stories in a whole class setting.	• Clothes Study: p.43 Read-Aloud • Book Discussion Card 10 “Peter’s Chair” • Book Discussion Card 01 “Caps for Sale”
h) Follow simple one- and two-step oral directions.	• Balls Study: p.21 Read-Aloud • Mighty Minute 10 “Words in Motion” • Intentional Teaching Card LL08 “Memory Games”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

8. Listens to and understands increasingly complex language
   a. Comprehends language
   b. Follows directions

10. Uses appropriate conversational and other communication skills
   a. Engages in conversations

18. Comprehends and responds to books and other texts
   a. Interacts during read-alouds and book conversations

Virginia Literacy Foundation Block 2	
Vocabulary	**Descriptions With References to Print Examples**
a) Use size, shape, color, and spatial words to describe people, places, and things.	• Intentional Teaching Card LL40 "What Was for Breakfast?" • Intentional Teaching Card LL32 "Describing Art" • Intentional Teaching Card LL23 "Playing With Environmental Print"
b) Listen with increasing understanding to conversations and directions.	• Mighty Minute 86"Listening Story" • Intentional Teaching Card LL55 "Dance & Remember" • Volume 2: Interest Areas, Chapter 15 "Computers
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	• Mighty Minute 10 "Words in Motion" • Book Discussion Card 18 "A Chair for My Mother" • Intentional Teaching Card M05 "Sorting & Classifying"
d) Participate in a wide variety of active sensory experiences to build vocabulary.	• Intentional Teaching Card M36 "We're Going on an Adventure" • Intentional Teaching Card LL55 "Dance & Remember" • Intentional Teaching Card M47 "My Shadow and I"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

8. Listens to and understands increasingly complex language
   a. Comprehends language
   b. Follows directions

9. Uses language to express thoughts and needs
   a. Uses an expanding expressive vocabulary

Virginia Literacy Foundation Block 3	
Phonological Awareness	**Descriptions With References to Print Examples**
a) Identify words that rhyme and generate simple rhymes.	• Mighty Minute 81 “Humpty Dumpty” • Intentional Teaching Card LL10 “Rhyming Chart” • Mighty Minute 96 “This Old Man”
b) Identify words within spoken sentences.	• Clothes Study: p. 62 Large Group • Intentional Teaching Card M60 “Morning, Noon, and Night” • Mighty Minute 06 “This Is the Way”
c) Begin to produce consonant letter sounds in isolation.	• Intentional Teaching Card LL28 “Stick Letters” • Intentional Teaching Card LL12 “Same Sound Sort” • Intentional Teaching Card LL15 “Textured Letters”
d) Successfully detect beginning sounds in words.	• Mighty Minute 50 “1, 2, 3, What Do I See?” • Intentional Teaching Card LL12 “Same Sound Sort” • Intentional Teaching Card LL11 “Rhyming Riddles”
e) Begin to isolate or produce syllables within multisyllable words.	• Balls Study: p.63 Read-Aloud • Balls Study: p.16 Large Group • Mighty Minute 60 “The Name Dance”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

15. Demonstrates phonological awareness
   a. Notices and discriminates rhyme
   b. Notices and discriminates alliteration
   c. Notices and discriminates smaller and smaller units of sound

Virginia Literacy Foundation Block 4	
Letter Knowledge and Early Word Recognition	**Descriptions With References to Print Examples**
a) Identify and name uppercase and lowercase letters in random order.	
b) Identify the letter that represents a spoken sound.	• Intentional Teaching Card LL28 “Stick Letters” • Intentional Teaching Card LL12 “Same Sound Sort” • Intentional Teaching Card LL15 “Textured Letters”
c) Provide the most common sound for the majority of letters.	• Trees Study: p. 59 Small Group • Intentional Teaching Card LL02 “Desktop Publishing” • Intentional Teaching Card LL12 “Same Sound Sort”
d) Begin to match uppercase and lowercase letters.	• Mighty Minute 92 “Name Cheer” • Intentional Teaching Card LL05 “Jumping Beans” • Intentional Teaching Card LL07 “Letters, Letters, Letters”
e) Read simple/familiar high-frequency words, including child’s name.	• Intentional Teaching Card LL39 “My Daily Journal” • Intentional Teaching Card LL42 “Daily Sign-In” • Trees Study: p.48 Large Group
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	• Intentional Teaching Card LL39 “My Daily Journal” • Intentional Teaching Card SE19 “Friendship & Love Cards” • Intentional Teaching Card LL58 “Our Super-Duper Writing Box”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

16. Demonstrates knowledge of the alphabet
   a. Identifies and names letters
   b. Uses letter-sound knowledge

18. Comprehends and responds to books and other texts
   b. Uses emergent reading skills

Virginia Literacy Foundation Block 5	
Print and Book Awareness	**Descriptions With References to Print Examples**
a) Identify the front and back cover of a book.	• Book Discussion Card 05 “The Girl Who Wore Too Much” • Book Discussion Card 08 “The Paper Bag Princess” • Book Discussion Card 02 “The Mitten”
b) Identify the location of the title and title page of a book.	• Book Discussion Card 12 “Abiyoyo” • Book Discussion Card 16 “A Grand Old Tree” • Book Discussion Card 20 “Wemberly Worried”
c) Identify where reading begins on a page (first word).	• Beginning the Year: p.18 Large Group • Intentional Teaching Card LL20 “Baggie Books” • Intentional Teaching Card LL23 “Playing With Environmental Print”
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	• Intentional Teaching Card LL04 “Bookmaking” (Teaching Sequence G/B) • Volume 5: Objectives for Development & Learning (pp.94-95) • Volume 3: Literacy, Chapter 19 “Teaching Strategies”
e) Distinguish print from pictures.	• Intentional Teaching Card LL23 “Playing With Environmental Print” • Book Discussion Card 11 “Radio Man” • Intentional Teaching Card LL41 “Our Names, Our Things”
f) Turn pages one at a time from the front to the back of a book.	• Buildings Study: p.14 Choice Time • Trees Study: p.52 Choice Time • Clothes Study: p.16 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

17. Demonstrates knowledge of print and its uses
    a. Uses and appreciates books
    b. Uses print concepts

Virginia Literacy Foundation Block 6	
Writing	**Descriptions With References to Print Examples**
a) Distinguish print from images or illustrations.	• Volume 3: Literacy, Chapter 18 “Planning Your Literacy Program” • Intentional Teaching Card LL60 “Writing With Wordless Books” • Intentional Teaching Card LL58 “Our Super-Duper Writing Box”
b) Demonstrate use of print to convey meaning.	• Trees Study: p.21 Choice Time • Beginning the Year: p.70 Choice Time • Intentional Teaching Card LL60 “Writing With Wordless Books”
c) Copy or write letters and numbers using various materials.	• Intentional Teaching Card LL13 “Shaving Cream Letters” • Intentional Teaching Card LL58 “Our Super-Duper Writing Box” • Intentional Teaching Card LL57 “Photo Writing”
d) Print first name independently.	• Intentional Teaching Card LL42 “Daily Sign-In” • Intentional Teaching Card LL39 “My Daily Journal” • Intentional Teaching Card LL32 “Describing Art”
e) Begin to use correct manuscript letter and number formation.	• Intentional Teaching Card LL63 “Investigating & Recording” • Intentional Teaching Card LL04 “Bookmaking” • Intentional Teaching Card LL32 “Describing Art”
f) Copy various words associated with people or objects within the child’s environment.	• Intentional Teaching Card LL63 “Investigating & Recording” • Intentional Teaching Card LL04 “Bookmaking” • Intentional Teaching Card LL32 “Describing Art”
g) Use phonetically spelled words to convey messages or tell a story.	• Volume 3: Literacy, Chapter 20 “Literacy Learning in Interest Areas” • Intentional Teaching Card SE19 “Friendship & Love Cards” • Balls Study: p. 45 Large-Group Roundup
h) Understands that writing proceeds left to right and top to bottom.	• Intentional Teaching Card SE19 “Friendship & Love Cards”

	• Intentional Teaching Card LL40 “What Was for Breakfast?” • Intentional Teaching Card LL02 “Desktop Publishing”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following assessment items:

19. Demonstrates emergent writing skills
   a. Writes name
   b. Writes to convey meaning

MATHEMATICS

Please also see *Volume 1: The Foundation*, pp. 106–112
***Volume 4: Mathematics* (in its entirety)**
***Volume 5: Objectives for Development and Learning*, pp. 105–123**

Virginia Mathematics Foundation Block 1	
Number and Number Sense	**Descriptions With References to Print Examples**
a) Count forward to 20 or more. Count backward from 5.	• Volume 4: Mathematics, Chapter 21 “Components of Mathematics” • Mighty Minute 41 “The Imaginary Ball” • Intentional Teaching Card M39 “Let’s Go Fishing”
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	• Intentional Teaching Card M06 “Tallying” • Intentional Teaching Card M01 “Dinnertime” • Intentional Teaching Card M18 “Bounce & Count”
c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”	• Intentional Teaching Card M01 “Dinnertime” • Intentional Teaching Card M17 “Guessing Jar” • Intentional Teaching Card M03 “Seek & Find”
d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or	• Intentional Teaching Card M02 “Counting & Comparing”

same.	• Intentional Teaching Card M05 “Sorting & Classifying” • Intentional Teaching Card M59 “More or Fewer Towers”
e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.	• Intentional Teaching Card M07 “Ice Cubes” • Intentional Teaching Card M60 “Morning, Noon, and Night” • Mighty Minutes 42 “Come Play With Me”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

20. Uses number concepts and operations
    a. Counts

22. Compares and measures

Virginia Mathematics Foundation Block 2

Computation	Descriptions With References to Print Examples
a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).	• Intentional Teaching Card M22 “Story Problems” • Intentional Teaching Card M63 “Fishing Trip” • Volume 4: Mathematics, Chapter 21 “Components of Mathematics”
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).	• Intentional Teaching Card M22 “Story Problems” • Intentional Teaching Card M01 “Dinnertime” • Intentional Teaching Card M63 “Fishing Trip”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

20. Uses number concepts and operations
    b. Quantifies

Virginia Mathematics Foundation Block 3	
Measurements	**Descriptions With References to Print Examples**
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	• Intentional Teaching Card M32 "Which Container Holds More?" • Intentional Teaching Card M44 "Musical Water" • Intentional Teaching Card M26 "Huff & Puff"
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	• Intentional Teaching Card M32 "Which Container Holds More?" • Intentional Teaching Card M44 "Musical Water" • Intentional Teaching Card M26 "Huff & Puff"
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.	• Intentional Teaching Card M07 "Ice Cubes" • Intentional Teaching Card M08 "Baggie Ice Cream" • Clothes Study: p. 14 Large Group
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.	• Intentional Teaching Card M60 "Morning, Noon, and Night" • Intentional Teaching Card LL40 "What Was for Breakfast?" Intentional Teaching Card M07 "Ice Cubes"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:
22. Compares and measures

Virginia Mathematics Foundation Block 4	
Geometry	**Descriptions With References to Print Examples**
a) Match and sort shapes (circle, triangle, rectangle, and square).	• Beginning the Year: p.68 Large Group • Mighty Minute 52 “Walk Around Shapes” • Intentional Teaching Card M21 “Geoboards”
b) Describe how shapes are similar and different.	• Mighty Minute 20 “I Can Make a Circle” • Mighty Minute 97 “Shape Hunt” • Intentional Teaching Card M21 “Geoboards”
c) Recognize and name shapes (circle, triangle, rectangle, and square).	• Intentional Teaching Card M23 “Putting Puzzles Together” • Intentional Teaching Card LL45 “Observational Drawing” • Volume 4: Mathematics, Chapter 24
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	• Intentional Teaching Card M36 “We’re Going on an Adventure • Intentional Teaching Card M47 “My Shadow and I” • Intentional Teaching Card M51 “Can You Find It?”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

21. Explores and describes spatial relationships and shapes
   b. Understands shapes

Virginia Mathematics Foundation Block 5	
Data Collection and Statistics	**Descriptions With References to Print Examples**
a) Collect information to answer questions of interest to children.	• Clothes Study: p. 37 Small Group • Intentional Teaching Card M11 "Graphing" • Beginning the Year: p. 89 Read-Aloud
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	• Intentional Teaching Card M59 "More or Fewer Towers" • Intentional Teaching Card M11 "Graphing" • Clothes Study: p. 37 Small Group
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items: 22. Compares and measures 24. Uses scientific inquiry skills	

Virginia Mathematics Foundation Block 6	
Patterns and Relationships	**Descriptions With References to Print Examples**
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	• Trees Study: p.18 Choice Time • Trees Study: p.89 Small Group • Reduce, Reuse, Recycle Study: p.18 Choice Time
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	• Mighty Minute 26 "Echo Clapping" • Mighty Minute 36 "Body Patterns" • Intentional Teaching Card M45 "Picture Patterns"
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	• Clothes Study: p.65 Choice Time • Intentional Teaching Card M40 "Cube Trains" • Intentional Teaching Card M35 "Action Patterns"
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items: 13. Uses classification skills 23. Demonstrates knowledge of patterns	

SCIENCE

Please also see *Volume 1: The Foundation*, pp. 113–117
Volume 2: Interest Areas, pp. 378–401
Volume 5: Objectives for Development and Learning, pp. 125–136

Virginia Science Foundation Block 1	
Scientific Investigation, Reasoning, and Logic	**Descriptions With References to Print Examples**
a) Use the five senses to explore and investigate the natural world.	• Mighty Minutes 48 "Feely Box" • Trees Study: p. 43 Choice Time • Trees Study: p. 16 Choice Time
b) Use simple tools and technology safely to observe and explore different objects and environments.	• Trees Study: p. 40 Choice Time • Trees Study: p. 39 Outdoor Experiences • Intentional Teaching Card P31 "Tie-Dyed Towels"
c) Ask questions about the natural world related to observations.	• Intentional Teaching Card LL45 "Observational Drawing" • Trees Study: p. 40 Choice Time • Volume 2: Interest Areas, Chapter 16 "Outdoors"
d) Make predictions about what will happen next based on previous experiences.	• Intentional Teaching Card M59 "More or Fewer Towers" • Intentional Teaching Card M11 "Graphing" • Clothes Study: Day 5, Investigation 1
e) Conduct simple scientific investigations.	• Buildings Study: p. 58 Choice Time • Clothes Study: p. 41 Choice Time • Balls Study: p. 30 Large Group

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
28. Uses tools and other technology to perform tasks

Virginia Science Foundation Block 2	
Force, Motion and Energy	**Descriptions With References to Print Examples**
a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.	• Balls Study: p. 40 Large Group • Intentional Teaching Card M26 “Huff & Puff” • Mighty Minutes 80 “Listening Story”
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	• Intentional Teaching Card M26 “Huff & Puff” • Intentional Teaching Card P01 “Let’s Sew” • Balls Study: p. 36 Choice Time
c) Describe the effects magnets have on other objects.	• Intentional Teaching Card LL07 “Letters, Letters, Letters” • Intentional Teaching Card LL21 “Buried Treasures” • Mighty Minutes 67 “Let’s Stick Together”
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.	• Reduce, Reuse, Recycle Study: p. 38 Choice Time • Trees Study: p. 64 Large Group • Trees Study: p. 65 Read-Aloud

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials
28. Uses tools and other technology to perform tasks

Virginia Science Foundation Block 3	
Matter/Physical Properties	**Descriptions With References to Print Examples**
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	• Reduce, Reuse, Recycle Study: p.38 Choice Time • Volume 2: Interest Areas, Chapter 12 "Sand and Water" • Balls Study: p.27 Outdoor Experiences
b) Recognize water in its solid and liquid forms.	• Intentional Teaching Card M44 "Musical Water" • Intentional Teaching Card M07 "Ice Cubes" • Volume 2: Interest Areas, Chapter 12 "Sand and Water"
c) Describe the differences between solid and liquid objects.	• Intentional Teaching Card M07 "Ice Cubes" • Intentional Teaching Card M08 "Baggie Ice Cream"
d) Sort objects based on whether they sink or float in water.	• Volume 2: Interest Areas, Chapter 12 "Sand and Water" • Balls Study: p. 46 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment

Virginia Science Foundation Block 4	
Matter/Simple Physical and Chemical Reactions	**Descriptions With References to Print Examples**
a) Predict changes to matter when various substances are to be combined.	• Clothes Study: p. 41 Choice Time • Intentional Teaching Card M10 "Biscuits" • Intentional Teaching Card M15 "Play Dough"
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	• Clothes Study: p. 41 Choice Time • Volume 2: Interest Areas, Chapter 12 "Sand and Water" • Intentional Teaching Card M08 "Baggie Ice Cream"
c) Observe and record the experiment results and describe what is seen.	• Clothes Study: p. 41 Choice Time • Intentional Teaching Card M10 "Biscuits"

	• Intentional Teaching Card M15 “Play Dough”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials

Virginia Science Foundation Block 5

Life Processes	Descriptions With References to Print Examples
a) Describe what living things need to live and grow (food, water, and air).	• Trees Study: p.76 Large Group Discussion and Shared Writing • Trees Study: p.108 Large Group Discussion and Shared Writing • Book Discussion Card 16 “A Grand Old Tree”
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).	• Trees Study: p. 18 Choice Time • Trees Study: p. 32 Large Group • Mighty Minutes 45 “I’m a Sturdy Oak Tree”
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.	• Book Discussion Card 16 “A Grand Old Tree” • Trees Study: p. 33 Read-Aloud • Trees Study: p. 65 Read-Aloud

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things

Virginia Science Foundation Block 6	
Interrelationships in Earth/Space Systems	**Descriptions With References to Print Examples**
a) Use vocabulary to describe major features of Earth and the sky.	• Book Discussion Card 09 "The Adventures of Gary & Harry" • Book Discussion Card 03 "The Girl Who Wore Too Much" • Trees Study: p. 78 Large Group
b) Identify objects in the sky – moon, stars, sun, and clouds.	• Trees Study: p. 51 Outdoor Experiences • Trees Study: p. 74 Large Group • Book Discussion Card 15 "Henny Penny"
c) Classify things seen in the night sky and those seen in the day sky.	• Book Discussion Card 09 "The Adventures of Gary & Harry" • Book Discussion Card 03 "The Girl Who Wore Too Much" • Trees Study: p. 78 Large Group
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).	• Mighty Minutes 48 "Feely Box" • Trees Study: p. 43 Choice Time • Trees Study: p. 16 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrate knowledge of Earth's environment

Virginia Science Foundation Block 7	
Earth Patterns, Cycles, and Change	**Descriptions With References to Print Examples**
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.	• Buildings Study: p. 39 Outdoor Experiences • Clothes Study: p. 14 Large Group • Volume 2: Interest Areas, chapter 16 "Outdoors"
b) Identify how weather affects daily life.	• Buildings Study: p. 39 Outdoor Experiences • Clothes Study: p. 14 Choice Time

	• Volume 2: Interest Areas, chapter 16 “Outdoors”
c) Describe basic weather safety rules.	• Volume 2: Interest Areas, Chapter 16 “Outdoors” • Volume 5: Objectives for Development & Learning (Objective 27 p. 134) • Clothes Study: p. 14 Large Group
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	• Trees Study: p. 59 Read-Aloud • Volume 5: Objectives for Development & Learning (Objective 27 p. 134)
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	Trees Study: p. 21 Choice Time Trees Study: p. 16 Choice Time
f) Compare a variety of living things to determine how they change over time (life cycles).	Trees Study: p. 76 Large Group Trees Study: p. 77 Read-Aloud
g) Describe home and school routines.	• Beginning the Year: p. 36 Large Group • Beginning the Year: p. 38 Large Group • Intentional Teaching Card SE01 “Site Visits”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

24. Uses scientific inquiry skills
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrate knowledge of Earth’s environment
31. Explores change related to familiar people or places

Virginia Science Foundation Block 8	
Resources	**Descriptions With References to Print Examples**
a) Identify ways that some things can be conserved.	• Mighty Minutes 66 “Musical Junk” • Reduce, Reuse, Recycle Study: p. 50 Large Group • Reduce, Reuse, Recycle Study: p. 28 Large Group
b) Recognize that some things can be reused.	• Reduce, Reuse, Recycle Study: p. 16 Choice Time • Reduce, Reuse, Recycle Study: p. 50 Large Group • Reduce, Reuse, Recycle Study: p. 28 Large Group
c) Recognize that some things can be recycled.	• Reduce, Reuse, Recycle Study: p. 37 Read-Aloud • Reduce, Reuse, Recycle Study: p. 28 Choice Time • Mighty Minutes 71 “Recycle Song”
d) Understand and use vocabulary such as conserve, recycle, and reuse.	• Mighty Minutes 69 “The Litter Monster” • Reduce, Reuse, Recycle Study: p. 37 Read-Aloud • Reduce, Reuse, Recycle Study: p. 70 Large Group

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrate knowledge of Earth’s environment

HISTORY AND SOCIAL SCIENCE

Please also see *Volume 1: The Foundation*, pp. 117–122
Volume 5: *Objectives for Development and Learning*, pp. 139–149

Virginia History and Social Science Foundation Block 1	
History/Similarities and Differences	**Descriptions With References to Print Examples**
a) Recognize ways in which people are alike and different.	• Beginning the Year: p. 81 Read-Aloud • Clothes Study: p. 93 Read-Aloud • Beginning the Year: p. 19 Read-Aloud
b) Describe his/her own unique characteristics and those of others.	• Mighty Minutes 02 "Just Like Mine" • Beginning the Year: p. 81 Read-Aloud • Clothes Study: p. 93 Read-Aloud
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	• Beginning the Year: p. 21 Choice Time • Beginning the Year: p. 19 Read-Aloud • Beginning the Year: p. 89 Read-Aloud
d) Engage in pretend play to understand self and others.	• Buildings Study: p. 43 Choice Time • Clothes Study: p. 72 Choice Time
e) Participate in activities and traditions associated with different cultural heritages.	• Clothes Study: p. 93 Read-Aloud • Book Discussion Card 21 "Too Many Tamales"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live

Virginia History and Social Science Foundation Block 2	
History/Change Over Time	**Descriptions With References to Print Examples**
a) Describe ways children have changed since they were babies.	• Clothes Study: p. 28 Large Group
b) Express the difference between past and present using words such as before, after, now, and then.	• Intentional Teaching Card M60 "Morning, Noon, and Night" • Clothes Study: p. 28 Large Group • Intentional Teaching Card LL39 "My Daily Journal"
c) Order/sequence events and objects.	• Intentional Teaching Card M60 "Morning, Noon, and Night" • Beginning the Year: p. 50 Large Group • Intentional Teaching Card LL46 "Storyboard"
d) Ask questions about artifacts from everyday life in the past.	• Clothes Study: p. 28 Large Group • Book Discussion Card 07 "Just Like Josh Gibson" • Intentional Teaching Card LL40 "What Was for Breakfast?"
e) Recount episodes from stories about the past.	• Intentional Teaching Card LL06 "Dramatic Story Retelling" • Book Discussion Card 07 "Just Like Josh Gibson" • Balls Study: p. 43 Family Partnerships
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.	• Clothing Study: p. 94 Large Group
g) Describe past times based on stories, pictures, visits, songs, and music.	• Clothing Study: p. 57 Read-Aloud

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following objectives:

30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places

Virginia History and Social Science Foundation Block 3	
Geography/Location	**Descriptions With References to Print Examples**
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.	• Buildings Study: p. 16 Large Group • Beginning the Year: p .24 Large Group • Balls Study: p. 52 Large Group
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	• Buildings Study: p. 43 Choice Time • Intentional Teaching Card M13 “Nursery Rhyme Count” • Beginning the Year: p. 88 “Large Group”
c) Make and walk on paths between objects, e.g., from the door to the window.	• Intentional Teaching Card M55 “Stepping Stones” • Intentional Teaching Card P33 “Obstacle Course” • Intentional Teaching Card M36 “We’re Going on an Adventure”
d) Represent objects in the order in which they occur in the environment.	• Intentional Teaching Card SE26 “Making a Mural” • Buildings Study: p .14 Choice Time
e) Experience seeing things from different elevations.	• Intentional Teaching Card M36 “We’re Going on an Adventure” • Balls Study: p .27 Outdoor Experiences

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

32. Demonstrates simple geographic knowledge

Virginia History and Social Science Foundation Block 4	
Geography/Descriptive Words	**Descriptions With References to Print Examples**
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.	• Reduce, Reuse, Recycle Study: p. 37 Read-Aloud • Buildings Study: p. 30 Large Group • Book Discussion Card 17 "Charlie Anderson"
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	• Intentional Teaching Card M55 "Stepping Stones" • Intentional Teaching Card P33 "Obstacle Course" • Intentional Teaching Card M36 "We're Going on an Adventure"
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	• Intentional Teaching Card M55 "Stepping Stones" • Intentional Teaching Card M31 "Lining It Up" • Intentional Teaching Card M56 "Where's the Beanbag?"
d) Use attribute words (hard, soft, rough, and smooth).	• Mighty Minutes 48 "Feely Box" • Trees Study: p. 31 Choice Time • Intentional Teaching Card LL15 "Textured Letters"
e) Use labels and symbols for what the child has seen.	• Beginning the Year: p. 16 Large Group • Intentional Teaching Card LL23 "Playing With Environmental Print" • Intentional Teaching Card LL45 "Observational Drawing"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

13. Uses classification skills
14. Uses symbols and images to represent something not present
    a. Thinks symbolically
21. Explores and describes spatial relationships and shapes
    a. Understands spatial relationships
32. Demonstrates simple geographic knowledge

Virginia History and Social Science Foundation Block 5	
Economics/World of Work	**Descriptions With References to Print Examples**
a) Identify pictures of work and name the jobs people do.	• Beginning the Year: p. 58 Large Group • Buildings Study: p. 42 Large Group • Trees Study: p. 66 Large Group
b) Describe what people do in their community job.	• Beginning the Year: p. 58 Large Group • Buildings Study: p. 42 Large Group • Trees Study: p. 66 Large Group
c) Match tools to jobs.	• Trees Study: p. 64 Large Group • Mighty Minutes 01 "The People in Your Neighborhood" • Clothes Study: p. 54 Large Group
d) Match job sites to work done.	• Beginning the Year: p. 58 Large Group • Buildings Study: p. 42 Large Group • Trees Study: p. 66 Large Group
e) Role play the jobs of workers.	• Beginning the Year: p. 58 Large Group • Buildings Study: p. 42 Large Group • Trees Study: p. 66 Large Group

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

30. Shows basic understanding of people and how they live

Virginia History and Social Science Foundation Block 6	
Economics/Making Choices and Earning Money	**Descriptions With References to Print Examples**
a) Identify choices.	• Intentional Teaching Card SE15 “Making Choices” • Intentional Teaching Card SE25 “What Can We Build Together?” • Clothes Study: p. 86 Choice Time
b) Recognize that everyone has wants and needs.	• Clothes Study: p. 21 Read-Aloud • Book Discussion Card 20 “Wemberly Worried” • Beginning the Year: p. 30 Large Group
c) Recognize that our basic needs include food, clothing, and shelter.	• Book Discussion 02 “The Mitten” • Clothes Study: p. 92 Large Group • Intentional Teaching Card LL37 “Roll-Ups”
d) Choose daily tasks.	• Intentional Teaching Card SE15 “Making Choices” • Intentional Teaching Card SE25 “What Can We Build Together?” • Clothes Study: p. 86 Choice Time
e) Role play purchasing situations where choices are made.	• Intentional Teaching Card LL22 “Coupon Match” • Balls Study: p. 55 Choice Time • Reduce, Reuse, Recycle Study: p. 69 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

30. Shows basic understanding of people and how they live

Virginia History and Social Science Foundation Block 7	
Civics/Citizenship	**Descriptions With References to Print Examples**
a) Cooperate with others in a joint activity.	• Clothes Study: p. 66 Choice Time • Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE26 “Making a Mural”
b) Recognize the need for rules to help get along with others.	• Intentional Teaching Card SE08 “Group Problem Solving” • Intentional Teaching Card SE09 “Big Rule, Little Rule” • Beginning the Year: p. 42 Large Group
c) Participate in creating rules for the classroom.	• Intentional Teaching Card SE08 “Group Problem Solving” • Intentional Teaching Card SE09 “Big Rule, Little Rule” • Beginning the Year: p. 42 Large Group
d) State personal plans for learning center activities.	• Intentional Teaching Card SE15 “Making Choices” • Beginning the Year: p. 23 Small Group • Intentional Teaching Card SE26 “Making a Mural”
e) Participate in discussing and generating solutions to a class problem.	• Intentional Teaching Card SE08 “Group Problem Solving” • Intentional Teaching Card SE09 “Big Rule, Little Rule” • Beginning the Year: p. 38 Large Group
f) Share thoughts and opinions in group settings.	• Intentional Teaching Card SE10 “My Turn at the Microphone” • Clothes Study: p. 51 Large-Group Roundup • Intentional Teaching Card SE11 “Great Groups”
g) Demonstrate responsible behaviors in caring for classroom materials.	• Intentional Teaching Card SE12 “Classroom Jobs” • Intentional Teaching Card SE20 “Cleanup Time” • Beginning the Year: p. 40 Large Group
h) Identify the needs of other people by helping them.	• Intentional Teaching Card SE12 “Classroom Jobs” • Intentional Teaching Card SE20 “Cleanup Time” • Intentional Teaching Card SE14 “Playing Together”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems
30. Shows basic understanding of people and how they live

HEALTH AND PHYSICAL DEVELOPMENT

Please also see *Volume 1: The Foundation*, pp. 29–30
Volume 5: *Objectives for Development and Learning*, pp. 25–41

Virginia Health and Physical Development Foundation Block 1	
Skilled Movement/Locomotor Skills	**Descriptions With References to Print Examples**
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	• Intentional Teaching Card P10 "Jumping Rope" • Intentional Teaching Card P21 "Hopping" • Intentional Teaching Card P27 "Galloping"
b) Perform these locomotor skills in response to teacher-led creative dance.	• Intentional Teaching Card LL55 "Dance & Remember" • Intentional Teaching Card P12 "Exploring Pathways" • Mighty Minutes 72 "My Body Jumps"
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item: 4. Demonstrates traveling skills	

Virginia Health and Physical Development Foundation Block 1 (continued)	
Skilled Movement/Non-locomotor Skills	**Descriptions With References to Print Examples**
a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.	• Intentional Teaching Card P16 "Body Part Balance" • Intentional Teaching Card P17 "Balance on a Beam" • Intentional Teaching Card P20 "Body Shapes & Sizes"
b) Maintain balance while performing a controlled spin.	• Intentional Teaching Card P16 "Body Part Balance" • Intentional Teaching Card P17 "Balance on a Beam" • Intentional Teaching Card P20 "Body Shapes & Sizes"
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	• Intentional Teaching Card P16 "Body Part Balance" • Intentional Teaching Card P17 "Balance on a Beam" • Intentional Teaching Card P20 "Body Shapes & Sizes"
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	• Intentional Teaching Card P16 "Body Part Balance" • Intentional Teaching Card P17 "Balance on a Beam" • Intentional Teaching Card P20 "Body Shapes & Sizes"
e) Perform criss-cross pattern activities.	• Intentional Teaching Card P16 "Body Part Balance" • Intentional Teaching Card P17 "Balance on a Beam" • Intentional Teaching Card P20 "Body Shapes & Sizes"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

5. Demonstrates balancing skills

Virginia Health and Physical Development Foundation Block 1 (continued)	
Manipulative Skills	**Descriptions With References to Print Examples**
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	• Intentional Teaching Card P05 “Throw Hard, Throw Far” • Intentional Teaching Card P06 “Catching With a Scoop” • Intentional Teaching Card P28 “Balloon Pong”
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	• Intentional Teaching Card P01 “Let’s Sew” • Intentional Teaching Card P02 “Play Dough Weaving” • Intentional Teaching Card P03 “Twisted Pretzels”
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.	• Intentional Teaching Card P05 “Throw Hard, Throw Far” • Intentional Teaching Card P06 “Catching With a Scoop” • Intentional Teaching Card P18 “Dribbling a Ball”
d) Coordinate eye-hand and eye-foot movements to perform a task.	• Intentional Teaching Card P19 “Bounce & Catch” • Intentional Teaching Card P24 “Swing & Jump Rope” • Intentional Teaching Card P13 “Punting”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands

Virginia Health and Physical Development Foundation Block 2	
Movement Principles and Concepts	**Descriptions With References to Print Examples**
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).	• Intentional Teaching Card P23 "Ways to Travel" • Intentional Teaching Card P22 "Follow the Leader" • Intentional Teaching Card LL17 "Walk a Letter"
b) Identify fundamental movement patterns such as running and jumping.	• Intentional Teaching Card P23 "Ways to Travel" • Intentional Teaching Card P11 "Jump the River" • Intentional Teaching Card P14 "Moving Through the Forest"
c) Begin and expand movement vocabulary.	• Intentional Teaching Card P23 "Ways to Travel" • Intentional Teaching Card P11 "Jump the River" • Intentional Teaching Card P14 "Moving Through the Forest"
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.	• Mighty Minutes 91 "Move to the Beat" • Mighty Minutes 66 "Musical Junk" • Intentional Teaching Card M35 "Action Patterns"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

4. Demonstrates traveling skills
6. Demonstrates gross-motor manipulative skills

Virginia Health and Physical Development Foundation Block 3	
Personal Fitness	**Descriptions With References to Print Examples**
a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.	• Intentional Teaching Card P10 “Jumping Rope” • Intentional Teaching Card P21 “Hopping” • Intentional Teaching Card P27 “Galloping”
b) Participate in activities designed to strengthen major muscle groups.	• Intentional Teaching Card P19 “Bounce & Catch” • Intentional Teaching Card P24 “Swing & Jump Rope” • Intentional Teaching Card P13 “Punting”
c) Participate in activities that enhance flexibility.	• Intentional Teaching Card P16 “Body Part Balance” • Mighty Minutes 78 “Hello Friends” • Mighty Minutes 67 “Let’s Stick Together”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills

Virginia Health and Physical Development Foundation Block 4	
Responsible Behaviors	**Descriptions With References to Print Examples**
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	• Intentional Teaching Card P23 “Ways to Travel” • Intentional Teaching Card P33 “Obstacle Course” • Intentional Teaching Card P04 “Kick High”
b) Share equipment and space, and take turns with help from the teacher.	• Intentional Teaching Card P28 “Balloon Pong” • Intentional Teaching Card P07 “Balloon Catch” • Intentional Teaching Card P06 “Catching With a Scoop”
c) Work well with others.	• Beginning the Year: p. 65 Outdoor Experiences • Intentional Teaching Card P22 “Follow the Leader” • Intentional Teaching Card M35 “Action Patterns”
d) Listen to and follow simple directions.	• Balls Study: p. 49 Outdoor Experiences • Buildings Study: p. 51 Outdoor Experiences • Intentional Teaching Card P22 “Follow the Leader”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   b. Follows limits and expectations
2. Establishes and sustains positive relationships
   c. Interacts with peers
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
8. Listens to and comprehends increasingly complex language
   b. Follows directions

Virginia Health and Physical Development Foundation Block 5	
Physically Active Lifestyle	**Descriptions With References to Print Examples**
a) Identify the activities that they like and dislike.	• Balls Study: p. 35 Outdoor Experiences • Balls Study: p. 58 Large Group • Beginning the Year: p. 27 Outdoor Experiences
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	• Intentional Teaching Card P22 “Follow the Leader” • Intentional Teaching Card P33 “Obstacle Course” • Intentional Teaching Card M36 “We’re Going on an Adventure”
c) Participate in activities geared toward different levels of proficiency.	• Intentional Teaching Card P28 “Balloon Pong” • Intentional Teaching Card P07 “Balloon Catch” • Intentional Teaching Card P06 “Catching With a Scoop”
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	• Beginning the Year: p. 24 Large Group • Balls Study: p. 17 Read-Aloud

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live

Virginia Health and Physical Development Foundation Block 6	
Health Knowledge and Skills- Nutrition	**Descriptions With References to Print Examples**
a) Indicate awareness of hunger and fullness.	• Intentional Teaching Card M10 “Biscuits” • Intentional Teaching Card M53 “Black Bean Corn Salad” • Intentional Teaching Card LL38 “Hummus”
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.	• Intentional Teaching Card LL35 “Fruit Salad” • Intentional Teaching Card LL36 “Salsa” • Intentional Teaching Card LL49 “Vegetable Soup”
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	• Intentional Teaching Card LL31 “I Went Shopping” • Intentional Teaching Card LL24 “Lemonade” • Intentional Teaching Card M76 “Orange Banana Yogurt Pops”
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	• Intentional Teaching Card LL35 “Fruit Salad” • Intentional Teaching Card LL36 “Salsa” • Intentional Teaching Card LL49 “Vegetable Soup”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

29. Demonstrates knowledge about self

Virginia Health and Physical Development Foundation Block 6 (continued)	
Health Knowledge and Skills- Habits that Promote Health and Prevent Illness	**Descriptions With References to Print Examples**
a) Demonstrate how to correctly wash hands.	• Intentional Teaching Card M10 "Biscuits" • Intentional Teaching Card M53 "Black Bean Corn Salad" • Intentional Teaching Card LL38 "Hummus"
b) Demonstrate covering the mouth or nose when coughing or sneezing.	
c) Identify habits that keep us healthy.	• Reduce, Reuse, Recycle Study: p. 14 Large Group • Mighty Minutes 06 "This is the Way" • Mighty Minutes 63 "Going on a Journey"
d) Explain the importance of rest.	
e) Be able to communicate when one is not feeling well.	

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   c. Takes care of own needs appropriately
29. Demonstrates knowledge about self

Virginia Health and Physical Development Foundation Block 7	
Information Access and Use	**Descriptions With References to Print Examples**
a) Understand that health care providers can help them when they are not feeling well.	• Trees Study: p. 64 Large Group • Trees Study: p. 71 Read-Aloud • Book Discussion Card 21 "Too Many Tamales"
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	• Mighty Minutes 01 "The People in Your Neighborhood" • Beginning the Year: p. 30 Large Group
c) Be able to differentiate between safe and unsafe situations.	• Reduce, Reuse, Recycle Study: p. 14 Large Group • Buildings Study: p. 45 Choice Time • Buildings Study: p. 48 Large Group
d) Begin to share feelings and express how they feel.	• Beginning the Year: p. 28 Large Group • Intentional Teaching Card SE06 "Talk About Feelings" • Intentional Teaching Card SE03 "Calm-Down Place"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live

Virginia Health and Physical Development Foundation Block 8	
Community Health and Safety	**Descriptions With References to Print Examples**
a) Follow safety rules on the playground with adult assistance and reminders.	• Intentional Teaching Card SE09 “Big Rule, Little Rule” • Intentional Teaching Card SE23 “Related Consequences”
b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.	• Intentional Teaching Card SE09 “Big Rule, Little Rule”
c) Demonstrate pedestrian safety and vehicle awareness.	• Intentional Teaching Card SE09 “Big Rule, Little Rule”
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.	• Intentional Teaching Card SE09 “Big Rule, Little Rule”
e) Know how to make an emergency phone call.	• Intentional Teaching Card SE09 “Big Rule, Little Rule”
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.	• Intentional Teaching Card SE09 “Big Rule, Little Rule

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   b. Follows limits and expectations

PERSONAL AND SOCIAL DEVELOPMENT

Please also see *Volume 1: The Foundation*, pp. 28–29, 32, and Chapter 4 in its entirety
***Volume 5: Objectives for Development and Learning*, pp. 3–23 and 59–79**

Virginia Personal and Social Development Foundation Block 1	
Self-Concept	**Descriptions With References to Print Examples**
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	• Beginning the Year: p. 21 Choice Time • Intentional Teaching Card LL41 "Our Names, Our Things" • Buildings Study: p. 16 Large Group
b) Begin to recognize and express own emotions using words rather than actions.	• Intentional Teaching Card SE04 "Actively Listening to Children" • Intentional Teaching Card SE17 "Supporting Children to Use Their Words" • Intentional Teaching Card SE24 "I Don't Like That!"
c) Recognize self as a unique individual and respect differences of others.	• Beginning the Year: p. 24 Choice Time • Beginning the Year: p. 89 Read-Aloud • Intentional Teaching Card SE21 "Sunshine Message Board"
d) Develop personal preferences regarding activities and materials.	• Intentional Teaching Card SE15 "Making Choices" • Beginning the Year: p. 29 Small Group • Intentional Teaching Card LL39 "My Daily Journal"
e) Demonstrate self-direction in use of materials.	• Intentional Teaching Card SE15 "Making Choices" • Beginning the Year: p. 29 Small Group • Intentional Teaching Card LL39 "My Daily Journal"
f) Develop increasing independence in school activities throughout the day.	• Intentional Teaching Card SE15 "Making Choices" • Beginning the Year: p. 29 Small Group • Buildings Study: p. 58 Choice Time
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to	

the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
29. Demonstrates knowledge about self

Virginia Personal and Social Development Foundation Block 2

Self-Regulation	Descriptions With References to Print Examples
a) Contribute ideas for classroom rules and routines.	• Intentional Teaching Card SE11 “Great Groups” • Intentional Teaching Card SE12 “Classroom Jobs” • Intentional Teaching Card SE08 “Group Problem Solving”
b) Follow rules and routines within the learning environment.	• Intentional Teaching Card SE15 “Making Choices” • Intentional Teaching Card SE 09 “Big Rule, Little Rule” • Intentional Teaching Card SE25 “What Can We Build Together?”
c) Use classroom materials purposefully and respectfully.	• Intentional Teaching Card SE15 “Making Choices” • Balls Study: p. 29 Choice Time • Buildings Study: p. 45 Choice Time
d) Manage transitions and adapt to changes in routine.	• Mighty Minutes 83 “Let’s Make a Cake” • Mighty Minutes 04 “Riddle Dee Dee” • Mighty Minutes 26 “Echo Clapping”
e) Develop positive responses to challenges.	• Intentional Teaching Card SE18 “Encouragement” • Intentional Teaching Card 20 “Cleanup Time” • Buildings Study: p. 48 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately

Virginia Personal and Social Development Foundation Block 3

Approaches to Learning	Descriptions With References to Print Examples
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	• Balls Study: p. 43 Outdoor Experiences • Reduce, Reuse, Recycle Study: p. 56 Large Group • Buildings Study: p. 66 Choice Time
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.	• Intentional Teaching Card LL54 “Asking Questions” • Intentional Teaching Card 63 “Investigating and Recording” • Buildings Study: p. 94 Choice Time
c) Increase attention to a task or activity over time.	• Intentional Teaching Card SE26 “Making a Mural” • Intentional Teaching Card P32 “Math Journal” • Balls Study: p. 55 Small Group
d) Seek and accept help when needed.	• Intentional Teaching Card SE13 “Conflict Resolution” • Intentional Teaching Card P08 “Cutting With Scissors” • Reduce, Reuse, Recycle Study: p. 53 Outdoor Experiences
e) Attempt to complete a task in more than one way before asking for help.	• Intentional Teaching Card LL04 “Bookmaking” • Intentional Teaching Card P10 “Jumping Rope” • Intentional Teaching Card M79 “Ping-Pong Pick-Up”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings

c. Takes care of own needs appropriately

11. Demonstrates positive approaches to learning
    a. Attends and engages
    b. Persists
    c. Solves problems

Virginia Personal and Social Development Foundation Block 4

Interaction with Others	Descriptions With References to Print Examples
a) Initiate and sustain interactions with other children.	• Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build Together?” • Buildings Study: p. 29 Choice Time
b) Demonstrate verbal strategies for making a new friend.	• Intentional Teaching Card SE06 “Talk About Feelings” • Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build Together?”
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	• Intentional Teaching Card SE06 “Talk About Feelings” • Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build Together?”
d) Participate successfully in group settings.	• Intentional Teaching Card SE11 “Great Groups” • Trees Study: p. 39 Outdoor Experiences • Beginning the Year: p. 53 Read-Aloud
e) Demonstrate respectful and polite vocabulary.	• Beginning the Year: p. 58 Large Group • Intentional Teaching Card SE01 “Site Visits” • Trees Study: p. 90 Large Group
f) Begin to recognize and respond to the needs, rights, and emotions of others.	• Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build Together?” • Intentional Teaching Card SE26 “Making a Mural”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and

how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings
2. Establishes and sustains positive relationships
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Virginia Personal and Social Development Foundation Block 5

Social Problem Solving	Descriptions With References to Print Examples
a) Express feelings through appropriate gestures, actions, and words.	• Intentional Teaching Card SE04 “Actively Listening to Children” • Intentional Teaching Card SE17 “Supporting Children to Use Their Words” • Intentional Teaching Card SE24 “I Don’t Like That!”
b) Recognize conflicts and seek possible solutions.	• Intentional Teaching Card SE 13 “Conflict Resolution” • Intentional Teaching Card SE08 “Group Problem Solving” • Intentional Teaching Card SE17 “Supporting Children to Use Their Words”
c) Allow others to take turns.	• Intentional Teaching Card SE10 “My Turn at the Microphone” • Mighty Minutes 36 “Body Patterns” • Mighty Minutes 58 “A-Hunting We Will Go”
d) Increase the ability to share materials and toys with others over time.	• Intentional Teaching Card SE06 “Talk About Feelings” • Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build

	Together?”
e) Include others in play activities.	• Intentional Teaching Card SE14 “Playing Together” • Intentional Teaching Card SE25 “What Can We Build Together?” • Intentional Teaching Card SE26 “Making a Mural”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

1. Regulates own emotions and behaviors
   a. Manages feelings
2. Establishes and sustains positive relationships
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

MUSIC

Please also see *Volume 2: Interest Areas*, pp. 422–444
_____ *Volume 5: Objectives for Development and Learning*, pp. 151–152 and 156–159

Virginia Music Foundation Block 1	
Music Theory/Literacy	**Descriptions With References to Print Examples**
a) Understand the vocabulary of music.	• Mighty Minutes 59 "Clap the Beat" • Beginning the Year: p. 88 Large Group • Trees Study: p. 92 Large Group
b) Understand that written music represents sounds by using notes.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement"
c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Clothes Study: p. 18 Large Group
d) Identify common musical instruments.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Beginning the Year: p. 88 Large Group • Trees Study: p. 92 Large Group

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

34. Explores musical concepts and expression
35. Explores dance and movement concepts

Virginia Music Foundation Block 2	
Performance	**Descriptions With References to Print Examples**
a) Demonstrate the difference between singing and speaking.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement” • Mighty Minutes 70 “The Kids Go Marching In” • Mighty Minutes 14 “Scat Singing”
b) Develop the understanding that the child’s body and voice are musical instruments.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement” • Mighty Minutes 70 “The Kids Go Marching In” • “Mighty Minutes 14 “Scat Singing”
c) Participate in opportunities to use singing voice and musical instruments.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement • Mighty Minutes 70 “The Kids Go Marching In” • “Mighty Minutes 14 “Scat Singing”
d) Practice good manners when participating in musical performance.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement” • Mighty Minutes 66 “Musical Junk” • Intentional Teaching Card SE01 “Site Visits”
e) Repeat simple musical patterns using voice, body, and instruments.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement” • Mighty Minutes 91 “Move to the Beat” • Mighty Minutes 66 “Musical Junk”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

34. Explores musical concepts and expression

Virginia Music Foundation Block 3	
Music History	**Descriptions With References to Print Examples**
a) Understand that music comes from many different places in the world.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement"
b) Understand that music sounds differently depending on who created it and when it was written.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Mighty Minutes 91 "Move to the Beat" • Mighty Minutes 66 "Musical Junk"
c) Develop an appreciation for different types of music.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Mighty Minutes 91 "Move to the Beat" • Mighty Minutes 66 "Musical Junk"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

34. Explores musical concepts and expression

Virginia Music Foundation Block 4	
Analysis, Evaluation, and Critique	**Descriptions With References to Print Examples**
a) The child will talk about and compare musical patterns and sounds.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Mighty Minutes 91 "Move to the Beat" • Mighty Minutes 66 "Musical Junk"
b) The child will recognize differences and similarities among music styles.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Mighty Minutes 91 "Move to the Beat" • Mighty Minutes 66 "Musical Junk"
c) The child will explore the creation and purpose of music in personal and social life.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement"
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.	• Volume 2: Interest Areas, Chapter 13 "Music and Movement" • Mighty Minutes 66 "Musical Junk"

	• Intentional Teaching Card M44 “Musical Water”
e) The child will identify types of music he/she prefers.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

34. Explores musical concepts and expression

Virginia Music Foundation Block 5

Aesthetics	Descriptions With References to Print Examples
a) Use the body and motion to express a response to a musical selection.	• Intentional Teaching Card P12 “Exploring Pathways” • Intentional Teaching Card LL55 “Dance & Remember” • Mighty Minutes 91 “Move to the Beat”
b) Express a response to a musical selection by using available visual arts supplies.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement”
c) Use words to describe how a musical selection makes the child feel.	• Volume 2: Interest Areas, Chapter 13 “Music and Movement”

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

34. Explores musical concepts and expression

Visual Arts

Please also see *Volume 1: The Foundation*, pp. 124, 126
***Volume 2: Interest Areas*, pp. 312–347**
***Volume 5: Objectives for Development and Learning*, pp. 151–152 and 154–155**

Virginia Visual Arts Foundation Block 1	
Visual Communication and Production	**Descriptions With References to Print Examples**
a) Understand that artists create visual arts using many different tools.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card P30 "Mixing Paints" • Trees Study: p. 29 Choice Time
b) Understand that the visual arts take many forms.	• Volume 2: Interest Areas, Chapter 9 "Art" • Trees Study: p. 29 Choice Time • Intentional Teaching Card P31 "Tie-Dyed Towels"
c) Use a variety of materials, textures, and tools for producing visual art.	• Volume 2: Interest Areas, Chapter 9 "Art" • Trees Study: p. 29 Choice Time • Intentional Teaching Card P31 "Tie-Dyed Towels"
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card P31 "Tie-Dyed Towels" • Balls Study: p. 69 Choice Time

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items:

33. Explores the visual arts

Virginia Visual Arts Foundation Block 2	
Art History and Cultural Context	**Descriptions With References to Print Examples**
a) Understand that all cultures have art that reflects their experiences and identity.	• Volume 2: Interest Areas, Chapter 9 "Art"
b) Understand that works of art can be a historical record of a certain time period in history.	• Volume 2: Interest Areas, Chapter 9 "Art"
c) Develop an appreciation for the various forms of visual arts.	• Volume 2: Interest Areas, Chapter 9 "Art" • Trees Study: p. 29 Large-Group Roundup • Balls Study: p. 69 Choice Time
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment items: 33. Explores the visual arts	

Virginia Visual Arts Foundation Block 3	
Analysis, Evaluation, and Critique	**Descriptions With References to Print Examples**
a) Use the body to express a response to a work of art.	• Volume 2: Interest Areas, Chapter 9 "Art"
b) Understand that each person responds to and creates works of art in unique ways.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card LL32 "Describing Art"
c) Use available art supplies to express an individual response to an art form.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card LL32 "Describing Art"
d) Use words to describe a response or reaction to a visual arts selection.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card LL32 "Describing Art"
e) The child will identify types of works of art that he/she prefers.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card LL32 "Describing Art"
FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction? The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to	

the following *GOLD* assessment items:
33. Explores the visual arts

Virginia Visual Arts Foundation Block 4

Aesthetics	Descriptions With References to Print Examples
a) Understand that the visual arts express feelings, experiences, and cultures.	• Volume 2: Interest Areas, Chapter 9 "Art"
b) Talk about different kinds of art and recognize the idea, theme, or purpose.	• Volume 2: Interest Areas, Chapter 9 "Art" • Intentional Teaching Card LL32 "Describing Art"
c) Create specific works of art based on a common theme, concept, or emotion.	• Volume 2: Interest Areas, Chapter 9 "Art" • Beginning the Year: p. 19 Choice Time
d) Collect, compare, and use natural objects and objects made by people.	• Volume 2: Interest Areas, Chapter 9 "Art" • Balls Study: p. 69 Choice Time • Trees Study: p. 28 Choice Time
e) Understand the purpose of an art museum.	• Volume 2: Interest Areas, Chapter 9 "Art"

FORMATIVE ASSESSMENT: Related to this Foundation Block, how does the formative assessment determine what students know and are able to do and how does it identify gaps in their understanding to improve future instruction?

The Virginia Literacy Foundation standards and the examples from *The Creative Curriculum® for Preschool* are primarily aligned to the following *GOLD* assessment item:

33. Explores the visual arts

Attachment C

Implementation and Training Plan Template

Each Offeror must use this template to submit a plan to implement the proposed preschool curriculum and formative assessment system in each of the VPI+ school divisions to meet the requirements detailed in Section IV. Statement of Needs. The complete plan shall include:

a) A description of the implementation and training plan for the preschool curriculum, formative assessments, and staff training, including dates for milestones necessary to meet the requirements and deadlines outlined in Section IV. Statement of Needs.

Teaching Strategies' goal is to assist VPI+ programs in sustaining high-quality implementation of our curricular resources and assessment tool in order to improve educational outcomes for children. Teaching Strategies will deliver new, state-of-the-art online training courses; a customized in-person professional development session; customized webinars, coaching (fidelity) materials, and an interrater reliability certification process. An optional Accreditation Program for Trainers (APT) is also available if the Department of Education would like Teaching Strategies to accredit VPI+ or CASTL personnel to deliver introductory training under a training-of-the-trainer model. We will also provide ongoing implementation support and technical assistance to VPI+ educators as they implement *The Creative Curriculum® for Preschool*, *Teaching Strategies GOLD*, and *GOLDplus*™.

The proposed professional development approach will be refined in collaboration with the Department of Education, participating school districts, and UVA's Center for the Advanced Study of Teaching and Learning (CASTL). Training will be informed by the research on best practices for facilitating adult learning; by assessment of the professional development needs of VPI+ educators; and by feedback from teachers, administrators, and coaches.

At Teaching Strategies, we believe that teachers at every level expertise can benefit from professional development services that help them establish and maintain dynamic classrooms and positive relationships with children, families, and colleagues. Surveying VPI+ teachers' and administrators' professional development strengths and needs and learning about their familiarity with *The Creative Curriculum®* and *Teaching Strategies GOLD* will be the starting points for making informed decisions about the types and level of support to offer.

We propose that all VPI+ teachers, administrators, and coaches begin by taking new, state-of-the-art online courses on *The Creative Curriculum® for Preschool*, the objectives for development and learning, *Teaching Strategies GOLD*, and *GOLDplus*™. The "15 individuals who will have access to data" will need to take the online course on *Teaching Strategies GOLD* before participating in additional training on the administrative functionality of the instrument. Additional training for those "individuals who have access to data" will be provided through two

customized webinars and a face-to-face lab session, with particular emphasis on generating reports, interpreting data, and addressing the particular needs of their schools.

We propose that VPI+ personnel and CASTL personnel who will be offering coaching and ongoing implementation support also take the new online introductory courses listed above for teachers and administrators. Teaching Strategies will also provide the preschool edition of *Coaching to Fidelity*, which is a set of tools for measuring how well *The Creative Curriculum® for Preschool* and *Teaching Strategies GOLD* are being implemented in classrooms. That set of resources offers checklists for observing in classrooms, guidance for offering constructive feedback, suggestions for building positive relationships with teachers, and strategies for individualizing coaching.

If the Department of Education prefers face-to-face training to online training, Teaching Strategies will deliver Accreditation Program for Trainers (APT) training to VPI+, CASTL, and/or school district personnel in order to prepare them to provide introductory training and ongoing implementation support to teachers and administrators who will be using the curriculum and assessment system. Additional details about training options follow the chart below.

Objective: Launch *GOLD* online during August 2015			
Deliverables	**Staff** (Lead TS staff members and staff members from partner organizations)	**Timeline**	**Intended Results**
GOLD online: Enter into contract for GOLD online license	VPI+ project manager, TS project manager	June/July 2015	Signed Agreement between TS & VDOE
GOLD Online: identify VPI+ classrooms	VPI+ project manager, TS project manager	Spring/Summer 2015	Identify participating schools and classrooms
GOLD online: select start date of license	VPI+ project manager, TS project manager	Summer 2015	Administrators can access GOLD online
Identify GOLD license administrators	VPI+ project manager, TS project manager	Spring/Summer 2015	Identified staff have capability of assigning tiered access to GOLD online

Configure GOLD online objectives/dimensions to be used	VPI+ project manager, TS project manager	Summer 2015	Selected objectives/dimensions are visible in GOLD online Documentation & Checkpoint screens
Customize checkpoint due dates	VPI+ project manager, TS project manager	Summer 2015	Checkpoint due dates visible in GOLD online
Set up GOLD online license hierarchy; enter Districts/Schools	VPI+ project manager, TS project manager	Summer 2015	District/School hierarchy visible in GOLD online
Create user accounts for district administrators	VPI+ project manager, TS project manager	Summer 2015 and ongoing	District Administrators receive usernames and passwords to access GOLD online
Create user accounts for teachers & school administrators	VPI+ project manager, District Administrators, TS project manager	Summer 2015 and ongoing	Teachers and administrators will have usernames as passwords to bring to training session
Customize funding sources	VPI+ project manager, TS project manager	August 2015	Customized funding sources visible on child entry screen in GOLD online
Objective: Develop and deliver Professional Development services for accredited trainers (TOT), teachers, and administrators			
Deliverables	**Staff** (Lead TS staff members and staff members from partner organizations)	**Timeline**	**Intended Results**
Optional: If requested, identify candidates for Accreditation Program for Trainers – (APT)	VPI+ project manager, TS project manager	July/August 2015	Trainers are screened and approved for APT

Optional: Select dates and location for Accreditation Program for Trainers – (APT)	VPI+ project manager, TS project manager	August 2015	Training logistics are finalized
Configure online courses for VPI+ teachers, administrators, coaches, & individuals with access to data (GOLD, GOLDplus, & The Creative Curriculum)	VPI+ project manager, TS project manager	August 2015 and ongoing	Teachers, administrators, coaches, persons with access to data have access to online training modules relevant to their roles
Optional: Collaborate VPI+ to customize training for APT participants	VPI+ project manager, TS project manager	July 2015	Information gathered will be used to inform development of training materials
Create timeline for teachers to complete interrater reliability certification process	VPI+ project manager, TS project manager	August 2015 and TBD	Finalize materials to communicate VPI+ curriculum, assessment, and professional development requirements
Optional: Finalize APT training session content	VPI+ project manager, TS project manager, TS Professional Development Director	August 2015 and ongoing	Training materials prepared and ready for training to be delivered
Optional: Coordinate APT handouts and training materials	TS Project Manager, VPI+ project manager	August 2015 and ongoing	Handouts ready for trainer and participants for use during training.

Optional: Deliver APT training sessions	TS Professional Development Network	August 2015	Certified trainers prepared to deliver introductory GOLD, GOLDplus, and The Creative Curriculum training sessions & TA
Deliver Technical Assistance & ongoing Professional Development for teachers	TS Professional Development Network & Staff; Accredited VPI+ Trainers	September 2015 and ongoing	Teachers prepared to use *GOLD* online
Deliver training for administrators who have access to GOLD data, per training plan	TS Professional Development Network & Staff	August 2015 and ongoing	Administrators are able to navigate, generate and analyze data in GOLD
Optional: Conduct Needs analysis for supplemental support for certified APT trainers	TS project manager	September 2015 and ongoing	Certified trainers are supported
Make recommendations for additional PD	TS project manager, TS Professional Development Director	December 2015	VPI+ informed about options for ongoing PD.

Objective: Support implementation of GOLD online			
Deliverables	**Staff** (Lead staff members, staff members from partner organizations)	**Timeline**	**Intended Results**
Kickoff meeting	VPI+ project manager, TS project manager and team	Early July 2015	Plans for implementation and initial PD are finalized.
Establish communication procedures and schedules	VPI+ project manager, TS project manager	July 2015	Phone call and meeting schedule finalized, communication and documentation tracking established
Provide GOLD technical support for teachers, administrators, VPI+ Staff, CASTL	TS project manager, Customer Solutions Team, Implementation Team	Ongoing, starting August 2015	Questions are answered in a timely manner and all involved feel adequately supported
Evaluate feedback from training	TS project manager, TS Professional Development Director	July/August 2015, post training and ongoing	Feedback reviewed to make improvements for future training and webinars
Schedule face-to-face implementation/TA meetings	TS project manager and team	Ongoing	VPI+ staff are supported throughout GOLD rollout process
Schedule monthly phone consultations	TS project manager and team	Ongoing	VPI+ staff are supported throughout GOLD & curriculum rollout process

Review results of GOLD online assessment	TS project manager, TS Research Director, VPI+ project manager	Ongoing	Become familiar with results and draw conclusions
Provide status reports of implementation	VPI+ project manager, TS project manager	Ongoing	Status Reports available for review

Online Introductory Training

We propose that all VPI+ teachers, administrators, and coaches take Teaching Strategies' new, state-of-the-art online courses on the curriculum and assessment system. The courses are interactive and practice-based, connecting course content to each individual's real-world experiences. Learners can complete the courses independently or in facilitated groups, and they can earn CEUs by completing assessments in each course.

Each course is made up of "Interests," which are subtopics that learners can explore in any order to follow their interests or specific classroom situations. Interests are made up of "Tutorials," "Apply" activities, and "Knowledge Extensions."

- Tutorials are videos, slideshows, articles, or interactive objects that give information. These include multiple choice and reflective assessment questions.
- Apply activities are either case studies or personal practice-based activities that ask learners to plan, implement, and reflect.
- Knowledge Extensions are articles that enable learners to explore a topic more deeply.

Proposed courses for VPI+ educators include

- *The Creative Curriculum® for Preschool*
  1. Foundation
  2. Physical Environment
  3. Literacy
  4. Mathematics
  5. Daily Resources
  6. Studies
- Objectives for Development and Learning
- Teaching Strategies® *GOLD*™
- Teaching Strategies® *GOLDplus*™

Training for Individuals With High-Level Access to Data

In addition to the online training course on *Teaching Strategies GOLD*, we propose that administrators and other personnel who will have high-level access to assessment data participate in training delivered by Teaching Strategies through customized webinars and an in-person lab session. After teachers have completed evaluations for the fall checkpoint period, a face-to-face lab session for these individuals would focus on reporting, data interpretation, and the specific needs of VPI+ programs. At the end of the winter checkpoint, the first webinar would help participants refine their use of the administrative functionality of *Teaching Strategies GOLD*, and strengthen their analysis and use of assessment data. Toward the end of the program year, the second webinar would support continuing interpretation of assessment data and address the specific needs of VPI+ programs.

Interrater Reliability Certification

To promote reliable administration of the tool after basic training, Teaching Strategies offers a free online process that leads to interrater reliability certification. Each teacher evaluates a variety of student portfolios that have been rated by Teaching Strategies master raters. Upon reaching 80 percent reliability in each area of development and learning, the teacher is given reliability certification. Administrators can track each teacher's progress as he or she undertakes certification. They can also generate reports that indicate the areas in which teachers might be struggling, providing valuable information to guide professional development decisions.

The interrater reliability certification process is not training. Teachers and administrators should not attempt to complete the process until after they have received introductory training and feel confident about their understanding and use of the tool. Free practice portfolios and a "sandbox" practice feature are available online so that educators can become familiar with the assessment process and tool before undertaking certification.

Optional Accreditation Program for Trainers (Training of Trainers)

Certification through our Accreditation Program for Trainers (a TOT model) would be required for persons who will offer additional basic training and advanced implementation support to VPI+ teachers and administrators. The purpose of the accreditation program is to prepare professionals who meet Teaching Strategies' competency requirements to deliver introductory training and ongoing guidance to other personnel associated with the same sponsoring organization. Participants become prepared to support teachers as they learn to use *The Creative Curriculum* with fidelity and to use *Teaching Strategies GOLD*® and *GOLDplus*™ reliably, efficiently, and effectively. To be selected, participants should have a strong knowledge of early childhood education and ideally some familiarity with *The Creative Curriculum*® and *Teaching Strategies GOLD*®.

To support VPI+ programs, APT candidates would participate in three training sessions (total of 6 days). Upon successful completion of the training and achievement of interrater reliability certification, each trainer would be asked to sign an agreement that grants him or her a nontransferable, nonexclusive, limited license to provide specified professional development services on *Teaching Strategies GOLD*®*, GOLDplus*™, and/or *The Creative Curriculum*® to

teachers and administrators in his or her organization. The license term is 3 years. The trainer may not charge or accept a fee for the training services or provide training services to any other organization.

Certified trainers must meet Teaching Strategies' requirements for basic and advanced competencies, undergo a background check satisfactory to Teaching Strategies and the Virginia Department of Education, be observed as part of the certification process, and be evaluated annually by the Teaching Strategies staff.

Every accreditation program session includes a measure to evaluate effectiveness. Participants are expected to achieve interrater reliability certification before moving forward with supporting and training teachers. Successful participants receive trainer's notes, sets of PowerPoint® slides, video clips, and coaching materials to conduct introductory training and provide ongoing support. Teaching Strategies staff members continue to provide targeted technical assistance, coaching, and implementation support as the participants undertake their training responsibilities and throughout the contract period.

b) A description of how communication and coordination will be maintained with i) school division staff as needed to procure and implement the system as intended and ii) the Center for Advanced Study of Teaching and Learning (CASTL) in its work to support curriculum and professional development implementation.

Communication

Communication Topic or Type	**Audience**	**Possible Modes of Communication**	**Frequency**
Awareness: Teaching Strategies GOLD (assessment) & The Creative Curriculum	State DOE Administrators, Superintendents, Teacher Associations, Teachers, Principals, School District Leaders, and Parents	Webinar, marketing materials, Web site, resource documents	Ongoing
Research: Teaching Strategies GOLD & The Creative Curriculum	State DOE Administrators, Superintendents, Teacher Associations, Teachers, Principals, School District Leaders, and Parents	Webinar, marketing materials, Web site, resource documents	Ongoing

FAQs for setting up GOLD account	State level DOE Administrators, Superintendents, School District Leaders, Principals	Webinar, resource documents, technical support help line	August and September
FAQs for teachers	Teachers, Teacher Associations, Principals	Webinar, Web site, resource documents, technical support help line	Ongoing
FAQs for first GOLD checkpoint	Teachers, Teacher Associations, Principals	Webinar, Web site, resource documents, technical support help line	September and October
FAQs for reports	Superintendents, Teacher Associations, Teachers, Principals, School District Leaders, and Parents	Webinar, Website, Resource Documents	Ongoing as needed
FAQs for technology	Superintendents, Principals, School District Leaders	Website, Resource Documents	Ongoing as needed
FAQs for professional development	Superintendents, Teacher Associations, Teachers, Principals, School District Leaders	Website, Resource Documents	Ongoing as needed

Collaboration With VPI+

We envision several phases of collaboration with VPI+ educators:

Phase 1: Planning for Implementation/Kick-Off
Teaching Strategies and VPI+'s personnel will conduct a kick-off meeting to begin planning. The agenda will include discussion of the following:

1. *Teaching Strategies® GOLD™* organizational structure
   a) Administration/permissions
   b) Start date
   c) Requirements and expectations

2. Training plan
   a. Determining VPI+ training needs and levels
   b. Finalizing training content
   c. Training dates/venues/logistics
   d. Ongoing support for APT certified trainers

3. Comprehensive timeline for implementation roll-out, including delivery of curricular materials.

Phase 2: Professional Development
Professional development services will be delivered during the second phase of the collaboration between Teaching Strategies and VPI+ programs, and they will include

- Training of teachers, administrators, and additional key VPI+'s stakeholders, including account set-up
- Overview webinar, delivered in partnership with VPI+'s, for teachers and administrators throughout the state. Webinar will be cobranded and designed to encourage the interest of participants. Content will be developed collaboratively and may include
  - goals of VPI+'s initiative
  - an overview of *Teaching Strategies GOLD* and *The Creative Curriculum®*
  - timeline for implementation
  - next steps
- Administrative webinars for administrators who will be overseeing teachers as they implement *Teaching Strategies GOLD*. Topics will be chosen during the planning phase and may include
  - setting up and managing an account
  - supporting teachers as they implement *Teaching Strategies GOLD*
  - monitoring teachers' progress in using *Teaching Strategies GOLD* fully, including the use of data to plan and individualize instruction
  - using reports in *Teaching Strategies GOLD*

Phase 3: Implementation

Ongoing Implementation Support: Teaching Strategies will partner with VPI+ to deliver expanded, ongoing implementation support that meets the unique needs of VPI+'s early childhood educators. Ongoing implementation activities will be a collaborative effort that will include services provided by Teaching Strategies staff members and trainers. Possible activities include regular calls; hands-on technical assistance to VPI+'s teachers and administrators; "ask the expert"/Q & A sessions with Teaching Strategies staff members; webinars; analysis of online surveys collecting provider, administrator, and APT trainer feedback; and reports outlining important adjustments to *Teaching Strategies® GOLD™*. Implementation support will be monitored and adjusted through regular calls hosted by Teaching Strategies with the VPI+ contact.

Call Center Guidance: Teaching Strategies also offers call center guidance by e-mail and phone, Mondays through Thursdays, 8:00 a.m. to 7:00 p.m. EST/EDT, and Fridays, 8:00 a.m. to 6:00 p.m. EST/EDT.

Additional Support: Teaching Strategies offers a variety of additional free implementation supports. These include:

- **User's guides.** A "Getting Started" DVD and a printed user's guide are packaged with *The Creative Curriculum for Preschool.* Instructions for navigating *Teaching Strategies GOLD* are presented in written guides for teachers and administrators, which can be accessed easily from the *GOLD* homepage.
- **Support and resource library.** *Teaching Strategies GOLD* offers an extensive online library of help articles, video tutorials, and embedded tips support navigation of the system and provide the background knowledge that teachers need to rate children's knowledge, skills, and behaviors accurately.
- **Written support.** The front matter of *Objectives for Development & Learning: Birth Through Kindergarten* explains the assessment cycle, the structure of the progressions of development and learning, and the rating scale.
- **Live and archived webinars.** Implementation is further supported by live and archived webinars on a variety of topics. Archived webinars, as well as short "how-to" videos, are hosted on Teaching Strategies' dedicated YouTube channel.
- **Practice assessment opportunities.** The *GOLD* "sandbox" feature enables educators to practice using the other features of *Teaching Strategies GOLD* without gathering and using data about the children in their classes. They may practice portfolio analysis and evaluation as much and as often as necessary to achieve accuracy, without anxiety about corrupting data for real children while doing so.

Attachment D

Formative Assessment Data Security Template

Each Offeror must use this template to submit a plan that describes methods by which data from the formative assessments are collected, stored, and returned to authorized users. The complete plan shall include:

1. A list of variables;

Member data: In order to access the Services available on the *Teaching Strategies GOLD*® site, Teaching Strategies requires that the user purchase, or be an authorized representative of an organization that has purchased, a subscription to use the Services. Before using the Services, the user must also register with Teaching Strategies, providing a full name, name of his or her organization, a mailing and e-mail address, telephone number, and information about the method of payment. Guest users (e.g., family members) invited by a registered member must provide a full name and e-mail address.

Student data: Once registered, certain subscribers will be able to use the Services to create portfolios for individual children. In connection with the development of such portfolios, Teaching Strategies collects child data, developmental data, and demographic data. Such data is collected only from registered subscribers; Teaching Strategies does not solicit or accept such information from individual students or any user who is under the age of 18.

Typical data elements associated with student portfolios are listed in the following chart. Additional fields may be used for minor customization of the system, e.g., for capturing such elements as provider type, school district, county, staff member position, and staff member contact information.

Field Name	Data Type	Description
Prog ID	int	Unique identifier for the Program
Program Name	varchar	Name of the Program
Source Prog ID	varchar	Customer's identifier for the Program
Site ID	int	Unique identifier for the Site
Site Name	varchar	Name of the Site
Source Site ID	varchar	Customer's identifier for the Site
Site Quality Indicators	varchar	Information about Quality and Licensure
Teacher ID	int	Unique identifier for the Teacher
Teacher First Name	varchar	Teacher's first name
Teacher Last Name	varchar	Teacher's last name
Source Teacher ID	varchar	Customer's identifier for the Teacher
Teacher 2	int	Unique identifier for the additional Teacher
Teacher 3	int	Unique identifier for the additional Teacher

Teacher 4	int	Unique identifier for the additional Teacher
Teacher 5	int	Unique identifier for the additional Teacher
Teacher 6	int	Unique identifier for the additional Teacher
Class ID	int	Unique identifier for the additional Teacher
Class Name	varchar	Name given to a teacher's class
Curriculum	varchar	Curriculum used in the Class
Source Class ID	int	Customer's identifier for the Class
Child ID	int	Unique identifier for the Child
Child First Name	varchar	Child's first name
Child MI	varchar	Child's middle initial
Child Last Name	varchar	Child's last name
Child Nickname	varchar	Child's name as it should appear to teacher
Source Child ID	varchar	Customer's identifier for the Child
Student ID#	varchar	Customer's unique identifier, usually used to track state identifier
Gender	tinyint	Child's gender
Birthdate	smalldatetime	Child's birthdate
Age in Months	int	Child's age in months at the point of assessment
First Day in Program	smalldatetime	Child's first day in the program as entered
Date Added	smalldatetime	System date the record was added to GOLD
Date Archived	smalldatetime	Date the child record was archived (inactivated)
Age or Class/Grade	varchar	Age or Class of the Child
Primary Language	varchar	Primary language of the child
IFSP	tinyint	Flag indicating whether child has an IFSP
IEP	tinyint	Flag indicating whether child has an IEP
Free Lunch	tinyint	Flag indicating whether the child receives free or reduced lunch
Funding Sources	varchar	Child funding sources
Home Language - Family to Child	tinyint	Language family members use when speaking to the child in the home (on a scale)
Home Language 1	varchar	Language used
Home Language 2	varchar	Additional language used
Home Language - Child to Family	varchar	Language child uses when speaking to family (on a scale)
Home Language - Child to Classmates	varchar	Language child uses when speaking to other children (on a scale)
Home Language - Child to Teacher	varchar	Language child uses when speaking to the teacher (on a scale)
Ethnicity Level 1	varchar	Child's Ethnicity
Ethnicity Level 2	varchar	Level two of Child's Ethnicity
Race Level 1	varchar	Child's Race
Race Level 2	varchar	Level two of Child's Race
Checkpoint Year	int	Year of the checkpoint
Checkpoint Period	varchar	Semester of the checkpoint

ELL	tinyint	Flag indicating that child was assessed for ELL
SpanishObjectives	tinyint	Flag indicating child was assessed in Spanish Language and Literacy
Content Areas	tinyint	Flag indicating child was assessed in the Content Areas
Checkpoint Due Date	smalldatetime	Date the checkpoint was expected to be complete
Date Finalized	smalldatetime	Date all required Areas were complete
Areas Finalized	int	Number of areas finalized
Social-Emotional Date Finalized	smalldatetime	Date Social-Emotional was finalized
Physical Date Finalized	smalldatetime	Date Physical Area was finalized
Language Date Finalized	smalldatetime	Date Language Area was finalized
Spanish Language Date Finalized	smalldatetime	Date Spanish Language Area was finalized
Cognitive Date Finalized	smalldatetime	Date Cognitive Area was finalized
Literacy Date Finalized	smalldatetime	Date Literacy Area was finalized
Spanish Literacy Date Finalized	smalldatetime	Date Spanish Literacy was finalized
Mathematics Date Finalized	smalldatetime	Date Mathematics Area was finalized
Science and Technology Date Finalized	smalldatetime	Date Science and Technology Area was finalized
Social Studies Date Finalized	smalldatetime	Date Social Studies Area was finalized
The Arts Date Finalized	smalldatetime	Date The Arts Area was finalized
English Language Acquisition Date Finalized	smalldatetime	Date English Language Acquisition Area was finalized
Obj 1a	tinyint	Objective 1a Score
Obj 1b	tinyint	Objective 1b Score
Obj 1c	tinyint	Objective 1c Score
Obj 1c1	tinyint	Objective 1c1 Score
Obj 1c2	tinyint	Objective 1c2 Score
Obj 1c3	tinyint	Objective 1c3 Score
Obj 1c4	tinyint	Objective 1c4 Score
Obj 2a	tinyint	Objective 2a Score
Obj 2b	tinyint	Objective 2b Score
Obj 2c	tinyint	Objective 2c Score
Obj 2d	tinyint	Objective 2d Score
Obj 3a	tinyint	Objective 3a Score
Obj 3b	tinyint	Objective 3b Score
Obj 4	tinyint	Objective 4 Score
Obj 5	tinyint	Objective 5 Score
Obj 6	tinyint	Objective 6 Score
Obj 7a	tinyint	Objective 7a Score
Obj 7b	tinyint	Objective 7b Score

Obj 8a	tinyint	Objective 8a Score
Obj 8b	tinyint	Objective 8b Score
Obj 9a	tinyint	Objective 9a Score
Obj 9b	tinyint	Objective 9b Score
Obj 9c	tinyint	Objective 9c Score
Obj 9d	tinyint	Objective 9d Score
Obj 10a	tinyint	Objective 10a Score
Obj 10b	tinyint	Objective 10b Score
Obj S8a	tinyint	Objective S8a Score
Obj S8b	tinyint	Objective S8b Score
Obj S9a	tinyint	Objective S9a Score
Obj S9b	tinyint	Objective S9b Score
Obj S9c	tinyint	Objective S9c Score
Obj S9d	tinyint	Objective S9d Score
Obj S10a	tinyint	Objective S10 Score
Obj S10b	tinyint	Objective S10 Score
Obj 11a	tinyint	Objective 11a Score
Obj 11b	tinyint	Objective 11b Score
Obj 11c	tinyint	Objective 11c Score
Obj 11d	tinyint	Objective 11d Score
Obj 11e	tinyint	Objective 11e Score
Obj 12a	tinyint	Objective 12a Score
Obj 12b	tinyint	Objective 12b Score
Obj 13	tinyint	Objective 13 Score
Obj 14a	tinyint	Objective 14a Score
Obj 14b	tinyint	Objective 14b Score
Obj 15a	tinyint	Objective 15a Score
Obj 15b	tinyint	Objective 15b Score
Obj 15c	tinyint	Objective 15c Score
Obj 16a	tinyint	Objective 16a Score
Obj 16b	tinyint	Objective 16b Score
Obj 17a	tinyint	Objective 17a Score
Obj 17b	tinyint	Objective 17b Score
Obj 18a	tinyint	Objective 18a Score
Obj 18b	tinyint	Objective 18b Score
Obj 18c	tinyint	Objective 18c Score
Obj 19a	tinyint	Objective 19a Score
Obj 19b	tinyint	Objective 19b Score
Obj S15a	tinyint	Objective S15 Score
Obj S15b	tinyint	Objective S15 Score
Obj S15c	tinyint	Objective S15 Score

Obj S16a	tinyint	Objective S16 Score
Obj S16b	tinyint	Objective S16 Score
Obj S17a	tinyint	Objective S17 Score
Obj S17b	tinyint	Objective S17 Score
Obj S18a	tinyint	Objective S18 Score
Obj S18b	tinyint	Objective S18 Score
Obj S18c	tinyint	Objective S18 Score
Obj S19a	tinyint	Objective S19 Score
Obj S19b	tinyint	Objective S19 Score
Obj 20a	tinyint	Objective 20a Score
Obj 20b	tinyint	Objective 20b Score
Obj 20c	tinyint	Objective 20c Score
Obj 21a	tinyint	Objective 21a Score
Obj 21b	tinyint	Objective 21b Score
Obj 22	tinyint	Objective 22 Score
Obj 23	tinyint	Objective 23 Score
Obj 24	tinyint	Objective 24 Score
Obj 25	tinyint	Objective 25 Score
Obj 26	tinyint	Objective 26 Score
Obj 27	tinyint	Objective 27 Score
Obj 28	tinyint	Objective 28 Score
Obj 29	tinyint	Objective 29 Score
Obj 30	tinyint	Objective 30 Score
Obj 31	tinyint	Objective 31 Score
Obj 32	tinyint	Objective 32 Score
Obj 33	tinyint	Objective 33 Score
Obj 34	tinyint	Objective 34 Score
Obj 35	tinyint	Objective 35 Score
Obj 36	tinyint	Objective 36 Score
Obj 37	tinyint	Objective 37 Score
Obj 38	tinyint	Objective 38 Score

Teaching Strategies often works with states and other organizations to import data from other systems, but there is an additional charge for the service. We support a variety of demographic standards, and we are able to map and translate data provided by customers. All data is validated upon import or entry, and the referential integrity of the database is maintained through the use of foreign key constraints.

2. **Format(s) in which data will be provided;**

Teachers and administrators may generate a robust variety of reports in formats that correspond with the purposes and audiences of the reports. A permissions-based structure is employed for managing data and generating reports. Examples of report designs are provided under Tab 10 of this proposal.

Teaching Strategies GOLD® gives license-level administrators the option of exporting all checkpoint data for storage, analysis, and reporting in other systems. The standard export format is XLS (download over https), so audio clips, video, photos, scans, and observation notes in children's portfolios are not included. The data are available in a tab-delimited file that includes a row for each child in the account. We exchange files with a secure file-uploading tool that is built into *Teaching Strategies GOLD*®, a secure FTP, or a secure ShareFile® account.

3. **Methods used to ensure secure data transfer, including a method of protecting against unauthorized access to sensitive data;**

All data in transit are protected through Transport Layer Security over HTTPS. We use SHA-256 encryption.

4. **The number of data transfers and timeframe within which data can be made available to authorized personnel;**

Teaching Strategies GOLD® gives license-level administrators the option of exporting all data. Teaching Strategies makes data export directly available at any time that a client who has the appropriate permissions is logged in. Requests for customized exports or analysis may take between 1–3 days to process fully, and a large volume of simultaneous requests might lengthen response times slightly.

5. **A method of protecting against unauthorized access to sensitive data;**

Data and access are separated through individual password-protected accounts that exist in an organizational hierarchy within individual customer licenses that restrict access based on users' roles within each organization.

Internally, Teaching Strategies has data security policies and procedures that only provide the level of access to data necessary to perform employee and contractors duties as it relates to servicing our customers.

For information about network security, please also see our response to Item 12.

6. **Weekly backups with incremental daily backups and a 48-hour recovery from the loss of a data center including the loss of only 2 hours of data;**

All *Teaching Strategies GOLD*® data are backed up remotely on a nightly basis, and backup data are stored in a separate location from the production database. Nightly backups are stored for 7 days, weekly backups are stored for 31 days, and monthly backups are stored for 365 days.

Our recovery process provides a 48-hour recovery time objective.

Transaction logs for the database are maintained for 30 days, providing a 1 hour recovery point objective.

Please describe the disaster recovery plan here.

In the event of database corruption or a major crash, *Teaching Strategies GOLD*® can be restored to the previous night's backup. Within 48 hours of a catastrophic event that destroys the data center where *Teaching Strategies GOLD*® servers are housed, we would be able to rebuild new servers, using our source control system and the copy of the database served at RackSpace.com.

7. **A suitable hosting environment;**

   Please describe the environment including primary site location(s) and disaster recovery location(s), internet connectivity, power management and site security and describe the relationship between the primary site(s) and recovery site(s) and any industry certifications that these facilities have achieved (e.g. Tier III/IV, SAS70, SOC1, SOC2, etc.).

Teaching Strategies GOLD® is hosted by Hosting.com, a privately held Web hosting provider specializing in managed dedicated hosting. As an RSA Managed Security Services Provider (MSSP), Hosting.com provides clients with hosted security solutions based on two-factor authentication. Hosting.com has a 100 percent uptime guarantee. Since 2001, Teaching Strategies has secured hosting services for the majority of our online systems (internal and commercial) from Hosting.com with virtually no downtime attributed to vendor failure or coding errors. The main data center was in the path of hurricane Sandy and resulted in no downtime for our application. Their facilities include

- N+1 Redundant UPS Power Supply
- Diesel Generators
- N+1 Redundant HVAC
- Redundant Core Routing
- FE-25 Gas Fire Suppression
- Physically Diverse Fiber Conduits
- Central Powerware UPS
- K-Rated transformers
- Redundant routing architecture including hardware failover and Cisco HSRP (Hot Spare Router Protocol)
- Environmentally controlled server room (environment HVAC N+1 redundant)
- Optic connections enter the datacenter through physically separate conduits

- Hosting.com utilizes multiple Tier 1 Connectivity Providers

8. Data archival policies and any data purge policies;

Children's records may be archived and reactivated at any time during the license period.

Upon termination of a contract, data can only be deleted by the client's administrator with appropriate authority. When the administrator deletes a child's record, the record can still be retrieved for 90 days. After that time, as outlined in our subscription agreement, deletion of school data must be requested in writing. Disposal is managed through formal policies and regular procedures, along with a data security training program for all employees and contractors.

9. A process for handling and notification of a breach of non-public data;

In the event of a breach, customers are informed that may have been affected. They will be advised as to the type of breach that occurred and what measures have been taken to correct the issue according to our Incident Response policy.

10. A process for the authorization of various roles associated with data access;

Data and access are separated through individual password protected accounts that exist in an organizational hierarchy within individual customer licenses that restrict access based on roles within each organization.

To see any *Teaching Strategies GOLD*® data specific to an organization (i.e., information about programs, teachers, children, evaluations, etc.), users must log in successfully via SSL. Logged-in users are able to access only data directly tied to their login configurations. Permissions are assigned when each user's account is set up.

11. A policy for only allowing remote access using industry standard network security processes;

Teaching Strategies GOLD® is only accessible through standard web browsers utilizing SSL connections.

12. A process for ensuring security of data stored at the offeror's site as well as any server security policies;

Please describe and indicate whether the service has periodic and ongoing vulnerability and penetration testing.

Teaching Strategies GOLD® conforms to recognized standards of network security, including these:

- System monitoring 24 hours a day, 365 days per year
- 7x24 response for hosted site availability problems
- Redundant firewalls that block all unnecessary ports

- VPN Access to servers
- Antivirus protection
- Intrusion detection software
- Internal and external monitoring of hosted site availability
- Electronic Key Entry System
- Independent 24x7 dedicated physical security system for server room

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services. Teaching Strategies follows a monthly patching schedule to install vendor recommended critical security updates. More urgent fixes are installed between regularly scheduled maintenance.

All data are backed up by using services in the United States. Backups are performed regularly and rotated out of the datacenter via secure transfer. Backups are encrypted and stored by using the e-vault service. Disposal is part of the service. The restoration process is tested periodically.

No data are stored outside the United States. Passwords are encrypted using a one-way salted hash. All information in our systems is stored in a password protected database on a private network behind a dedicated firewall. All data transmission is protected via Transport Layer Security (TLS). We use SHA-256 Encryption.

We have a formal data-breach process that would include notification of the License Manager and immediate lock-down of the site (if appropriate) in the highly unlikely event that a breach occurs.

13. A process for identifying and remediating software defects;

Our production environment is governed by a set of standards, and there are policies and procedures for the management and updating of our servers and network devices. Practices are audited regularly as part of our annual security testing procedures. Updates and patches are applied to servers routinely and tested before being applied to all servers. Software and hardware lifecycle management procedures include replacement of end-of-life products.

Software defects that are detected in our production environments are regularly triaged and prioritized for remediation. Once the issue is fixed, our standard deployment processes will make the remediation available to all users in our production environments.

14. A process for incident management, change management, and release management;

Teaching Strategies follows a structured process for evaluating defects, prioritizing changes and managing the flow of those changes into the production environments. Changes are reviewed for risk and impact prior to release and quality is evaluated at multiple stages before deployment into production environments.

15. A process for how school divisions will get their data back in a form that can be used in the event of contract termination or expiration or if a different service is desired;

Data export would be handled in the usual manner. *Teaching Strategies GOLD*® gives license-level administrators the option of exporting all checkpoint data for storage, analysis, and reporting in other systems. The standard export format is XLS (download over https), so audio clips, video, photos, scans, and observation notes in children's portfolios are not included. The data are available in a tab-delimited file that includes a row for each child in the account. We exchange files with a secure file-uploading tool that is built into *Teaching Strategies GOLD*®, a secure FTP, or a secure ShareFile® account. Export can usually be accomplished without the support of Teaching Strategies staff members, but assistance is available when it is needed. Most requests for help receive a response on the same day they are made, but a large volume of simultaneous requests might lengthen response times slightly.

16. Network-layer vulnerability scans conducted regularly;

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services.

17. Application-layer vulnerability scans conducted regularly;

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services.

18. Local operating system-layer vulnerability scans conducted regularly;

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services.

19. File integrity (host) and network intrusion detection (IDS) tools that are implemented to help facilitate timely detection, investigation by root cause analysis and response to incident;

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services.

20. Regular penetration testing, vulnerability management, and intrusion prevention;

The system, including servers and network devices, are located in secure facilities under controlled circumstances (e.g., authorized personnel lists and background checks). System penetration testing is conducted annually by a third party security service. Vulnerability management and intrusion detection are accomplished both through recommendations resulting from the penetration testing and through Alert Logic's threat manager and log manager services.

21. Network devices that are located in secure facilities and under controlled circumstances (e.g. ID cards, entry logs);

Teaching Strategies GOLD® is hosted by Hosting.com, a privately held Web hosting provider specializing in managed dedicated hosting. As an RSA Managed Security Services Provider (MSSP), Hosting.com provides clients with hosted security solutions based on two-factor authentication.

22. A standard time frame regarding how quickly patches are applied from the time of supplier release;

Hosting.com applies monthly patches to all affected servers. The patch updates apply all known patches available from suppliers at the time of the update.

23. Background checks on your firm's personnel with physical and/or administrative access to network devices, servers, applications and customer data;

Teaching Strategies' data security policies and procedures provide only the level of access to data necessary to perform employee and contractors duties as it relates to servicing our customers. Background checks are completed on personnel with administrative access to servers, applications, and customer data.

24. Processes for authenticating callers and resetting access controls, as well as establishing and deleting accounts;

Users must be able to positively identify themselves to support personnel. It is the customer account administrator who administers account access within the customer's organizational hierarchy.

25. Protection against denial-of-service attack;

At the edge of our network, we use Arbor Peakflow to rapidly detect and mitigate DDOS attacks. Upon detection, we take steps to black hole route traffic to the target IP.

We also fight DDOS attacks with bandwidth. All of our data centers have redundant 10GB connections.

The Peakflow platform allows HOSTING to quickly identify the targets of traffic anomalies and isolate them to prevent adjacent customers from being impacted by the attack. This service is built into the HOSTING network and comes at no cost to our customers. Customers who find themselves under attack will have to retain a 3rd party mitigation service if they wish filter out attack traffic to keep the targeted resource online. To this end, HOSTING has secured a partnership with DOSARREST for discounted rates for our customers via one our professional services team.

26. Technical measures and techniques for detection and timely response to network-based attacks such as distributed denial-of -service (DDoS) attack; and

At the edge of our network, we use Arbor Peakflow to rapidly detect and mitigate DDOS attacks. Upon detection, we take steps to black hole route traffic to the target IP.

We also fight DDOS attacks with bandwidth. All of our data centers have redundant 10GB connections.

The Peakflow platform allows HOSTING to quickly identify the targets of traffic anomalies and isolate them to prevent adjacent customers from being impacted by the attack. This service is built into the HOSTING network and comes at no cost to our customers. Customers who find themselves under attack will have to retain a 3rd party mitigation service if they wish filter out attack traffic to keep the targeted resource online. To this end, HOSTING has secured a partnership with DOSARREST for discounted rates for our customers via one our professional services team.

27. A statement confirming that the offeror shall:

a. Comply with Virginia's Information Technology Security Policy and Standards (http://www.vita.virginia.gov/library/default.aspx?id=537#securityPSGs);
b. Comply with the Family Educational Rights and Privacy Act (FERPA);
c. Meet cloud security requirements by a certifying body such as Fed-RAMP (http://cloud.cio.gov/fedramp);
d. Include a product support program for users and administrators;
e. Be Section 508 compliant (http://www.vita.virginia.gov/uploadedfiles/vita_main_public/unmanaged/library/contingencyplanningguideline04_18_2007.pdf);
f. Include a backup and recovery plan that is tested at least annually;
g. Include an outage plan. Users shall be notified of anticipated and unanticipated outages;
h. Adhere to the Student Privacy Pledge, located in http://studentprivacypledge.org/?page_id=45;
i. Ensure that all data processed, stored and maintained by the offeror shall NOT leave the borders of the United States (including all online storage as well as data backups and archived data);
j. Include a process that allows the State to audit the physical environment where a service is hosted;
k. Include a process for securing non-public data at rest and non-public data in motion;
l. Allow access to incident data for investigative purposes;
m. Allow access to system security and audit logs;
n. Patch software vulnerabilities routinely or automatically on all servers; and
o. Encrypt data at motion and at rest.

Teaching Strategies shall fulfill the requirements listed in 27(a–o) above. A statement of Teaching Strategies' privacy and information security policy follows this page.

I. PRIVACY AND INFORMATION SECURITY COMMITMENT

At Teaching Strategies, we are fully committed to safeguarding and protecting the privacy of our customers and the children and families they serve. Specifically, we understand that our customers have an obligation to protect the privacy of students and parents under the Family Educational Rights and Privacy Act of 1974 (FERPA), which provides certain privacy protections for student and family information belonging to institutions receiving federal funding. Accordingly, we continually assess our own practices to ensure that they meet or exceed industry standards and are in compliance with all federal and state requirements, including state data protection laws. Our commitment includes

- adhering to FERPA and its associated regulations;
- regular staff training and internal policies related to accessing and using customer data, including personally identifiable information (PII);
- safeguarding all customer data, never sharing information with a third party without the data owner's permission (except when required by law), and never selling information to any third party;
- ongoing work with third-party security experts to review and analyze our policies, practices, and infrastructure and provide recommendations for improvement; and
- regular monitoring and penetration testing of our security systems

II. DEFINITIONS

As used in this Policy,

"Contractor" means a contractor with Teaching Strategies who may be required to handle PII or Customer Data in the course of delivering Teaching Strategies Services. By agreement, Contractors are required to safeguard all Customer Data and to adhere to all requirements set forth in a Customer agreement with Teaching Strategies.

"Customer" means any educational organization, such as a state department of education, Head Start program, school district, or child care provider, using Teaching Strategies Services.

"Customer Authorized User" means a Customer's individual employee or contractor whom the Customer authorizes to access Teaching Strategies Services.

"Customer Data" means any information provided to Teaching Strategies by the Customer for the purpose of using Teaching Strategies Services.

"FERPA" means the Family Educational Rights and Privacy Act of 1974 (codified at 20 U.S.C. § 1232g) and its associated regulations, as they may be amended from time to time. The regulations are issued by the U.S. Department of Education and are available at http://www2.ed.gov/policy/gen/reg/ferpa/index.html.

"Subscriber Administrator" means the person designated by the Customer as solely responsible for managing access to Customer Data.

"Personally Identifiable Information" ("PII") means any Customer Data defined as personally identifiable information under FERPA, including, but not limited to, the following: the names, dates of birth, and customer-defined identifiers of students; the names and email addresses of parents, and other family members; or other information that, alone or in combination, can be linked to a student and would allow the student to be identified with reasonable certainty. Information about teachers and other educators will also be treated as PII under this Policy.

"Security Officer" means the Teaching Strategies, LLC official responsible for security and privacy compliance.

"Teaching Strategies Authorized Personnel" means any employee or contractor of Teaching Strategies, LLC who may be required to handle Customer Data in the course of delivering Teaching Strategies Services. Such access is determined by Role Based Access Control.

"Teaching Strategies Services" means all products that require Teaching Strategies to store Customer Data, including PII in any form. This includes, but is not limited to, *Teaching Strategies GOLD®*.

III. PRIVACY OF PERSONAL INFORMATION

A. TEACHING STRATEGIES PERSONNEL GUIDELINES

Teaching Strategies Authorized Personnel are required to be aware of and work to protect the confidentiality and security of all Customer Data. The following list provides a general description of policies with which employees of Teaching Strategies, LLC and its Contractors are required to comply.

1. All Personally Identifiable Information (PII) uploaded to Teaching Strategies Services will be handled, processed, stored, transmitted, and protected in accordance with all applicable federal data privacy and security laws.
2. Access PII Only When Required: Teaching Strategies Authorized Personnel shall not access PII unless engaging in activities to support Customers or complying with a legal obligation under federal or state law, regulation, subpoena, or agency action that requires such access.

3. Limit Teaching Strategies Access: Limit internal access to Customer Data to persons with proper authorization and a legitimate need to support Teaching Strategies Customers.
4. Secure Data Repositories: Store PII only within secure data repositories and never on unsecured shared drives.
5. Report Risks: Identify reasonably foreseeable internal and external risks to the security, confidentiality, and/or integrity of any electronic, paper, or other records containing PII and report them promptly to the Security Officer.
6. Secure Deletion: When PII is no longer needed, delete all PII in accordance with Teaching Strategies' Data Retention Policy.
7. Portable Storage: Do not store PII from Teaching Strategies Services to portable devices, such as USB drives, smart phones, tablets, laptops, or compact discs. As a general rule, all PII must be securely stored on Teaching Strategies' network.
8. Wireless Networks: Unencrypted PII may not be transmitted wirelessly or across a public network.
9. Attend Training: Regularly complete training on the proper use and disclosure of Customer Data and the importance of privacy and information security.
10. Aggregate Data: For purposes of ongoing product research and validation, Teaching Strategies, LLC and its Contractors may use Customer Data in aggregate with all PII removed.

B. CUSTOMER CONTROL OF DATA

Teaching Strategies, LLC does not share Customer Data with any third party except when explicitly requested by the Customer or when required by law.

1. Customers Control Access: Customers who use Teaching Strategies Services have full control of the data and determine who is able to access Customer Data. Customers who elect to use Teaching Strategies Services sign an agreement with Teaching Strategies that includes compliance with this Privacy and Information Security Policy.
2. Subscriber Administrator: Each Customer who uses Teaching Strategies Services must designate a Subscriber Administrator. The Subscriber Administrator designates Customer Authorized Users and determines the scope of data to which they have access. The Subscriber Administrator is responsible for making all administrative decisions about the Customer's employees' and contractors' access to and use of Teaching Strategies Services.
3. Role-Based Access: Access to Customer Data is determined by the Subscriber Administrator on the basis of the roles of the Customer's employees and their legitimate interest in having access to the PII to perform their educational roles. For example, based on his or her role as it relates to the organizational hierarchy, a school principal in a participating school district would be authorized to view all student data for students in his or her school but not student data for other schools in

the school district. The Subscriber Administrator is responsible for ensuring that permissions are kept current with roles. When a teacher's access is disabled by an Administrator, all access to child information, including PII, is terminated.

IV. INFORMATION SECURITY PROGRAM

The security of Customer Data is of paramount importance to Teaching Strategies, LLC. Teaching Strategies' IT Security Program consists of technical, physical, and administrative safeguards designed to protect the privacy of all Customer Data. The program is designed to identify, manage, and control the risks to system and data availability, integrity, and confidentiality, and to ensure accountability. The program includes the following key general processes:

A. ADMINISTRATIVE SAFEGUARDS

1. System Monitoring: Regularly review records of information systems activity and maintain access logs, access reports, security incident tracking reports, and periodic access audits.
2. Appropriate Access: Regularly review records to determine that all access to PII is appropriate and meets a legitimate need to support users' roles in business operations.
3. Access Termination: Terminate access to Teaching Strategies Services and PII when a user's employment ends or when the individual no longer has a legitimate need for access.
4. Requests and Disclosures: Document all third-party requests for Customer Data.

B. PHYSICAL SAFEGUARDS

1. Network Access: Review and modify network access rights as necessary to ensure appropriate access to Customer Data.
2. Incident Response Plan: Maintain and use a set of procedures to respond to, document, mitigate, and resolve suspected or known security incidents.
3. Physical Access: Limit physical access to Customer Data and the facilities in which they are housed while ensuring that properly authorized access is allowed, including limitation by physical barriers that require electronic control validation (e.g., card access systems).
4. Physical Identification: Physically safeguard access in order to prevent tampering and theft, including through procedures that control and validate each person's access to facilities on the basis of his or her role.
5. Operational Environment: Maintain clear policies that specify the proper functions to be performed, the manner in which they are to be performed, and the physical attributes of the facilities where Customer Data are stored.
6. Media Movement: Follow procedures that govern the receipt and removal of hardware and electronic media that contain Customer Data.

7. Disposal of Customer Data: Follow IT security policies for secure deletion and destruction when requested by the Customer or when the terms of an agreement between Teaching Strategies and the Customer require that the Customer Data, including PII, be deleted and destroyed.

C. TECHNICAL SAFEGUARDS

1. Data Transmission: Employ technical safeguards, including encryption, to ensure that PII transmitted over an electronic communications network is protected from unauthorized persons or groups.
2. Encryption of PII: Encrypt all data at rest and in transit.
3. Data Integrity: Follow procedures to protect PII from improper alteration or destruction, including authenticating records and corroborating that they have not been altered or destroyed in an unauthorized manner.
4. Inactive Users: Automatically terminate inactive electronic sessions after a specified period of time.
5. Disaster Recovery and Business Continuity: Maintain contingency plans and business continuity plans designed to ensure that needed Teaching Strategies Services can continue securely in the event that system breakdowns, natural disasters, or other events destroy or render inoperable Teaching Strategies' online systems. These plans focus on the sensitivity of information and the criticality of the systems involved in providing services to Customers, and they enable Teaching Strategies to provide critical services and secure Customer Data.
6. Firewall: Maintain a firewall to further protect the integrity of Teaching Strategies' network.
7. Virus and Malware Protection: Maintain installed software to protect Teaching Strategies' network from virus and malware attacks and ensure that the software receives the most current security updates on a regular basis.

D. INFORMATION SECURITY RISK ASSESSMENT

1. Evaluation: Teaching Strategies regularly conducts a thorough assessment of the potential risks and vulnerabilities to the confidentiality, integrity, and availability of Customer Data.
2. Analysis: Teaching Strategies gathers and analyzes information about new threats and vulnerabilities and approaches to strengthen management of security risks and incidents.
3. Improvement: Teaching Strategies uses information from security risk assessments and ongoing security monitoring to update and improve risk assessment, strategy, control, and resolution processes.

E. BREACH REMEDIATION

1. Security Officer: The Security Officer is responsible for maintaining and implementing incident response plans in case of suspected or actual breach
2. Notification: If Teaching Strategies determines that a data breach has occurred and the Security Officer has determined that there is a reasonable risk that Customer Data or PII was compromised, or where otherwise required by law, Teaching Strategies will notify affected parties as promptly as possible, including the Customer, and will cooperate with the Customer to enable compliance with all State breach of confidentiality laws.
3. Employee and Contractor Reporting: Teaching Strategies employees and Contractors are required to report promptly to the Teaching Strategies Security Officer any incident or threatened incident involving unauthorized access to or acquisition of Customer Data or PII of which they become aware.
4. Customer Reporting: Customers are responsible for notifying Teaching Strategies promptly when they have any reason to think that Customer Data or PII may have been lost, stolen, compromised, or inappropriately accessed in or through Teaching Strategies Services.

F. PERSONNEL SECURITY POLICY

1. Background Checks: Perform appropriate background checks and screening of all new employees and contractors assigned as Teaching Strategies Authorized Personnel.
2. Confidentiality and Nondisclosure: Obtain agreements from Teaching Strategies employees and Teaching Strategies Contractors covering confidentiality, nondisclosure, and authorized use of Customer Data and specifically PII.
3. Awareness Training: Provide training to support awareness and policy compliance with new Teaching Strategies employees and annually for all Teaching Strategies and Teaching Strategies Contractor personnel.

V. ADMINISTRATION AND ENFORCEMENT

A. Security and Privacy Oversight: The Security Officer is responsible for developing, implementing and maintaining the IT Security Program, under the oversight of the Teaching Strategies CEO and Board.

B. The Security Officer will evaluate risks and improve, where necessary, the effectiveness of current safeguards for limiting such risks, including but not limited to
    1. ongoing employee and contractor training;
    2. employee compliance with policies and procedures; and
    3. means for detecting and preventing security system failures.

C. Employee and Contractor Supervision: Procedures for regularly monitoring and supervising Teaching Strategies employees and Contractor personnel who have access to Customer Data.
D. Enforcement: Teaching Strategies is responsible for consistently enforcing this Policy with appropriate discipline for its own employees and the employees of its Contractors. Teaching Strategies and each Customer, as applicable, will determine whether violations of this Policy have occurred and will determine appropriate disciplinary measures.
E. Disciplinary Measures: The disciplinary measures may include counseling, oral or written reprimands, warnings, probation or suspension without pay, demotions, reductions in salary, or termination of service or employment, as well as criminal referral to law enforcement agencies when appropriate. Persons subject to disciplinary measures may include, in addition to the violator, others involved in the wrongdoing, such as
    1. persons who fail to use reasonable care to detect a violation;
    2. persons who withhold material information regarding a violation; and
    3. supervisors who approve or condone the violations or attempt to retaliate against employees or agents or representatives of Teaching Strategies or the Contractor for reporting in good faith violations or violators.

References for Teaching Strategies

Organization: **Denver Public Schools**
Contact: Lucy Mullen Davis, Early Education Coordinator
Address: 1860 Lincoln Street
Denver, CO 80203
Phone: 720-423-2675
E-mail: lucy_davis@dpsk12.org

With more than 80 schools offering Early Childhood Education programs, Denver Public Schools offers a wide variety of high-quality programs for 3- and 4 year-olds, providing developmentally appropriate educational services for approximately 4,000 prekindergarten children. Many teachers began using *The Creative Curriculum for Preschool* in 2012, and it has been implemented in all classrooms since 2013. Denver PS is also using *Teaching Strategies GOLD*® to assess the development and learning of more than 8000 children in more than 150 locations. GOLD is being piloted in kindergarten classrooms, and full kindergarten implementation is planned for the 2015–2016 school year. In addition, Denver PS is strengthening its training infrastructure. Last fall, eight trainers were certified to deliver training on *The Creative Curriculum for Preschool*, and more people are scheduled to become certified trainers on *GOLD* during fall 2015.

Organization: **New Jersey Department of Education**
Contact: Vincent Costanza
Title: Executive Director, Race to the Top–Early Learning Challenge
Address: 100 Riverview Plaza
Trenton, NJ 08625
Phone: (office) 609-777-2074; (cell) 609-789-9239
E-mail: Vincent.Costanza@doe.state.nj.us
Teaching Strategies GOLD® is used widely throughout New Jersey for birth through prekindergarten assessment, including many of the state's largest districts (Newark, New Brunswick, Trenton, and Camden). In 2012 and 2013, the state Department of Education conducted a pilot of *Teaching Strategies GOLD*® for kindergarten entry assessment, and, at the conclusion of the rigorous review of competitive bids in 2014, it selected the instrument for statewide kindergarten entry assessment. At full implementation, the tool will be used to assess more than 115,000 children each year.

Organization: **Louisiana Department of Education**
Contact: Ivy Starns, Education Program Consultant
Address: Division of Early Childhood
1201 North Third Street, Office #4-167
Baton Rouge, LA 70802
Phone: 225-342-3647
E-Mail: Ivy.starns@la.gov

In the summer of 2013, Louisiana adopted *Teaching Strategies GOLD*® for birth through kindergarten assessment. The state assessment initiative began with 23,000 portfolios in 2013, and the Division expects to include approximately 65,000 portfolios during the 2015–2016 school year. The Teaching Strategies Implementation Team has been working closely with the Louisiana DOE to accredit *Teaching Strategies GOLD*® trainers in Louisiana, and training for teachers is now delivered through a training-of-trainers model. Teaching Strategies also provides ongoing technical assistance and implementation support.

Attachment E

State Corporation Commission Form

Virginia State Corporation Commission (SCC) registration information. **The offeror:**

☑ is a corporation or other business entity with the following SCC identification number: T051205-**OR-**

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐

(This page was left blank intentionally.)

Attachment F

PRICING SCHEDULE

Offerors <u>must:</u>

A. Complete the Pricing Scenario as set out on page 2.

B. Provide the specific detailed components (name and description) offeror proposes for the comprehensive preschool curriculum and formative assessment system as defined in Section III, Definitions (the system), including detailed unit costs that align to the components set out in A-G of the pricing scenario below.

C. Cross reference the specific detailed components (name and description) and unit prices required in B above to 1) each of the line item components set out in A-G of the pricing scenario below and to 2) the specific section of the Offeror's proposal that addresses each of the components.

For example:

Offerors proposed preschool curriculum and formative assessment system cross referenced to the Pricing Schedule Scenario and to the specific proposal related section:

Pricing Schedule Scenario

<u>Item A – Costs for non-consumable materials (if any) includes</u>:

- Item name and description, $2.00 unit price (proposal, Tab 5, page 14 , 2nd paragraph)
- Item name and description, $25.00 unit price (proposal, Tab 5, page 15, 4th paragraph)

<u>Item B - Annual cost for consumable materials (if any) includes:</u>

-Item name and description, $30.00 unit price (proposal, Tab 5, page 25-27)

- Item name and description, $21.00 unit price (proposal, Tab 5, page 42, 3rd paragraph).

Attachment F

PRICING SCHEDULE

PRICING SCENARIO

Pricing must be provided for a scenario that includes implementation of the offeror's proposed comprehensive preschool curriculum and formative assessment system as defined in RFP Section III, Definitions (the system), for one classroom of 18 students and training for teachers and administrators as indicated below:	Price
A. Costs for non-consumable materials (if any) • *The Creative Curriculum® for Preschool*, *GOLDplus* edition* (please see note at end of table); unit price is $1,399.00 + discounted ground shipping per classroom (proposal, p. 11, 2nd & 3rd paragraphs and p. 12, 1st & 2nd paragraphs) • *Teaching Guide: Getting Ready for Kindergarten*; one free copy** for each VPI+ teacher (proposal, p. 26, 4th paragraph)	$ 1,482.95 (per classroom; including discounted shipping)
B. Annual cost for consumable materials (if any) • Free: Teachers in programs that purchase *The Creative Curriculum* have permission to reproduce the documents on the classroom and family resources CD-ROM (proposal, p 23, 4th paragraph and p. 24, 1st paragraph) • No other curricular items are consumables. A statement of our policy for replacing lost and damaged items is included under Tab 9. • Free: Subscribing teachers and administrators may also print the data collection tools embedded in *Teaching Strategies GOLD®*, the "Family Conference Form," the "Home Language Survey," activity instructions, and various reports (proposal, p. 19, 1st paragraph and p. 25, 1st & 2nd paragraphs)	$ 0.00
C. One-time costs unique to initial implementation (if any) • Customized webinar to build stakeholders' understanding of and support for the project, and to facilitate initial implementation; unit price is $0.00 (proposal, p. 93, Phase 2, 2nd bullet)	$ 0.00
D. Annual Maintenance and Support (if any) • *Teaching Strategies GOLD®* portfolio fee: $9.95 per child ($9.95 X 18 = $179.10) (proposal, p. 18, 2nd paragraph through p. 21, 3rd paragraph) • Technical assistance and implementation support fee: $1.00 per child ($1.00 X 18 = $18.00) (proposal, p. 22, 4th paragraph and p. 94, 1st & 2nd paragraphs)	$ 447.10 (per classroom of 18 children)

• *GOLDplus*™ subscription fee: $250.00 per classroom (proposal, p. 20, 5th paragraph and p. 21, 1st paragraph)	
E. Recommended Training for Up to 30 Teachers Using the System • New, state-of-the-art online courses on *The Creative Curriculum for Preschool*, objectives for development and learning, *Teaching Strategies GOLD*, and *GOLDplus*; unit cost is $400 per course bundle***, per teacher ($400.00 X 30 = $12,000.00) (proposal, p. 83, 5th paragraph) • Supplemental coaching will not entail an additional cost if it is delivered by Teaching Strategies and by VPI+ and CASTL coaches who have also taken training. • For additional training options please see Tab 9, "Related Optional Services and Materials."	$12,000.00 (for 30 teachers)
F. Recommended Training for Up to 15 Individuals Authorized to Access Data • New online course on *Teaching Strategies GOLD*; unit price is $0.00 (discounted 100%) (proposal, p. 83, 5th paragraph) • Two 90-minute, customized webinars; $0.00 if not recorded****; please see note at end of table (proposal, p. 83, 5th paragraph [continued on p. 84]) • Customized lab session on administrative reporting (in-person training); $3,250.00 (proposal, p. 83, 5th paragraph [continued on p. 84])	$ 3,250.00 (one-time group rate)
G. Any Other Materials or Services Necessary for Implementing the Proposed System • Per VPI+ or CASTL coach: online courses on *The Creative Curriculum for Preschool*, *GOLD*, and *GOLDplus*; unit cost is $400 per course bundle***, per person (proposal, p. 84, 1st paragraph) • Per VPI+ or CASTL coach: *Coaching to Fidelity*, Preschool Edition; unit cost is $199.99 + discounted ground shipping = $211.95 (proposal, p. 84, 1st paragraph)	$ 611.95 (per VPI+ or CASTL coach)
Total to be Used for Evaluating Price Criteria	**$17,792.00**

***** In order to extend a cost savings of $750.00 to programs that subscribe to *GOLDplus*™, Teaching Strategies offers the *GOLDplus*™ edition of *The Creative Curriculum*® *for Preschool*. The *GOLDplus*™ edition does not include print copies of the *Intentional Teaching Cards*™ because teachers are able to access electronic copies (called *Intentional Teaching* experiences) through *GOLDplus*™. If they prefer to work with hard copy, *GOLDplus*™ subscribers have

[Notes continue on next page.]

permission to print *Intentional Teaching* experiences for use in their own programs. Shipping to VPI+ teachers will be discounted by 50 percent. Pricing for the edition of *The Creative Curriculum* ®*for Preschool* that does include print copies of the *Intentional Teaching Cards*™ is shown on the pricing schedule under Tab 9.

** This is a cost savings of $99.00.

*** This price reflects a discount of approximately 50 percent.

****If the Department of Education would like to have the webinar recorded, the price would be $600.00.

Related Optional Services and Materials

Optional Services	Price
In-person training delivered by Teaching Strategies (various introductory and advanced sessions for teachers, administrators, and coaches)	The cost for a 1-day session is $3250.00 per group. The cost for a 2-day session is $4930.00 ($2465.00 per day) per group. Additional days are available at tiered rates. Curriculum sessions have a maximum of 50 participants per group. Lab sessions on assessment have a maximum of 30 participants per group.
CEUs are available for participants in 2-day, face-to-face sessions and in Teaching Strategies' newest online sessions (proposal, p. 89, 1st paragraph after chart)	$100.00 per teacher for 1.0 CEU
Accreditation Program Training (TOT); unit price is $7,000.00 per APT participant (Successful APT participants may deliver introductory training and provide ongoing implementation support to teachers in multiple classrooms, on both curriculum and assessment. If requested, Teaching Strategies will work with the VDOE to identify the appropriate number of participants.) (proposal, p. 90, 4th & 5th paragraphs, p. 91, 1st & 2nd paragraphs)	$7,000 per APT trainee
Recording the customized webinars for "individuals who will have access to data" (proposal, p. 90, 1st paragraph)	$600.00 per webinar

Optional Materials	Unit Price
The Creative Curriculum® *for Preschool* (English; edition includes print copies of *Intentional Teaching Cards**)	$2,277.95 (including discounted shipping)
The Creative Curriculum® *for Preschool* (Spanish; editions includes print copies of *Intentional Teaching Cards**)	$2,277.95 (including discounted shipping)
The Creative Curriculum® *for Preschool* (bilingual; edition includes print copies of *Intentional Teaching Cards**)	$3,178.95 (including discounted shipping)
Teaching Guide: Bread Study	$ 99.00
Teaching Guide: Pets Study	$ 99.00
Teaching Guide: Roads Study	$ 99.00
Teaching Guide: Exercise Study	$ 149.00
Teaching Guide: Boxes Study	$ 99.00
Teaching Guide: Music Making Study	$ 99.00
Bread Study book pack—Spanish	$ 49.00
Pets Study book pack—Spanish	$ 49.00
Roads Study book pack—Spanish	$ 49.00
Exercise Study book pack—Spanish	$ 99.00
Boxes Study book pack—Spanish	$ 49.00
Music Making Study book pack—Spanish	$ 49.00
The Fidelity Tool, Preschool Edition (refills for coaches after initial set is used)	$ 49.95
Ground shipping of products other than the full curriculum	$5.00 for an order that totals less than $60.00; 12% of an order that equals or exceeds $60.00

*The editions of *The Creative Curriculum* ®*for Preschool* priced in the first three rows of this chart include print copies of the *Intentional Teaching Cards*™. The price reflects a 50 percent discount of shipping fees but does not include sales tax. The *GOLDplus*™ edition that is priced in Attachment F does not include print copies of the *Intentional Teaching Cards*™ because teachers who subscribe to *GOLDplus* ™are able to access and print electronic copies. The lower-priced *GOLDplus*™ edition is available only to *GOLDplus*™ subscribers.

Teaching Strategies Replacement Policy

Shipping Damage
Teaching Strategies will replace, free of charge, any component of *The Creative Curriculum® for Preschool* that is damaged during shipment of the system. To receive a replacement component(s), the customer must notify Teaching Strategies of the damage in writing or by phone, submit proof of purchase (such as the packing slip, invoice, etc.), and return damaged material(s) within 45 days of the invoice date of the damaged materials.

Damage Caused by Routine Classroom Use
Teaching Strategies will replace, without additional cost, any component of *The Creative Curriculum® for Preschool* that is damaged as the result of routine classroom use during the adoption period. To be classified as damaged by routine classroom use, the component must have been used in the classroom for 2 years or more after the purchase date. Proof of purchase and proof of damage are required.

Lost Component(s)
Replacements of lost components of *The Creative Curriculum® for Preschool* may be purchased from Teaching Strategies.

(This page was left blank intentionally.)

Additional Information

Component 1: Curriculum Is Grounded in Child Development Principles and Is Evidence-Based

1a) Theoretical Foundation and 1b) Alignment With Child Development Research and Theory

Research findings are summarized throughout the foundational volumes of the curriculum; embedded in *Teaching Strategies GOLD®*; and translated into practical, intentional teaching and assessment strategies. These summaries help teachers understand which knowledge and skills are important for children to acquire in order to be ready for kindergarten, the sequential steps that children take as they develop and learn, and why particular intentional strategies are effective. The findings also help teachers set appropriate expectations and choose among ways to scaffold each child's learning. Using *The Creative Curriculum®* and *Teaching Strategies GOLD®* together helps teachers achieve the important balance between applying their general knowledge of child development with the particular knowledge they gain about each child and family.

- *The Creative Curriculum® for Preschool, Volume 1: The Foundation* explains the classic research that grounds curriculum. The "Theory and Research" section highlights the work of Vygotsky, Piaget, Erikson, Dewey, Smilansky, and Shefatya, summarizing implications for the classroom in "What This Means for Your Practice" boxes. Reference lists follow that section and the chapters on "How Children Learn," "What Children Learn," "Caring and Teaching," and "Partnering With Families."

- *Volume 2: Interest Areas* explains how to set up classroom interest areas and the outdoors to promote development and learning in all domains and to help children integrate their learning. References are listed at the end of the book.

- *Volume 3: Literacy* and *Volume 4: Mathematics* include the section "What Does Research Say?" in the discussions of the components of literacy and mathematics. Those sections explain important research findings about promoting emergent skills. References are listed at the end of each volume.

- *Teaching Strategies GOLD®* assessment items (the objectives, dimensions, and indicators) are criterion referenced. *Volume 5: Objectives for Development & Learning*: *Birth Through Kindergarten* explains the research that underlies each objective, the progressions of development and learning, and the widely held expectations for various age-groups and classes grades. A full list of references is included. In *Teaching Strategies GOLD®*, the content is reorganized and presented on screens where the teacher is completing an assessment task to which the information is relevant. Explanations of the assessment cycle and the *Teaching Strategies GOLD®* rating scale are presented in the front matter, which is available as a printable PDF in the online resource library. The progression(s) of development and learning (including expectations for each age-group and class/grade) are presented on the evaluation screen for each objective and can also be printed. Research summaries and examples of strategies that promote learning are accessed through information links on screens where the objectives and dimensions are listed.

Component 4: Well-Designed Activities with Specific Learning Goals

4c) Overall Approach

The Creative Curriculum® for Preschool is a comprehensive set of resources that supports teachers in establishing effective, developmentally appropriate preschool programs for children with diverse backgrounds and skill levels. It is based on a solid foundation of valid research and theory about the development and learning of young children. The curriculum's 38 objectives for development and learning include critical predictors of school success, and they are fully aligned with Virginia early learning standards and *The Head Start Child Development and Early Learning Framework*. The objectives are organized in 10 areas of development and learning: social–emotional, physical, language, cognitive, literacy, mathematics, social studies, science and technology, the arts, and English language acquisition.

The Creative Curriculum® for Preschool assists teachers at all levels of experience as they plan and offer developmentally appropriate, content-rich programs. Individual teachers require different kinds of support at different points in their careers, so all resources offer choices. Balancing teacher-guided and child-initiated learning, the curriculum explains how to meet the challenge of introducing meaningful content in ways that help children build understandings and skills, meet early learning standards, and integrate learning across domains.

The combination of knowledge-building resources and daily practice resources helps teachers know not only what and how to teach children but also why particular practices are effective. It includes a set of five carefully researched volumes that provide the knowledge base of the curriculum. It also includes a variety of daily resources that offer step-by-step guidance through *Teaching Guides* and additional teaching tools. These resources help teachers build and apply both their general knowledge about child development and the particular knowledge they gain by forming positive relationships with each child and family.

Foundational Resources

The Creative Curriculum® for Preschool: Foundation provides the essential knowledge base that early childhood educators must have in order to set up effective learning environments, plan learning experiences, seize unplanned teaching opportunities, scaffold each child's learning, and build strong partnerships with families. The five foundational volumes help educators build a fundamental understanding of best practices in the field.

- *Volume 1: The Foundation* summarizes the research behind the curriculum and presents the information teachers need to set up their programs. It addresses five central components of teaching preschool children effectively: 1) how children develop and learn; 2) how to set up and maintain the classroom environment and daily schedule; 3) the essential skills and concepts that preschool children should learn in the areas of literacy, mathematics, science, social studies, the arts, technology, and English-language acquisition; 4) a variety of intentional instructional strategies teachers use to teach all children effectively; and 5) how to build strong partnerships with families. This knowledge base is critical to teachers' ability to

offer individualized learning activities that address specified objectives in ways that meet the strengths, needs, and interests of each child.

- *Volume 2: Interest Areas* applies the five components of *The Creative Curriculum®* framework to the interest areas. Each chapter suggests materials that enhance children's learning in 10 interest areas (Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers) and the outdoors. The book explains what children learn in each interest area and presents a range of strategies for guiding children's learning and development in all domains.

- *Volume 3: Literacy* reviews the latest research findings about early literacy development, and it discusses seven components of literacy. Teachers are shown how to organize the environment to support language and literacy learning, and they learn how to integrate literacy experiences throughout the day and throughout the classroom. Six basic teaching strategies for supporting literacy learning are described in detail: talking, singing, and playing with language; reading aloud; storytelling; story retelling; writing; and meaningful play.

- *Volume 4: Mathematics* helps teachers understand the mathematical concepts and skills they will be teaching, and it explains what the research says about the importance of each. Teachers are shown how to create a mathematics-rich environment that helps children explore number and operations, patterns, geometry, measurement, and data analysis. They find out how children learn mathematics through the use of process skills. The book explains how to integrate mathematics learning with learning in other domains, throughout the day and by offering small- and large-group experiences.

- *Volume 5: Objectives for Development & Learning, Birth Through Kindergarten*[*] discusses the 38 learning objectives addressed by all resources of *The Creative Curriculum® for Preschool.* It offers a detailed explanation of each objective and the research behind it, shows progressions of development and learning for each dimension, and offers practical classroom strategies for promoting children's learning in relation to each objective. The 38 objectives that ground the curricular resources are the same as those of the *Teaching Strategies GOLD®* assessment system, although the curriculum and the assessment system may be used independently of each other. That direct link enables educators to use assessment data to inform decisions that range from those affecting immediate interactions with children to those about long-term planning and resource allocation.

Daily Practice Resources

While the knowledge-building resources explain the "what" and "why" of a high-quality early childhood program, a set of daily practice resources tells teachers "how." *The Creative Curriculum® for Preschool* includes a year's resources for implementing an effective and content-rich program that is appropriate for preschool children at a wide range of developmental levels. The *Teaching Guides* provide daily plans that show teachers how to take a comprehensive

[*] Items to extend *Teaching Strategies GOLD®* through third grade are currently being field tested. When they are released, *The Creative Curriculum® for Preschool* will include the expanded volume *Objectives for Development & Learning, Birth Through Third Grade*.

approach to using *Intentional Teaching Card*™ activities, *Mighty Minutes* activities, read-aloud sessions, other large- and small-group experiences, choice time experiences, and outdoor play as avenues for promoting the critical knowledge, skills, and behaviors that preschool children must develop in order to succeed in school. The resources help ensure that what is taught each day is developmentally appropriate, that content and skills are introduced sequentially, and that they align with *The Head Start Child Development and Early Learning Framework* and state early learning standards.

Teaching Guides

The year is organized by *Teaching Guides*. By providing detailed daily plans, they show teachers how to introduce content in a cohesive, sequential manner. The first *Teaching Guide*, *Beginning the Year*, addresses the first 6 weeks of school, which are devoted to building a strong classroom community, developing meaningful relationships with children and their families, helping children learn how to contribute as a member of a group, and introducing skills for conducting investigations.

The other *Teaching Guides* feature studies, which are in-depth investigations conducted over time. These studies are designed to engage children in interesting topics that are relevant to their daily lives. Each study has a series of questions for investigation, such as these from the *Teaching Guide Featuring the Buildings Study*: "What do the buildings in our neighborhood and other places look like? Who builds buildings? What tools do they use? What are buildings made of? What makes them strong? What is special about our building? What happens inside buildings?"

Studies are an effective way to make learning meaningful for children as they

- actively explore to find answers to questions about the topic;
- investigate topics firsthand and manipulate real, study-related materials;
- have opportunities to develop process skills and positive approaches to learning, including those involving curiosity, motivation, problem solving, attention, representation, engagement, persistence, flexible and inventive thinking, and communication;
- integrate learning across domains; and
- apply skills in literacy, mathematics, the arts, and technology as they explore concepts in science and social studies

Each *Teaching Guide* study is divided into three main sections: beginning the study, investigating the topic, and celebrating learning. "Beginning the Study" takes teachers through the process of introducing the study topic and giving children time to explore. Children are not ready to formally investigate the topic until they have become familiar with materials related to the study. As children explore, teachers ask questions and draw children's attention to the characteristics of the objects or materials children are handling. During this exploratory time, children talk about what they already know about the topic and generate questions they are interested in investigating.

“Investigating the Topic” presents the questions for investigation that teachers will be exploring with the children during the study. Each investigation is devoted to finding the answer to a question or two closely related questions. Teachers do not necessarily have to follow the order in which the investigations are presented in a *Teaching Guid*e. If they notice that children are keenly interested in one aspect of the study, they should begin with that investigation.

When a study ends, children reflect on the experience and celebrate what they learned. Each *Teaching Guide* ends with a section called “Celebrating Learning.” During these last few days of the study, teachers review and evaluate what children learned, and they help children organize a celebration to bring closure to the experience.

While studies are central to instruction in *The Creative Curriculum*® classroom, many other high-quality learning experiences also take place. In addition to study-related guidance, *Teaching Guides* provide teachers with detailed plans for what to do during each time of day as well as specific strategies for involving families in the program in meaningful ways.

Intentional Teaching Cards™

Intentional Teaching Cards™ are referenced throughout the *Teaching Guides*. The cards explain playful, engaging activities that can be offered throughout the day, typically during small-group time but also as large-group, outdoor, one-on-one experiences. *Intentional Teaching Card*™ experiences support language, literacy, mathematics, physical, and social–emotional development. Each card explains the steps of an activity, lists the related objectives and necessary materials, suggests ways to include all children in the experience, and presents questions to guide teachers’ observations.

One of the most important features of each *Intentional Teaching Card*™ is the color-coded teaching sequence that gives teachers an easy system for differentiating instruction. Corresponding with the progressions found in *Volume 5: Objectives for Development and Learning*, the teaching sequence on each card explains how to individualize the learning experience to meet the strengths and needs of each child in the classroom. Color coding gives teachers starting points for differentiating the activity for each child. The way an experience is carried out with a 4-year-old at the end of the year may be very different from the way a teacher would use it with a 3-year-old at the beginning of the year. Teachers use what they know about each child’s abilities to differentiate instruction quickly and easily, moment by moment.

(In order to extend a cost savings of $750.00 to programs that subscribe to *GOLDplus*™, Teaching Strategies offers the *GOLDplus*™ edition of *The Creative Curriculum*® *for Preschool*. The *GOLDplus*™ edition does not include print copies of the *Intentional Teaching Cards*™ because teachers are able to access electronic copies (called *Intentional Teaching* experiences) through *GOLDplus*™. If they prefer to work with hard copy, *GOLDplus*™ subscribers have permission to print *Intentional Teaching* experiences for use in their own programs.)

Mighty Minutes™

Mighty Minutes™ is a resource for engaging children in meaningful learning during the brief transitional and waiting periods that occur throughout the day. It is a set of 100 small cards with songs, chants, rhymes, games, and other short activities that help teachers use classroom time effectively. *Mighty Minutes*™ can be used intentionally to teach language, literacy, math, science, social studies, and physical skills during "in-between" times of day such as waiting for lunch to arrive, getting ready to go outside, or gathering for a group meeting. Like all of the other curricular materials, *Mighty Minutes*™ are rooted in the objectives. Even the shortest activities support children's development and learning in important areas.

Teaching Strategies® Children's Book Collection

Reading aloud with children is the best way to inspire a love for reading and to promote language and literacy skills. The *Teaching Strategies Children's Book Collection* has 150 high-quality children's books (67 in English, 67 in Spanish, 8 bilingual books, and 8 big books). It includes classic tales, contemporary works by well-known authors, and original nonfiction books created especially to complement the studies featured in the *Teaching Guides*. It has alphabet books, counting books, nonfiction books, concept books, and narrative picture books, all of which encourage children's exploration, interaction, and enjoyment.

Children's eBook Collection

Many books in the children's collection have adapted for the eLearning environment. With stories read in both English and Spanish, the eBook DVD encourages re-reading and creative retelling of stories, and it enables Spanish-speaking children to experience the first reading of a story in their home language. Designed for use with computers and interactive whiteboard technology, eBooks promote children's confidence and excitement about reading. Twenty-one copies of the eBook DVD are included in *The Creative Curriculum® for Preschool*. Several can be used in the classroom, and the others may be lent to families for shared readings at home. The sound can be turned off so families who speak other languages can talk about the pictures and make up their own stories.

Book Discussion Cards™

Some of the best children's books are fairly complex, so literacy experts recommend that each selected book be read to children at least three times—each time in a slightly different way—in order for children to benefit fully. Repeated read-aloud sessions are therefore included in the *Teaching Guides*. During interactive read-alouds, or shared readings, teachers engage children in discussions about books and provide definitions of unfamiliar words. Children gain understandings about story structure, build receptive and expressive vocabularies, build their knowledge of syntax, and develop other print-related skills. *Book Discussion Cards*™ support this interactive approach to repeated read-alouds, enabling teachers to scaffold children's understanding of the book being read. Teachers encourage children's critical thinking by

involving children in asking and answering questions, making predictions, engaging in analytic talk, and learning and using new vocabulary. *Book Discussion Cards*™ are based on selected books in the *Teaching Strategies*® *Children's Book Collection.*

During the first read-aloud, teachers tell children the names of the characters, hint at the problems they face, make comments about what the characters might be thinking, and define selected words from the story in simple language. These strategies help children interpret the words and illustrations of the story, moving them from literal thinking to higher-level thinking. The second read-aloud occurs 1 or 2 days after the first. This time, teachers help children name the characters and the problem themselves, asking different questions and adding clarifying comments as they read and after reading. The third read-aloud occurs within a week of the second. During this read aloud, teachers guide children to reconstruct the story. They show an illustration and ask, "What is happening here?" or "What do you think [character's name] is thinking?" By the third read-aloud, children do much of the talking while teachers encourage children to use the vocabulary from the book as they explain what happens in the story.

Component 5: Responsive Teaching and Support for Individualized Instruction

5b) Including All Children

As explained in Attachment A, *The Creative Curriculum® for Preschool and Teaching Strategies GOLD®* offer comprehensive guidance for supporting the development and learning of all children, including children who are developing typically, children with disabilities, and children who demonstrate competencies that exceed widely held expectations. They help teachers continue to build their general knowledge of child development, understand the educational significance of individual differences, get to know each child well, set appropriate expectations, consider ways to individualize caregiving routines and learning experiences, and share information about each child's development.

The foundational volumes of *The Creative Curriculum® for Preschool* help teachers understand the sequential steps that children usually take as they develop critical knowledge, skills, and behaviors. The progressions of development and learning presented in *Volume 5: Objectives for Development and Learning* show widely held expectations for children of various age-groups and classes/grades. The progressions help teachers understand the significance of what each child says and does, set appropriate expectations, choose appropriate teaching strategies, and share information.

- *Volume 1: The Foundation* provides information on children's individual differences, including gender, temperament, interests, learning styles, life experiences, and culture and how those differences affect children's learning. It offers additional guidance about meeting the strengths and needs of children who are advanced learners, children with disabilities, and children who are English-language learners.

  Volume 1 explains how to set up the learning environment so that it is safe, comfortable, and welcoming to all children. There is extensive guidance for creating a classroom community that supports children's social-emotional skills, for promoting self-regulation skills, and for supporting children who behave in challenging ways. Among other topics, it explains how to set up the room to meet the needs of children with disabilities and how to arrange furniture and equipment to minimize challenging behaviors.

- *Volume 2: Interest Areas* gives detailed information about setting up each interest area and interacting with all children intentionally and responsively.

- *Volume 3. Literacy* and *Volume 4: Mathematics* have sections "Supporting Children With Disabilities." They recommend a variety of supportive strategies, including environmental, routine, tactile, visual, auditory, language, physical, and sensory supports.

- *Volume 3. Literacy* includes the section "Supporting Advanced Language and Literacy Learners." It offers strategies for providing challenging, meaningful learning experiences for children who demonstrate competencies that exceed widely held expectations. *Volume 4. Mathematics* has a similar section, "Supporting Advanced Mathematical Learners."

- Teachers are also reminded that English- and dual language learners often benefit from intentional emotional support. Strategies for offering such support are listed in *Volume 3: Literacy* and *Volume 4: Mathematics*.

- *Volume 5: Objectives for Development & Learning* presents developmental progressions that help teachers identify each child's current levels of development and learning and track progress over time. Widely held expectations for children of various age-groups and classes/grades are also shown, so the teacher can compare the child's knowledge, skills, and behaviors with those expectations. The full sequence of birth through kindergarten development is outlined, so the teacher can easily identify a child's likely next steps and individualize instruction accordingly.

- Each *Intentional Teaching Card*™ offers a color-coded teaching sequence that gives teachers ideas for individualizing the activity according to children's developmental levels. The coding is the same as that used in the developmental progressions presented in *Volume 5*, so teachers can quickly find the information they need to adjust instruction for each child who is participating in the experience.

- The "Including All Children" section of each *Intentional Teaching Card*™ offers strategies for ensuring that all children can participate, including suggestions for adapting materials.

- The *Teaching Guide: Beginning the Year* addresses the first 6 weeks of school. Focused on building a strong classroom community, it shows teachers how to structure each day during this critical period and how to create a caring, stimulating, and cooperative learning environment for all children.

- The daily plans in the six *Teaching Guides* have blue callout boxes that offer additional information about how to respond to the particular needs of individual children.

- *Intentional Teaching Card* SE03, "Calm-Down Place" explains how to establish a quiet place in the classroom where children may go when they need to be out of the classroom action in order to manage their emotions and behavior.

Teaching Strategies GOLD® can be used to assess the knowledge, skills, and behaviors of all children, including children with disabilities, children who are developing typically, and children who demonstrate competencies that exceed widely held developmental expectations. Teachers use the same process and rating scale for all children. The scale, which describes developmental milestones from birth through kindergarten, enables users to focus on each child's strengths rather than on what the child cannot yet do. With accurate assessment information, teachers can identify supportive strategies and individualize instruction.

Using *Teaching Strategies GOLD*® to assess children with disabilities provides significant benefits for a number of reasons:

- It meets the important indicators for appropriate assessment as recommended by the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National

Association for the Education of Young Children. It is used for specified purposes, is authentic, and has good psychometric qualities.

- It is comprehensive. Information is gathered across all areas of development and learning.
- It involves families in the assessment process.
- It identifies the child's skills and abilities and minimizes the impact of the disability on the results.
- It accounts for the fact that children demonstrate their competencies in various ways and emphasizes what the child can do. Incremental rates of progress are documented within a broad range of development and learning tasks, and teachers can anticipate children's likely next steps.
- It is a strengths-based tool. Children's knowledge, skills, and behaviors are rated on a scale that describes emerging competencies as well as mastery. It provides an ongoing record of what a child can do at every checkpoint.

When using *Teaching Strategies GOLD®*, the teacher considers the idea captured by each objective as it applies to individual children. The teacher observes how each child progresses toward meeting the objective while using individualized modification, assistive devices, or adult support as necessary to participate in learning activities. *Teaching Strategies GOLD®* uses universal language that reflects an understanding that children show what they know and can do in various ways. The rating scale accounts for the many emergent skills that precede mastery, so teachers can document increments of developmental progress.

5c) High-Quality Teacher-Child Interactions

In addition to the daily resources that focus on specific learning objectives, the five foundational volumes explain how to plan responsively and teach intentionally with the curricular objectives in mind. Here are a few examples:

- *The Creative Curriculum® for Preschool, Volume 1: The Foundation*
  - "Supporting Learning in Interest Areas" (pp. 168–171) gives examples of materials and interactions that promote development and learning in all developmental domains.
  - "Analyzing and Responding" (pp. 189–194) explains the second step of the assessment cycle and offers examples of how teachers observe, reflect, and respond to children with a focus on particular learning objectives.
- *The Creative Curriculum® for Preschool, Volume 2: Interest Areas*
  - *Volume 2: Interest Areas* relates the curricular objectives to children's experiences in the interest areas and the outdoors. For example, please see "What Children Learn in the Discovery Area" and "The Teacher's Role" (pp. 330–397), which explain how children interact with materials and peers in the Discovery area and how their experiments, discoveries, and interactions relate to the objectives for development and learning. It also gives examples of how teachers observe, reflect, and respond to children in order to support their development of particular knowledge, skills, and behaviors.
- *The Creative Curriculum® for Preschool, Volume 3: Literacy*
  - "Supporting Children's Oral Language Learning" (pp. 599–603) offers examples of how teachers interact with children throughout the day to support language development. An example of a related objective is given for each example of what a child might do.

- “Effective Ways to Read Aloud” (pp. 608–613) gives guidance for interacting with children before, during, and after reading a book. It also gives multiple examples of the types of interactions that teachers have with children during book discussions and links those examples directly to objectives for development and learning.
- Chapter 23, “Literacy Learning in Interest Areas,” gives examples of what a child might do in each of the 10 interest areas and the outdoors, how those examples relate to particular objectives for development and learning, and how they relate to literacy. See, for example, “Literacy in the Cooking Area” (pp. 696–697).

- *The Creative Curriculum® for Preschool, Volume 4: Mathematics*
  - For each of the 10 interest areas and the outdoors, examples are given of what a child might do and how those examples relate to particular objectives for development and learning. See, for example, “Mathematics in the Block Area” (pp. 847–849).
  - “Planning Learning Experiences” (pp. 812–827) discusses effective ways of combining child-initiated learning with teacher-guided instruction in order to explore specific mathematical concepts and experiences.
- *The Creative Curriculum® for Preschool, Volume 5: Objectives for Development & Learning*
  - The progressions presented in this volume explain the sequence of development as well as examples of how a child may demonstrate particular knowledge, skills, or behaviors.
  - Volume 5 also offers strategies for supporting children’s development and learning with regard to each objective. (For example, please see pp. 84–87, which present a research summary, a progression with indicators and examples, and strategies for promoting phonological awareness.)

Component 6: Culturally and Linguistically Responsive

6b) Comprehensive Support for Diverse Classrooms

Guidance and strategies for including materials in children's home languages are integrated throughout *The Creative Curriculum® for Preschool*.

- *Volume 1: The Foundation*, Chapter 1, "How Children Develop and Learn," emphasizes the importance of supporting children's home-language development. The section "English- and Dual-Language Learners" explores myths about learning a second language, the stages of second language acquisition, and the importance of promoting children's development of their home languages.

- In *Volume 1: The Foundation,* Chapter 2, "The Learning Environment," the section "Setting Up and Maintaining the Classroom," programs will find information about how to select materials that will be familiar to the children. It also recommends including children's home languages on labels and in other environmental print throughout the classroom.

- Each of the 11 chapters of *Volume 2: Interest Areas* provides guidance for selecting appropriate materials that honor the diversity of the children, families, and wider community. The selection criteria support cultural and linguistic responsiveness and promote inclusion.

- In *Volume 3: Literacy*, Chapter 18, "Planning Your Literacy Program," includes the comprehensive section "Supporting English Language Learners." The section addresses the unique strengths and needs of children with diverse cultural and linguistic backgrounds and the importance of providing appropriate supports. It presents an additive model, combining recent research with practical classroom application. Pages 580–581 explain the importance of maintaining the children's home languages and culture, and they emphasize the value of bilingualism for all children. Pages 582–584 explain the levels of second-language acquisition and outline appropriate instructional and assessment strategies. The cultural, social–emotional, environmental, oral language, and literacy supports recommended on pages 585–587 are essential to this component.

- *Volume 4: Mathematics,* Chapter 23, "Planning Your Mathematics Program," includes the section "Supporting English-Language Learners." It offers guidance for promoting the understanding of mathematical concepts by children who are dual-language learners. The strategies promote inclusion and enable children to demonstrate what they know and can do in many ways.

- The *Teaching Guides* infuse practical strategies for teachers to promote children's home language development throughout the daily and weekly plans. In addition to call-outs, professional development tips are embedded throughout each *Teaching Guide* to assist teachers in understanding recent research, current theory, and best practices concerning home language development and English language acquisition.

- Each of the 201 of the *Intentional Teaching Cards*™ includes the section "Including All Children," which offers teachers concrete tips for individualizing the activity to meet the strengths and needs of children who are dual-language learners.

- The *Children's eBook Collection* is a DVD with children's books in Spanish and English. Children can listen to and follow the stories at school and then share them with their families at home. Families who speak other languages can turn the sound off, talk about the pictures, and make up their own stories.

- Two of *The Creative Curriculum*®*/Teaching Strategies GOLD*® objectives are related to English language acquisition. The sequence of learning a second language is not specific to a particular language, so Objectives 37 and 38 may be adapted to assess progress in acquiring any second language.

- *Volume 5: Objectives for Development & Learning* and *Teaching Strategies GOLD*® include a "Home Language Survey" to help teachers gather information about the languages children hear and speak at home and at school. However, data gathered with this "Home Language Survey" are not used to label children or identify them for special services. They are used to help the teacher determine how to assess children most accurately and support their development and learning. With regard to all of the objectives other than those for English language and literacy, teachers are advised to assess children's development and learning by documenting their knowledge, skills, and behaviors when they respond in their preferred languages (the languages they choose at particular times to show what they know and can do).

Component 7: Ongoing Assessment

7a) The Ongoing Formative Assessment Process

The purposes of *Teaching Strategies GOLD*® are to help educators

- observe and document children's development and learning at particular points of time and over time;
- measure progress toward kindergarten readiness, development and learning at kindergarten entry, and progress throughout the kindergarten year;
- support, guide, and inform planning and individualized instruction;
- identify children who might benefit from special help, screening, or further evaluation;
- communicate information about children's learning and developmental gains to family members and other stakeholders;
- collect child outcome information as one part of a larger accountability system; and
- provide reports to help inform policy and program improvement decisions.

7d) Reporting

In *Teaching Strategies GOLD*®, data analysis, report design, and recommended use of assessment results are consistent with the intended purposes and psychometric properties of the instrument. Data that teachers enter into *Teaching Strategies GOLD*® online are always available to them through a Web-based platform. Teachers can access their students' records at any time to add and review documentation, complete evaluations, and generate reports. *Teaching Strategies GOLD*® employs a permissions-based structure for managing data and generating reports. For example, a teacher may access data and run reports for his or her class and children, but not other children. A family may only see information about its own child.

Administrators have many different roles and levels of access in *Teaching Strategies GOLD*®. A standard administrator has full administrative privileges and can access all program- (or site-) and child-level data. Other administrators are view-only users who cannot make changes to the program and/or site but who can see all details, including child data. This setting is often used for coaches and mentors. Still other administrators can be view-only users who cannot see child-level data. These users cannot make changes to the program or see child-level data. This permission level can be used for staff members (including researchers and other stakeholders) who need access only to aggregated data.

Teaching Strategies GOLD® enables teachers, and administrators to examine information about the skills, knowledge, and behaviors of individual students, and to combine data at the classroom, site, program, organizational (district), and state levels. *Teaching Strategies GOLD*® online reports present data in accessible, visually appealing ways that provide a deeper understanding of children's development and learning in comparison with their peers and widely held expectations for each grade. Some reports can be generated as soon as a teacher has entered preliminary or finalized data. Other reports are generated only when data have been finalized. Growth reports require data from at least two checkpoints.

The robust reporting features of *Teaching Strategies GOLD*® help teachers focus on children's developmental status and growth, and they provide program and state administrators with high-level reports that aggregate and disaggregate data at the class, site, program, organizational, and state levels. Administrators can use *Teaching Strategies GOLD*® reports to examine child-level data disaggregated according to gender, race, ethnicity, primary language, funding sources, age or class/grade, entry into program, IEP status, and whether the child receives free or reduced lunch. *Teaching Strategies GOLD*® can also be configured to capture other child-level information, such as a unique ID code. Fields can be customized to report site and classroom/provider identification.

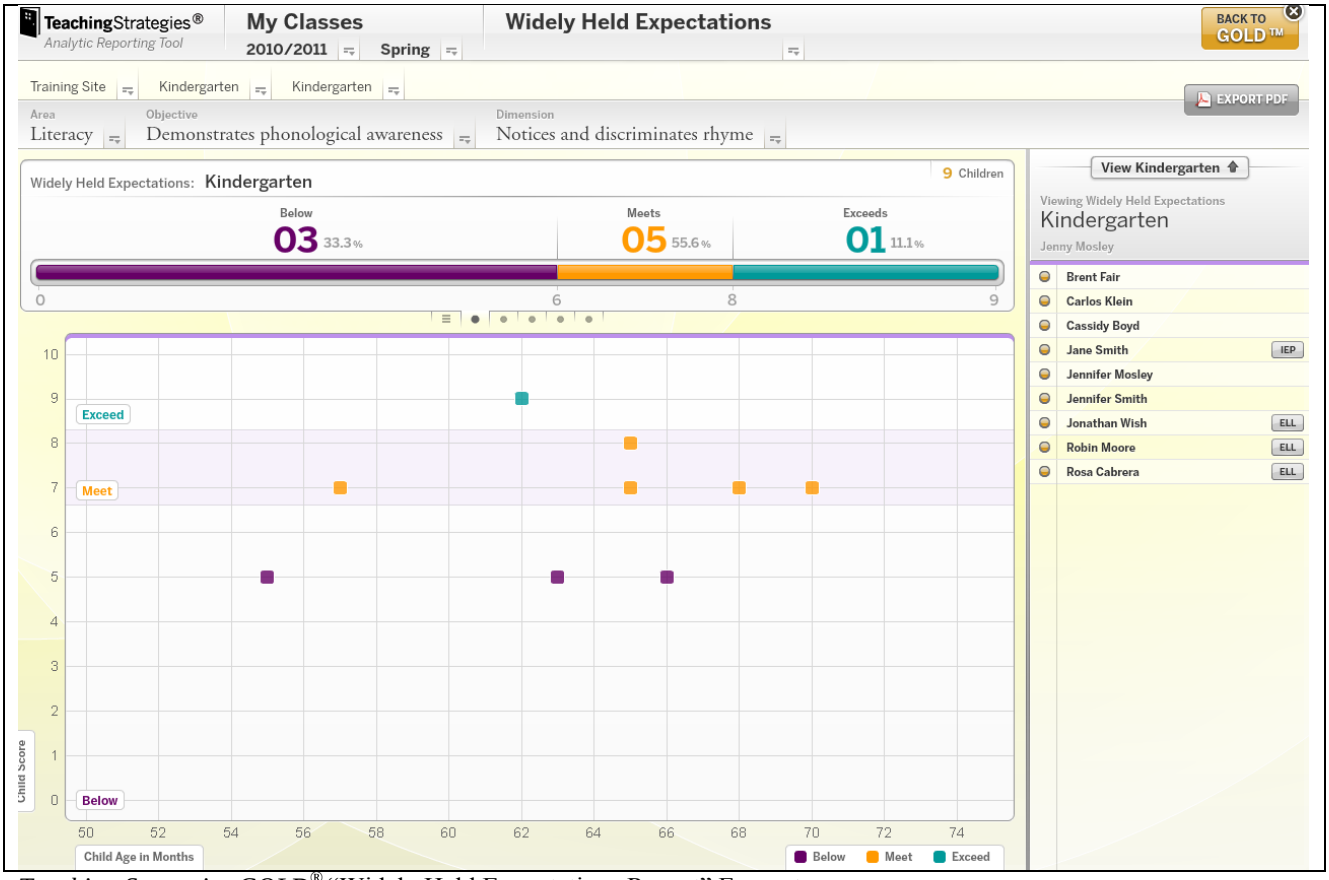
Teaching Strategies GOLD® online offers a suite of reports for teachers, families, administrators, and policy makers. The design of each report varies according to its purpose and intended audience. Some reporting features are available through both the administrator and teacher sites; others are only available to administrators with particular levels of access.

- The "Widely Held Expectations Report" compares information about the knowledge, skills, and behaviors of an individual child or group of children with the widely held expectations for children of the same class/grade.
- The "Growth Report" compares the growth of children in a class, site, program, organization (district), and/or state with nationally normed growth; shows a range of growth that is widely expected over the academic year; indicates the percentile of achieved growth; and enables users to determine the number of children who are meeting growth expectations. It also enables users to measure the total growth attained by a child, class, site, program, organization, or state for a particular item, objective, or area of development and learning.
- The "Alignment Report" shows how well the knowledge, skills, and behaviors of a child or group of children meet state early learning standards and/or align to the domains of the *Head Start Child Development and Early Learning Framework*.
- The "Class Profile Report" provides an overview of all children in a class during a particular checkpoint period.
- The "Individual Child Report" shows the developmental and learning levels of a child or group of children at a given point during a checkpoint period or throughout the year.
- The "Snapshot Report" gives an overarching look at program performance levels for a single checkpoint season.
- The "Development and Learning Report" highlights a child's particular strengths in specified areas of development and learning.
- The "Comparative Report" enables administrators to compare children's scores with widely held expectations for various age-groups and grades, compare data to expectations for a normed sample, compare skills across areas of development and learning, and compare demographic groups. It also enables users to measure the total growth of a child, class, site, program, organization, or state with regard to a particular item, objective, or area of development and learning.
- The "Kindergarten Readiness Report" is a type of comparative report. It enables administrators to compare a child's or a group of children's scores with a kindergarten readiness benchmark for each developmental area at the end of the prekindergarten year or at kindergarten entry. Data can be reported at the child, program, site, or organizational levels. The readiness benchmark, which is a scaled score for the area, represents a range of

knowledge, skills, and behaviors that children are expected to have acquired by the time they enter kindergarten.

- The "Documentation by Objective/Dimension Report" enables teachers and administrators to see how many documentation items were entered for each child, for each objective and dimension and for each area. It also shows for which children or objections/dimensions documentation has not yet been entered.
- The "Assessment Status Report" enables each teacher and their administrators to see (by area) whether levels have been entered and finalized for each child. That enables them to see where data is missing. Reports can be generated with data aggregated at various levels (e.g., child, class, program, organization).

The **"Widely Held Expectations Report"** is used by teachers and administrators. It compares children's knowledge, skills, and behavior with widely held expectations for children of the same class/grade. It shows whether the knowledge, skills, and behaviors a child or group of children are below, meeting, or exceeding criterion-referenced expectations. It can be customized to include data from an organization, program, site, or class, depending upon the user's level of access. Data can be viewed broadly or specifically. Teachers and administrators begin by looking at a particular area, and then they can look at children's developmental levels for specific objectives and dimensions. Users also have the option of incorporating information about support services, averages, and progress. For a literacy objective, the following chart shows the comparison for a class at a given point in time.



Teaching Strategies GOLD® "Widely Held Expectations Report" Excerpt

The **"Growth Report"** compares the growth of children in a class, site, program, organization, and/or state, with nationally normed growth. It shows a range of growth that is widely expected over the academic year and indicates the percentile of growth that was achieved. The summary box enables users quickly to determine the number of children who are meeting growth expectations.

***Teaching Strategies GOLD®* Growth Report**

Areas of Development: All Areas
Compare to: Widely Held Expectations
Checkpoint Periods: Fall 2011/2012, Spring 2011/2012
Checkpoint Types: Unfinalized and Finalized Checkpoint Levels
Age or Class/Grade at Checkpoint Period: Pre-K 4 class/grade (Blue)
Children to Compare: Only Children with Ratings in All Checkpoint Periods
Report Level: Organization, Programs, Sites, Classes and Child

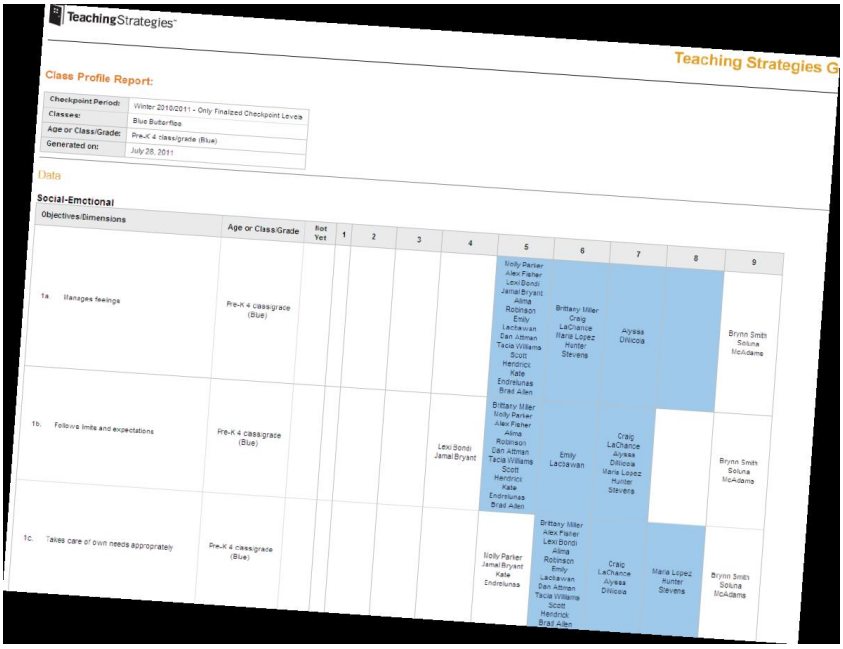
* N/A: The Widely Held Expectations cannot be rolled up for this organization, program, site or class. Refer to the Growth Report Help for more information.

Social-Emotional	Widely Held Expectations		Fall 2011/2012								Widely Held Expectations		Spring 2011/2				
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average	# Children Below	% Children Below	# Childr Meetin
TSI Training Org	46	62	54	47.1	21	38.9%	31	57.4%	2	3.7%	46	62	54	58.8	2	3.7%	43
Demo Account Program	46	62									46	62					
Huskers	46	62									46	62					
PDN Program	46	62	13	44.9	6	46.2%	7	53.8%			46	62	13	60.6			11
PDN Site	46	62	13	44.9	6	46.2%	7	53.8%			46	62	13	60.6			11
Blue Bears (Lead Teacher: Bridgett Scarborough)	46	62	13	44.9	6	46.2%	7	53.8%			46	62	13	60.6			11
Maria Delgado	46	62	1	47			1	100%			46	62	1	60			1
Maria Delgado	46	62	1	47			1	100%			46	62	1	60			1
David Harvey	46	62	1	45	1	100%					46	62	1	58			1
David Harvey	46	62	1	45	1	100%					46	62	1	58			1
Alex Martin	46	62	1	46			1	100%			46	62	1	62			1
Dina Mondsen	46	62	1	44	1	100%					46	62	1	61			1
Dina Mondsen	46	62	1	44	1	100%					46	62	1	61			1
Matthew Paul	46	62	1	36	1	100%					46	62	1	56			1

Teaching Strategies GOLD® "Growth Report" Excerpt

"Comparative Reports" enable administrators to compare children's scores with widely held expectations for various age-groups and grades, compare data to expectations for a normed sample, compare skills across areas of development and learning, and compare groups based on demographic characteristics. Administrators generate the "Comparative Report" to compare data at the state, organization, program, site, class, or child level. For the pre-K year (the year before kindergarten), *Teaching Strategies GOLD*® provides kindergarten readiness reports. It also provides comparative reports at kindergarten entry.

The **"Class Profile Report"** compares information about the knowledge, skills, and behaviors of the children in one or more classes with widely held expectations for their age or class/grade. This information can be presented for each dimension during one checkpoint period. It assists planning by enabling teachers and administrators quickly to see children's developmental levels.



TeachingStrategies

Teaching Strategies G

Class Profile Report:

Checkpoint Period:	Winter 2010/2011 - Only Finalized Checkpoint Levels
Classes:	Blue Butterflies
Age or Class/Grade:	Pre-K 4 class/grade (Blue)
Generated on:	July 28, 2011

Data

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade (Blue)						Molly Parker, Alex Fisher, Lexi Bondi, Jamal Bryant, Alina Robinson, Emily Lactawan, Dan Attman, Tacia Williams, Scott Hendrick, Kate Endrelunas, Brad Allen	Brittany Miller, Craig LaChance, Maria Lopez, Hunter Stevens	Alyssa DiNicola		Brynn Smith, Selina McAdams
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)					Lexi Bondi, Jamal Bryant	Brittany Miller, Molly Parker, Alex Fisher, Alina Robinson, Dan Attman, Tacia Williams, Scott Hendrick, Kate Endrelunas, Brad Allen	Emily Lactawan	Craig LaChance, Alyssa DiNicola, Maria Lopez, Hunter Stevens		Brynn Smith, Selina McAdams
1c. Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)						Molly Parker, Jamal Bryant, Kate Endrelunas	Brittany Miller, Alex Fisher, Lexi Bondi, Alina Robinson, Emily Lactawan, Dan Attman, Tacia Williams, Scott Hendrick, Brad Allen	Craig LaChance, Alyssa DiNicola	Maria Lopez, Hunter Stevens	Brynn Smith, Selina McAdams

Teaching Strategies GOLD® "Class Profile Report" Excerpt

The **"Individual Child Report"** enables teachers and administrators see how individual children are performing during one checkpoint period or progressing over multiple checkpoint periods. It helps teachers plan for each child and to identify areas where the child needs additional support. When generated with data from multiple checkpoint periods, it can be used to show an individual child's progress.

Individual Child Report:

Child:	Brent Fair
Birth Date:	12/04/2006
Checkpoint Seasons:	Spring 2010/2011 Include only finalized checkpoints
Generated on:	May 20, 2011

Data for Brent Fair

* = Preliminary Levels

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Kindergarten (Purple)						Spring 2010/2011				
1b. Follows limits and expectations	Kindergarten (Purple)						Spring 2010/2011				
1c. Takes care of own needs appropriately	Kindergarten (Purple)							Spring 2010/2011			
2a. Forms relationships with adults	Kindergarten (Purple)							Spring 2010/2011			
2b. Responds to emotional cues	Kindergarten (Purple)						Spring 2010/2011				
2c. Interacts with peers	Kindergarten (Purple)							Spring 2010/2011			
2d. Makes friends	Kindergarten (Purple)							Spring 2010/2011			
3a. Balances needs and rights of self and others	Kindergarten (Purple)							Spring 2010/2011			
3b. Solves social problems	Kindergarten (Purple)							Spring 2010/2011			

Teaching Strategies GOLD® "Individual Child Report" Excerpt

When used for kindergarten entry assessment, the "Individual Child Report" gives the teacher benchmarks for each child. In the example below, the purple area shows whether the child's skill levels are within or outside of the range of widely held expectations for kindergarten children in the area of literacy. At the time of entry, the kindergarten child in the example below was developing as expected except for a dimension of phonological awareness (Dimension 15c). With this information, the teacher is able to plan instruction that will support further development of this child's phonological awareness.

Literacy

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Kindergarten (Purple)							Fall 2010/2011			
15b. Notices and discriminates alliteration	Kindergarten (Purple)					Fall 2010/2011					
15c. Notices and discriminates smaller and smaller units of sound	Kindergarten (Purple)				Fall 2010/2011						
16a. Identifies and names letters	Kindergarten (Purple)					Fall 2010/2011					
16b. Uses letter-sound knowledge	Kindergarten (Purple)				Fall 2010/2011						
17a. Uses and appreciates books	Kindergarten (Purple)							Fall 2010/2011			
17b. Uses print concepts	Kindergarten (Purple)					Fall 2010/2011					
18a. Interacts during read-alouds and book conversations	Kindergarten (Purple)					Fall 2010/2011					
18b. Uses emergent reading skills	Kindergarten (Purple)						Fall 2010/2011				
18c. Retells stories	Kindergarten (Purple)					Fall 2010/2011					
19a. Writes name	Kindergarten (Purple)						Fall 2010/2011				
19b. Writes to convey meaning	Kindergarten (Purple)						Fall 2010/2011				

Teaching Strategies GOLD® "Individual Child Report" Excerpt

The **"Snapshot Report"** displays assessment results at a given point in time by class/grade (e.g., kindergarten) in relation to the Head Start framework domains, the *Teaching Strategies GOLD*® areas of development and learning, or each *Teaching Strategies GOLD*® dimension. It gives teachers and administrators an overarching look at their program's performance levels for a single checkpoint season. Data can be filtered on the basis of important demographic data, such as disabilities, language, ages, and birthdates. It does not show identifying information about any child, so it is useful for sharing information with boards and funders.

Table 1: Literacy

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Kindergarten						3 33.33%		4 44.44%	1 11.11%	1 11.12%
15b. Notices and discriminates alliteration	Kindergarten				3 33.33%			2 22.22%	3 33.33%		1 11.12%
15c. Notices and discriminates smaller and smaller units of sound	Kindergarten				3 33.33%			2 22.22%	3 33.33%	1 11.12%	
16a. Identifies and names letters	Kindergarten			1 11.11%	1 11.11%	1 11.11%		1 11.11%	4 44.44%		1 11.12%
16b. Uses letter-sound knowledge	Kindergarten		2 22.22%	1 11.11%				2 22.22%	3 33.33%		1 11.12%
17a. Uses and appreciates books	Kindergarten						3 33.33%		4 44.44%	1 11.11%	1 11.12%
17b. Uses print concepts	Kindergarten				3 33.33%			1 11.11%	4 44.44%		1 11.12%
18a. Interacts during read-alouds and book conversations	Kindergarten				3 33.33%				5 55.56%		1 11.11%
18b. Uses emergent reading skills	Kindergarten					3 33.33%			4 44.44%	1 11.11%	1 11.12%

Teaching Strategies GOLD® "Snapshot Report" Excerpt

The **"Development and Learning Report"** helps teachers share important information with family members. Generated in either English or Spanish, the report uses an easy-to-understand format to convey what the child is currently able to do and what developmental steps he or she will probably take next. The "Development and Learning Report" provides a simple narrative that explains the child's knowledge, skills, and behaviors in relation to each objective and dimension. On the basis of the child's developmental levels, the report also recommends activities for the family to do at home to provide additional support. The report can be sent to families electronically through the dedicated family portal. Sending the report electronically also enables the family to access the recommended activities (in English or Spanish) online.

Literacy

Currently, Kyla:	Recommended Activity
Decides whether two words rhyme	Boa Constrictors, Candlesticks, and Jumping Elephants: Having Fun With Rhymes (View Other Activities)
Matches beginning sounds of some words	Me, Too! (View Other Activities)
Hears and shows awareness of separate syllables in words	Clapping Songs (View Other Activities)
Recognizes as many as 10 letters, especially those in own name	Alphabet Book (View Other Activities)
Produces the correct sounds for 10-20 letters	A Letter to a Friend (View Other Activities)
Uses various types of books for their intended purposes	Book Fun
Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	I Can Read Words (View Other Activities)
Identifies story-related problems, events, and resolutions during conversations with an adult	Can You Do It? (View Other Activities)
Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	Creating a Job Chart (View Other Activities)
Retells a familiar story in proper sequence, including major events and characters	Budding Author (View Other Activities)
Accurately writes his or her name	Computer Sign-Up (View Other Activities)
Uses early invented spelling	Being Kind to Our Pet (View Other Activities)

Next Kyla will:

- Begin to generate a group of rhyming words when given a word
- Begin to isolate and identify the beginning sound of a word
- Begin to verbally separate and blend onset and rime
- Begin to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order
- Begin to show understanding that a sequence of letters represents a sequence of spoken sounds
- Begin to match a written word with a spoken word but it may not be the actual written word; track print from the end of a line of text to the beginning of the next line
- Begin to reconstruct story using pictures, text, and props; begin to make inferences and draw conclusions
- Begin to try to match oral language to words on page; point to words as reads; use different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print

Teaching Strategies GOLD® "Development and Learning Report" Excerpt

The **"Documentation by Objective/Dimension Report"** enables teachers and administrators to see how many documentation items were entered for each child, for each objective and dimension and for each area. It also shows for which children or objections/dimensions documentation has not yet been entered. The information aids teachers in gathering the data necessary for determining children's checkpoint levels.

TeachingStrategies®

Teaching Strategies GOLD®

Documentation by Objective/Dimension for Bears

Current View
All Types of Documentation for All Children in **Bears**
Area of Development: All Areas of Development
Period: Fall 2013/2014

* Please note that the number in the **Documentation Count** column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under **Documentation Count**.

Cognitive

Child	11a	11b	11c	11d	11e	12a	12b	13	14a	14b	Documentation Count
Brad Allen							1	1			**1**
Dan Attman	1	1	1	2		1	1				**3**
Lexi Bondi					1				1	1	**1**
Jamal Bryant							1				**1**
Alyssa DiNicola											
Kate Endrelunas											
Alex Fisher				1	1	2				1	**3**
Scott Hendrick	1	1	3	4	4	1	4		3	1	**7**
Emily Lacbawan									3	3	**3**
Craig LaChance					1				2	2	**2**
Maria Lopez				1		1					**1**
Soluna McAdams											

Literacy

Child	15a	15b	15c	16a	16b	17a	17b	18a	18b	18c	19a	19b	Documentation Count
Brad Allen						1							**1**
Dan Attman	1												**1**
Lexi Bondi	1			1									**2**
Jamal Bryant						1							**1**
Alyssa DiNicola	1			1									**2**
Kate Endrelunas													
Alex Fisher													
Scott Hendrick							1	1	1				**3**

Teaching Strategies GOLD® "Documentation by Objective/Dimension Report" Excerpt

The **"Assessment Status Report"** enables each teacher and their administrators to see (by area) whether levels have been entered and finalized for each child. That enables them to see where data is missing. Reports can be generated with data aggregated at various levels (e.g., child, class, program, organization).

TeachingStrategies®

Teaching Strategies GOLD®

Bears — Assessment Status Report

Currently Viewing:
Period: Winter 2013/2014
Checkpoints: Finalized Only

Bears

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Alex Fisher	100%	100%	100%	100%	100%	100%
Alima Robinson	100%	100%	100%	100%	100%	100%
Alyssa DiNicola	100%	100%	100%	100%	100%	100%
Brad Allen	100%	100%	100%	100%	100%	100%
Brittany Miller	100%	100%	100%	100%	100%	100%
Brynn Smith	100%	100%	100%	100%	100%	100%
Craig LaChance	100%	100%	100%	100%	100%	100%
Dan Attman	100%	100%	100%	100%	100%	100%
Emily Lacbawan	100%	100%	100%	100%	100%	100%
Hunter Stevens	100%	100%	100%	100%	100%	100%
Jamal Bryant	100%	100%	100%	100%	100%	100%
Kate Endrelunas	100%	100%	100%	100%	100%	100%
Lexi Bondi	100%	100%	100%	100%	100%	100%
Maria Lopez	100%	100%	100%	100%	100%	100%
Molly Parker	100%	100%	100%	100%	100%	100%
Scott Hendrick	100%	100%	100%	100%	100%	100%
Soluna McAdams	100%	100%	100%	100%	100%	100%
Tacia Williams	100%	100%	100%	100%	100%	100%

Teaching Strategies GOLD® "Assessment Status Report" Excerpt

7e) Reliability, Validity, and Conformity of Assessment Implementation

After several years of development and field testing, *Teaching Strategies GOLD*® was published in the summer of 2010. The Center for Educational Measurement and Evaluation (CEME) at The University of North Carolina at Charlotte has since conducted extensive research on *Teaching Strategies GOLD*®, involving thousands of children and teachers. The Center's findings show that the *Teaching Strategies GOLD*® assessment system yields highly valid and reliable results. Rasch analysis and item difficulty analysis showed that the tool produces relevant and sensitive data for all populations.

In 2013, Teaching Strategies published a new technical manual with updated reliability and validity data based on both Classical and Item Response Theory measurement models. Researchers also updated the norm tables, which cover 3-month age bands for children from birth through 71 months.

CEME determined a norm sample of 18,000 children, drawing from a population of 934,073 children who received educational services from centers and school-based sites located in all regions of the United States. Children in the sample represented all age-groups and grade levels from birth through kindergarten. There were sufficient numbers of children in the population to sample six age-groups, with each group having 3,000 children in their proper proportions so as to match the U.S. Census Bureau 2009 estimates with respect to seven ethnic subgroups. These strata covered ages birth to 71 months and represent the ages for which the assessment tool is most widely used.

CEME researchers used differential item analysis to determine whether any *Teaching Strategies GOLD®* items operate differently for English-language learners (ELLs) and whether any items operate differently for children with disabilities. Three age-groups (3-, 4-, and 5-year olds) were selected for this study. Data were analyzed according to each child's primary language and disability status. There is strong evidence that the items in *Teaching Strategies GOLD®* operate in the same way for children whose family language is not English as they do for children whose home language is English. The evidence also shows that the assessment instrument is valid and reliable for children with disabilities.

Several analyses were also conducted to determine whether *Teaching Strategies GOLD®* is a reliable measure of development and learning. These included person and item reliabilities, internal consistency reliability, and interrater reliability. The items in all areas of development and learning had high reliability scores. Interrater reliability was also measured, with all reliability scores above 0.8. A more technical discussion of validity and reliability is offered in the *Technical Manual for the Teaching Strategies GOLD® Assessment System* (2011, 2013). CEME is continuing its analyses as more data are collected over time.

Teaching Strategies GOLD® provides norm scores for growth, enabling users to compare growth across areas. The assessment system can be used to track the growth over time of children of different ages and to monitor their readiness for kindergarten. Data from a final norm sample were used to identify expected growth trajectories.

Raw scores were derived by summing across the teacher ratings for all of the items in each scale of the assessment instrument. Each item was rated by teachers who used a 10-point scale. Researchers further developed scale scores for each of the six developmental areas by using Item Response Theory Scale scores, which are more reliable and meaningful than raw scores. Scale scores were calibrated to conform to a normal distribution with a mean of 500 and a standard deviation of 100 across the entire age range. The mean of 500 was associated with children at 36 months of age, which was sensible because that is the intended middle of the age range for the instrument.

Extensive analysis of data from the 2010–2011, 2011–2012, and 2012–2013 academic years confirms the validity and reliability of the scale scores created for each developmental area of *Teaching Strategies GOLD*®. Various reliability and validity checks were conducted to ensure the reliability and validity of the growth scores. For more information, please see the *Growth Norms Technical Report*, which is available upon request. Results demonstrate that the *Teaching Strategies GOLD*® raw and scale scores are sensitive to the process of child growth and development. Analyzing the normed scores can help teachers understand children's skills and relative areas of strength and weakness; monitor their expected growth; and compare children's knowledge, skills, and behaviors to a nationally representative sample.

In 2013, the American Institutes for Research conducted a study to examine the concurrent validity of *Teaching Strategies GOLD*®, exploring the associations between *Teaching Strategies GOLD*® scale scores and a) teacher ratings of children's social functioning and learning behaviors and b) child performance on direct assessments of academic skills. Findings support the concurrent validity of *Teaching Strategies GOLD*® with a wide range of other assessment measures, providing assurance that important information can be gathered by using *Teaching Strategies GOLD*®.

(This page was left blank intentionally.)

Example for Component 4, paragraph a

As an example of a learning activity that includes specific, measurable, child-focused, and developmentally appropriate learning goals, the next page shows a reduced image of *Intentional Teaching Card* P12, "Jump the River." Please note that the primary and related objectives are identified in the upper-right corner of the card. The developmental progressions that are presented in *Volume 5* for those objectives show sequence of observable indicators. *Teaching Strategies GOLD* presents the same progressions, along with a rating scale that enables teachers to measure each child's development and learning with regard to each objective.

P11
Outdoors

Jump the River

What You Do

Materials: tape, chalk, or a jump rope as a visual guide for each child; large indoor or outdoor space

Create a visual guide for the children to jump over: a line of tape on the floor, chalk on the sidewalk, or a jump rope on the ground.

1. **Invite the children to join you in a large indoor or outdoor space.**
2. **Ask the children to join you in jumping over the river. Explain that the line, or rope, on the ground is the river, and that they should try to jump over the river without getting their feet wet. Demonstrate how to jump over the river and stay dry.**

   "I see the river in front of me. I think I better use two feet to jump over it. How else could I get over the river?"
3. **Invite the children to walk around the space (the park or the woods). When they come to a river (rope or line on the ground), ask them to jump over the river and keep their feet dry. Sing the following lyrics to the tune of "For He's a Jolly Good Fellow":**

   Jamal jumped over the river, Jamal jumped over the river.

   Jamal jumped over the river, to get to the other side.
4. **Allow sufficient time for children to jump over the river. Continue the activity for as long as it interests the children.**

Teaching Sequence

YELLOW	**Ask the child to begin by stepping over the river. Next, ask him to walk to the river and jump over it.** "Try to land on two feet without falling." "Taking off and landing on two feet helps you to stay balanced."
GREEN	**Show the child how to hold both arms by her side and then behind her. As the child jumps into the air, she should swing her arms forward. This will help her jump farther and higher. Encourage the child to take off and land on two feet.** "How far can you jump over the river?" "How high can you jump as you go over the river?"
GREEN BLUE	**Invite the child to pretend to jump over the river. Ask him to experiment with different ways to jump over the water.** "Take off on one foot and land on the same foot." "When you jump today, make sure that you bend your knees when you take off and when you land."
BLUE PURPLE	**Challenge the child to turn her body in the air while jumping. Offer visual cues that would equal a quarter turn, a half turn, and a full turn.** "As you jump across the river this time, see if you can turn to the windows and land on both feet." "When you jump, see if you can turn and land facing the opposite side of the room." "Try to turn your body in a circle when you jump."
PURPLE	**Add more rivers and encourage the child to jump over all the rivers.** "This time see if you can hop over all three rivers in a row."

Objective 5
Demonstrates balancing skills

Related Objectives: 1, 3, 4, 8, 11, 14

Additional Ideas

Jumping has three successive phases:

- ***Takeoff* is the action the child takes to propel his or her body off the ground.**
- ***Flight* is the action of the child's body while it is airborne.**
- ***Landing* is the action of the child's body as it reestablishes contact with the ground.**

Including All Children

- Use a wide strip of high-contrast tape on the floor for children with mobility devices to step over.
- Demonstrate with gestures and movements as you give directions.**
- Hold the child's hand as the child bends at the knee to jump over the river.
- Place a yellow or red sheet on the floor to make the river easier to see.
- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.**

Questions to Guide Your Observations

- Was the child able to maintain control and balance while jumping and landing?
- Was the child able to jump in different directions?
- Did the child demonstrate physical self-regulation by taking turns with others when jumping?
- Was the child able to listen and follow directions?

Related *LearningGames*®

- "Copy Each Other"

Example for Component 4, paragraph b

As an example of how a learning activity aligns with the Foundation Blocks and with language and literacy content, the following page shows a reduced image of *Intentional Teaching Card* LL11, "Rhyming Riddles." That learning experience addresses the areas of language and literacy, focusing primarily on Objective 15, "Demonstrates phonological awareness," Dimension a, "Notices and discriminates rhyme." That dimension relates to Virginia Literacy Block 3, Phonological Awareness, "The child will manipulate the various units of speech sounds in words" [a) "Identify words that rhyme and generate simply rhymes," and b) "Identify words within spoken sentences")]. The developmental progression for Dimension a is also shown because it corresponds to the teaching sequence included on *Card* LL11.

LL11

Library

Rhyming Riddles

What You Do

Materials: chart paper and markers; pictures of objects that represent two-phoneme words, e.g., shoe, key, etc.; props that rhyme with chosen words, e.g., hat, mitten, or book

1. **Invite the children to join you in a game called "Rhyming Riddles." Explain that rhyming words sound alike at the end of the word. Offer some examples, and invite children to say some rhyming words they know. Write the rhyming words on the chart paper.**
2. **Explain that a riddle is a word puzzle, or word problem, that the children must figure out. Pose a riddle that prompts them to supply a rhyming word. For example:**

   "I'm thinking of something you wear on your head that rhymes with *cat*."

   "For lunch we will be having a fruit that rhymes with *danana*."
3. **Use name riddles to help children transition from one activity to the next, such as:**

   "I'm thinking of someone whose name rhymes with *skate*. Yes, *Kate* and *skate* rhyme. Kate, you may choose an interest area."

Objective 15

Demonstrates phonological awareness

Related Objectives: 2, 3, 8, 9, 11

Including All Children

- Use objects of various sizes and textures.
- Review the names of all of the props before you begin to emphasize the sounds of the words.
- Partner children with different language skills. One child can pull an object out of a box and the other can respond with a rhyming word.
- Because this is a listening activity, give a child time to move around, e.g. run or jump, before you begin the activity.
- Offer examples of rhyming words in the children's home languages.**
- Give all children time to express themselves.**

Teaching Sequence

YELLOW	**When introducing a rhyming riddle, use a prop to prompt her to say the rhyming word.** "I'm thinking of something that you wear on your hands that rhymes with *kitten*." **Hold up the mitten to help the child.**
GREEN	**Offer two or three props, e.g., socks, bear, or mitten. Invite the child to solve the rhyming riddle with one of the props.** "I'm thinking of something that rhymes with *blocks*. We wear them on our feet." "That's right. *Blocks* rhymes with *socks*."
GREEN BLUE	**Invite the child to solve the riddle without using props.** "I'm thinking of something that growls and rhymes with *chair*." "Yes, *bear* and *chair* rhyme—they both sound the same at the end."
BLUE PURPLE	**Help the child decide if two words rhyme by asking him to compare the two words. Present the riddle in two parts.** "I'm thinking of something we wear on our hands in winter." **Write the answers on the chart paper, and read them back.** "*Glove* and *mitten*. Okay, the one I'm thinking of rhymes with *kitten*." **Record the rhyming word next to its mate. Invite the child to repeat the rhyming words and offer a rhyme for the other word.** "*Kitten* and *mitten* rhyme! What about *glove*? Can you think of something that rhymes with *glove*?"
PURPLE	**Once the child has answered the riddle successfully, invite her to think of other words that rhyme with those in the riddle.** "What else rhymes with *bear*? Yes, *hair*, *stare*, *share*, and *care*. You thought of many words that rhyme with *bear* and *chair*!" **Display a few of the photo cards. Encourage the child to recognize and blend individual phonemes using the picture cards and then identify if the word rhymes with the words in the list.** "I see a picture of a /t/ /o/. Can you find the /t/ /o/? Yes, it is toe! Does toe rhyme with any of the words on our list?" **Encourage the child to create her own riddles to ask you.**

Questions to Guide Your Observations

- Was the child able to answer the riddle with the given cues?
- How many words was the child able to rhyme?
- Did the child interact with you and contribute to the group in this game?
- How long was the child able to attend to this experience?

Related *LearningGames*®

- "Rhyming"

Objective 15 Demonstrates phonological awareness

a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games • Hums along and joins in random words in rhyme • Sings with a group, "One, two, buckle my shoe..."		**Fills in the missing rhyming word; generates rhyming words spontaneously** • Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)." • Chants spontaneously, "Me, fee, kee, tee, lee, bee."		**Decides whether two words rhyme** • "Do *bear* and *chair* rhyme? What about *bear* and *goat*?" • Matches rhyming picture cards		**Generates a group of rhyming words when given a word** • Says, "Bat, sat, lat," when asked, "What words rhyme with *cat*?"	

Example for Component 4, paragraph d

As examples of how the consistent format of the daily practice resources makes it easy for teachers to find information easily, the following pages show

- a reduced image of an "At a Glance" chart for Investigation 6 of the *Trees* study
- the daily plan for Day 1 of Investigation 6
  (With *GOLDplus*™, teachers can import content form a Teaching Guide into an electronic planning form and easily reorganize the events of the)
- a reduced image of Intentional Teaching Card LL21, "Buried Treasures"
  (Every Intentional Teaching Card is organized the same way, with a title and series number, identification of the interest area where the activity is most likely to be conducted, specification of primary and related objectives, instructions for conducting the activity (including a blue box with information for collecting materials and setting up the activity), suggestions for including all children, a teaching sequence that gives starting points for individualizing the activity, questions to guide the teacher's observations during the activity, and related *LearningGames*® that can be sent home for families to extend their children's learning.

AT A GLANCE

Investigation 6

What can we do with parts of trees?

	Day 1	Day 2	Day 3	Day 4
Interest Areas	**Discovery:** wood, sandpaper, digital camera **Computer:** eBook versions of *A Tree Is For...*	**Discovery:** variety of papers; magnifying glasses; Intentional Teaching Card LL63, "Investigating & Recording"	**Discovery:** wood, woodworking tools **Computer:** eBook versions of *A Tree Is For...*	**Music and Movement:** wooden instruments
Question of the Day	Are there more or fewer than 10 sticks in the guessing jar?	What would you like to ask our visitor today?	Is our school made from wood?	Which wooden instrument would you like to play? (Display two or three different instruments.)
Large Group	**Music:** Drums **Discussion and Shared Writing:** What Things Are Made From Wood? **Materials:** guessing jar filled with sticks; drums; collection of tree parts and wooden and nonwooden objects	**Music:** Beating Drum Patterns **Discussion and Shared Writing:** Visitor Who Makes Things From Wood **Materials:** Mighty Minutes 26, "Echo Clapping"; drums	**Game:** 1, 2, 3, What Do I See? **Discussion and Shared Writing:** Woodworking Tools **Materials:** Mighty Minutes 50, "1, 2, 3, What Do I See?"; small basket of tree parts; scarf or other piece of fabric	**Music:** Beating Drum Patterns **Discussion and Shared Writing:** Exploring Wooden Instruments **Materials:** Mighty Minutes 26, "Echo Clapping"; drums; collection of wooden instruments; audio recorder
Read-Aloud	*A Tree Is For...*	*A Grand Old Tree* Book Discussion Card 16 (first read-aloud)	*A Tree Is For...*	*A Grand Old Tree* Book Discussion Card 16 (second read-aloud)
Small Group	**Option 1: Drawing a House** Intentional Teaching Card LL32, "Describing Art"; *The Three Little Pigs*; drawing supplies **Option 2: Building a House** Intentional Teaching Card LL32, "Describing Art"; *The Three Little Pigs*; straw; small sticks, twigs, or craft sticks; clay	**Option 1: Wooden Collections** Intentional Teaching Card M05, "Sorting & Classifying"; objects that define boundaries for sorting **Option 2: Wood Hunt** Intentional Teaching Card M05, "Sorting & Classifying"; digital camera; objects that define boundaries for sorting	**Option 1: A Closer Look at Wood** Intentional Teaching Card LL63, "Investigating & Recording"; magnifying glasses; collection of wooden objects; small clipboards; paper and pencils **Option 2: Close Up Outdoors** Intentional Teaching Card LL63, "Investigating & Recording"; magnifying glasses; outdoor space with trees and/or other wooden items; clipboards; paper and pencils	**Option 1: Tallying** Intentional Teaching Card M06, "Tallying"; clipboard; paper; pencils or crayons **Option 2: Graphing** Intentional Teaching Card M11, "Graphing"; large graph paper or lined chart paper; markers; stickers; pictures
Mighty Minutes™	Mighty Minutes 20, "I Can Make a Circle"	Mighty Minutes 18, "I'm Thinking Of..."	Mighty Minutes 57, "Find the Letter Sound"; letter cards	Mighty Minutes 55, "Mr. Forgetful"

Make Time For...

Outdoor Experiences

Physical Fun

- Use Intentional Teaching Card P14, "Moving Through the Forest." Follow the guidance on the card.

Family Partnerships

- Invite families to participate in the celebration at the end of this study.
- Invite families to access the eBooks, *A Tree Is For...* and *The Three Little Pigs*.

Wow! Experiences

- Day 2: A visit from a person who makes things out of wood

Invite the visitor to demonstrate how he or she makes something from wood.

Day 1 Investigation 6

What can we do with parts of trees?

Vocabulary

English: *wooden*

Spanish: *de madera*

Large Group

Opening Routine

- Sing a welcome song and talk about who's here.

Music: Drums

- Use a real drum to demonstrate how a drum can be played, e.g., loudly and quietly, or quickly and slowly.
- Talk about the difference between just making noise and making music.
- Give each child a drum, or encourage the children to find things in the room that they can use as drums.
- Show them how to hold their drums in a resting position until everyone is ready.
- Play the beat to a familiar tune, and invite the children to play along.

Discussion and Shared Writing: What Things Are Made From Trees?

- Review the question of the day.
- Show some of the larger tree parts from your collection, such as tree stumps, tree cookies, or large branches.
- Explain, "Sticks, tree branches, and tree trunks are *wooden*, which means they are made from wood. We make things from wood because it is hard and strong."
- Say, "Remember that trees are living things. They grow and change. Once the tree is cut down, the wood becomes nonliving." Refer back to the list of living and nonliving things that you created during Investigation 5, "How do trees change?" Point out any nonliving, *wooden* items.
- Pass around a collection of objects, some of which are obviously made of wood, e.g., a wooden spoon or wooden toy truck, and others that are not.
- Ask children to sort the objects into two categories: things that are *wooden* and things that are not *wooden*.
- Record the names of the wooden items.

English-language learners
When English-language learners ask you to name a wooden object in English, ask them to tell you its name in their home languages. This strategy helps them feel like experts. It also introduces words in various languages to other children.

Before transitioning to interest areas, talk about the wood and sandpaper in the Discovery area and how children can use them.

Choice Time

As you interact with children in the interest areas, make time to

- Talk to them as they experiment with the wood and sandpaper.
- Take pictures of their experiments.
- Ask, "How does the wood change when you rub the sandpaper back and forth on it?"
- Record their responses, and post them in the Discovery area along with photos of their experiments.

Read-Aloud

Read *A Tree Is For...*

- **Before you read**, tell the title and ask, "What do you think this book is about?"
- **As you read**, ask, "How do you have fun with trees?" after you read the part about "a tree is for having fun."
- **After you read**, list the things in the book that are made from trees. Tell the children that the book will be available on the computer in the Computer area.

Small Group

Option 1: Drawing a House

- Use Intentional Teaching Card LL32, "Describing Art." Follow the guidance on the card.
- Read *The Three Little Pigs*.
- Talk about the different materials that the pigs used to construct their houses.
- Discuss the two houses that were not sturdy enough to withstand the wolf's blowing.
- Invite children to draw a sturdy house.

Option 2: Building a House

- Review Intentional Teaching Card LL32, "Describing Art." Follow the guidance on the card.
- Read *The Three Little Pigs*.
- Talk about the different materials that the pigs used to construct their houses.
- Discuss the two houses that were not sturdy enough to withstand the wolf's blowing.
- Invite children to construct a sturdy house by using craft sticks or other small sticks and clay.

Mighty Minutes™

- Use Mighty Minutes 20, "I Can Make a Circle." Follow the guidance on the card.

Large-Group Roundup

- Recall the day's events.
- Invite children to show and describe the sturdy houses they created during small-group time today.
- Remind the children that someone will be visiting tomorrow to explain how to build something out of wood.
- Ask, "What would you like to ask our visitor tomorrow?"
- Record their questions.

Buried Treasures

LL21
Sand and Water

Objective 16
Demonstrates knowledge of the alphabet
Related Objectives: 1, 3, 7, 8, 11, 28

What You Do

Materials: magnetic letters; a large magnet; ruler or similar object; tape; sand table with sand

Bury the magnetic letters under a light layer of sand. Create a wand by taping a magnet to the end of a ruler or other similar object.

1. **Invite the children to go on an imaginary treasure hunt to search for "letter treasures."**

   "Let's bring our magnetic wand over to the sand table and see what we can find."

2. **Show the children how to wave the wand over the sand. Together, identify the letter that sticks to the wand and talk about its features.**

   "Look at what happens when we move the wand over the sand. What letter did we find? This is the letter *T*. It is made of two straight lines."

3. **Give the children the wand to hunt for letters. Have the children identify each letter and talk about its distinguishing features.**

   "What letter did you find next? Does this letter have straight lines, too? You're right. This letter is round."

4. **Review the letters the child identified.**

   "It looks like you found all the letters in your name. Can we put them in the right order to spell your name?"

5. **Explain that the letters will be in the Sand and Water area for children to bury and find during choice time.**

Including All Children

- Use a short, stubby wand, or thicken the wand handle with tape, foam, or Silly Putty®.
- Attach the wand to a mitten or glove with Velcro® to make it easier to hold.
- Use large magnetic letters.
- Allow the child to find letters with her hands or with a large magnet that can be held with both hands.
- Bury the letters with a material that has a different texture, e.g., bird seed or Easter basket grass.
- Pair children of different skill levels. One child can model the activity for the other child.
- Explain your actions in real time and/or explain what other children are doing to increase vocabulary and comprehension.**
- Give all children time to express themselves.**

Teaching Sequence

YELLOW	**Introduce three letters, including the first letter of the child's name and two other round- or curve-shaped letters, such as *O* or *C* and *P* or *S*.** "I see you found a round letter. That's an *O*."
GREEN	**Introduce all the letters in the child's name.** "You're finding all the letters in your name? Can you spell your name with them?"
GREEN BLUE	**Include all of the letters in the child's name and a few others. Ask the child to talk about the features of each letter he finds and name letters he knows.** "What letter did you find this time? That's right, it's an *S*. It's a very curvy letter!"
BLUE PURPLE	**Include all the letters in the child's name, both uppercase and lowercase, and several other letters.** "You have found the letters in your name. Can you tell me which ones are lowercase? What other lowercase letters can you find?"
PURPLE	**Add in all uppercase and lowercase letters. Encourage the child to spell familiar words with the letters she finds.** "Can you spell a few words with those letters? I see that you spelled *cat* and *Bug*. Did you use uppercase or lowercase letters?"

Questions to Guide Your Observations

- Was the child able to identify the letters in her name?
- What other letters did the child identify and talk about?
- How did the child grasp and use the wand?
- How did the child listen and attend to this experience?

Related *LearningGames*®

- "Letters in My Name"

Example for Component 5, paragraph b

Each of the 201 *Intentional Teaching Cards*™ includes a section "Including All Children." As an example, the next page shows a reduced image of Intentional Teaching Card M12, "Measure & Compare."

Every card also shows a "Teaching Sequence" that gives teachers starting points for individualizing the activity according to each child's level with regard to the primary objective addressed during the activity. The color coding of the teaching sequences corresponds to the colored bands used in the developmental progressions presented in *Volume 5* and in *Teaching Strategies GOLD.*

In *GOLDplus*™, the teaching sequences in electronic versions of *Intentional Teaching* experiences automatically populate with children's names when teachers enter preliminary levels or finalized checkpoint levels in *Teaching Strategies GOLD*®. As they plan, teachers can select learning experiences on the basis of an objective and on the basis of assessment data for individuals and small groups of children. They can also search the digital resource library by using an automatically generated "Class Profile Report."

Furthermore, teachers can toggle easily from an *Intentional Teaching Experience* screen to assessment screens where they can enter preliminary levels while interacting with children. Entering preliminary levels during an *Intentional Teaching* experience automatically generates documentation in the children's digital portfolios. This streamlines documentation and updates names in the teaching sequences, so teachers have updated assessment information for planning and individualizing additional activities.

As an example of guidance for teaching children with disabilities, pages 180–183 of *Volume 1: The Foundation* are also excerpted.

M12
Toys and Games

Measure & Compare

What You Do

Materials: nonstandard measuring tools, e.g., plastic links, blocks, yarn, or paper-clip chain

1. **Invite the children to play a measuring game with you. Explain that measuring tools, such as rulers and measuring tape, are not the only tools to determine an object's length or height. Show and demonstrate a nonstandard measuring tool, such as your hand, foot, a paper-clip chain, or block. Let the children explore the nonstandard measuring tools.**

   "Let's think about how we can use these tools to measure and compare. How would we use our feet to find out which door is farther away? We'll count our footsteps to each door. Then we'll know how many footsteps it takes to get to each one."

2. **Encourage the children to think of new ways to use nonstandard measuring tools. Allow them to explore the room with their tools and observe their comparisons.**

   "Lindsay, you discovered that the bottom of the chalkboard is 10 plastic links from the floor. Can you compare it to the bookshelf? How many plastic links does it take to get from the top of the bookshelf to the floor?"

3. **Explain that the measuring tools will be available in the Toys and Games area for the children to take measurements during choice time.**

Objective 22
Compares and measures
Related Objectives: 2, 7, 8, 9, 11, 20, 28

Including All Children

- Provide measuring tools that a child can manipulate successfully.
- Pair children of different skill levels. One child can choose an object to measure and the other child can measure it.
- If using links, ribbon, or string as a measuring tool, tape one end in place.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**
- Include answer options in the phrasing of a question. For example, ask, "Which animal might you see in a tree: a bird or a fish?"**

Teaching Sequence

YELLOW	**Offer the child large, plastic links to make chains of varying lengths. Talk about the chains she makes.** "You added another link. That means your chain is five links long. It gets longer each time you add another link!"
GREEN	**Have the child choose two items to compare, and ask him which is *bigger* or *smaller*, *longer* or *shorter*, etc.** "I see you found a fire truck and a baby bed. Which one is taller? Yes, the baby bed is taller. Let's see which is taller when we extend the fire truck ladder."
GREEN BLUE	**Invite the child to use nonstandard units that can be put together to equal the size of a chosen object.** "What do you see that is as wide as the table? You put three chairs next to each other. Together they are as wide as the table."
BLUE PURPLE	**Measure objects using a nonstandard measuring tool. Ask the child to count with you as you measure.** "This tower is five green blocks tall. Let's use the same blocks to measure the barn that Zachary built." **Encourage the child to compare measurements.** "Zachary's barn is five green blocks tall. Which is taller, the tower or the barn? That's right, they are the same; they are equal to one another in height."
PURPLE	**Invite the child to estimate the length, width, and height of objects using a nonstandard measuring unit. Encourage the child to compare them to standard units of measure, such as a ruler. Repeat the process using standard measuring tools.** "Look at these plastic links. How many links high do you think the barn will be?" "Let's hook the links together so we can see if you were right. Now let's use a ruler."

Questions to Guide Your Observations

- How did the child grasp and use the tools to measure objects?
- How did the child explain his or her measuring methods, e.g., "I used my foot to count how long the hopscotch game is."?
- Was the child able to count out the correct number of units?
- Did the child show curiosity in using different measurement tools?

Related *LearningGames*®

- "Compare Two Amounts"

Teaching Children With Disabilities

Thoughtful planning can help you address the needs of children with disabilities so they are included fully in the program. Think about your environment, how your day flows, and what obstacles keep children from participating and feeling competent. As you observe the children in your classroom, think about what you can do to help them participate fully. In order to take part in classroom routines and activities, children must understand what to do, be able to access materials easily, and communicate their ideas and feelings. Here are some ways to promote the involvement of all children. Many children in your class will benefit from these planned supports.

Here are strategies to help children understand and participate in routines and activities:

Use visual and tactile cues.

- Provide color-coded cubbies or cubby labels with children's pictures and names to help them understand where to put their belongings when they arrive.
- Create placemats with outlines of a plate, fork, spoon, napkin, and cup. Use potholders to designate places for large bowls, serving plates, and so on. These cues tell children how to set the table.
- Use multisensory ways to present stories, fingerplays, and songs so children have more than one way to get information and to participate.
- Use plastic bins with picture and word labels to help children know where to find and return toys and other materials.

Use picture sequences.

- Use photos or drawings to illustrate the events of the day on a schedule.
- Review the schedule with children upon arrival and at various points during the day.
- Post the steps of routines such as handwashing.
- Help a child identify the completed step and point to the next step on an illustrated poster of the routine.

Prepare children for transitions.

- Provide auditory cues, gestures, and other visual cues when you want children to change what they are doing.
- Give children 5-minute, 2-minute, and 1-minute warnings about transitions.
- Establish consistent closing routines so that they are predictable and promote independence.

Use peer buddies.

- Identify children who have strengths in different areas and build peer-mentoring capabilities.
- Assign partners to work together to complete tasks and follow routines.

Help children communicate.

- Provide pictures or objects so that children can indicate choices by pointing. For example, a child can point to a block to indicate his choice of going to the Block area. Start with two choices and gradually increase the number.
- Label spaces, objects, and materials with photos or simple drawings and with writing.
- Anticipate the words and phrases children might use during choice, group, and story times. Record these responses on a child's communication device and label each response with a picture.

Here are suggestions for helping children use toys and materials:

Select materials that are easy to use.

- Provide toys and materials with large parts that require little physical effort.
- Use writing and drawing tools with large, built-up handles.
- Use special equipment and assistive technology when appropriate.

Keep materials within children's reach.

- Provide a table or another work area with a nonslip surface that helps keep materials in place.
- Make sure each child is positioned comfortably and securely and within reach of the materials.
- Provide large or bright materials that are easy to see and reach.

Provide a variety of materials.

- Provide a variety of materials with a range of sensory features (e.g., visual, auditory, tactile). They should interest the children and have varying levels of complexity.
- Limit the number of materials, parts, or toys, and give them to a child one at a time.

Simplify the activity.

- Explain the steps of an activity. Provide pictures of each step.
- Adjust the number of steps according to the amount of task analysis a child can manage.
- Pace directions according to the amount of information a child can handle at one time.

Evaluate the effectiveness of your teaching strategies. You may find that you want to continue some but also try other approaches. With the support provided by your intentional teaching, children with disabilities can thrive in *The Creative Curriculum* classroom.

Example for Component 5, paragraph c

As an example of how *The Creative Curriculum*® promotes children's social–emotional development and supports positive teacher–child interactions, the next page shows a reduced image of *Intentional Teaching Card* SE04, "Actively Listening to Children." The guidance offered by the card helps teachers learn an important strategy for getting to know children well, modeling empathy, and teaching self-regulation skills.

SE04

Actively Listening to Children

Objective 1
Regulates own emotions and behaviors

Objective 2
Establishes and sustains positive relationships

Related Objectives: 8, 9, 10, 12

What You Do

Background: Active listening helps you to get to know children while letting them know that you care about them. As you listen, you model empathy and good listening skills that children need to build successful relationships with peers. Children learn names for their feelings, an important skill that will help them to regulate their emotions in the future. Active listening can help to defuse challenging situations when children are experiencing strong emotions. Sometimes children just need to know that you understand their feelings in order for them to calm themselves.

1. **Notice when children are experiencing strong emotions** e.g., frustration, anger, excitement, sadness, and elation.
2. **Move close to the child and move your body to his or her level.**
3. **Make eye contact and offer a gentle touch, as appropriate, to let the child know you are listening.**
4. **Repeat back what you hear the child telling you through words or actions.**
5. **Name and explain children's feelings. Use words to describe children's feelings accurately,** e.g., *frustrated, annoyed, disappointed, excited, proud,* or *embarrassed.*

   "You are frustrated because your tower fell. You spent a lot of time building it."

   "Miguel, you are really sad because your mommy just left."

   "Jessika, I can tell you are excited about our trip to the zoo today!"

Teaching Sequence

YELLOW	**Repeat the child's words or expression of feeling in language she can understand. Reflect the same tone that she is expressing. This lets the child with limited language know that you understand what she is feeling.**
GREEN	Rachel, 35 months, tries to grab a truck out of another child's hand. The other child says, "No, Rachel! I had it first!" Rachel screams, drops to the ground, and kicks her legs. The teacher kneels near Rachel. The teacher scrunches her nose and furrows her brow while saying to Rachel, "You want that truck! You really want that truck!" Rachel screams again. "You really want that truck! You really, really want it!" the teacher repeats with the same expression. Rachel stops screaming and starts whimpering softly. The teacher gently touches Rachel's knee and says, "It is really frustrating when you want to use a toy that someone else is using." At arrival time, Anibal rushes into the room smiling broadly and says, "Abuelo come for visit!" The teacher kneels down and hugs the child. "Your grandfather is coming to visit you! How exciting," she says enthusiastically, smiling.
GREEN	**Repeat the child's words with understanding and empathy.**
BLUE	A child sits crying softly in the Library area. The teacher sits next to the child and gently rubs his back. "My mommy's at work. I wanna stay at home with mommy." The teacher nods her head and says, "You really wanted to stay home with your mommy today. You love her so much." "Yeah," says the child. The teacher continues, "You're disappointed that you couldn't stay home with her." "She had to go to work," the child says. "You're feeling sad because you miss her. It is hard to be away from people we love," the teacher responds.
PURPLE	

Additional Ideas

You can use active listening with other *Intentional Teaching Cards* that address social-emotional guidance strategies, e.g., pair "Actively Listening to Children" with "Supporting Children to Use Their Words." For example, "You feel angry because James took the zebra you were using in your zoo. What can you say to James to let him know how you feel?"

Including All Children

- Make eye contact and ask the child questions she can respond to with yes or no. Make sure to give the child enough time to understand the question and answer it.**
- Use pictures of faces showing various feelings as you talk about them.**
- Use social stories or provide dramatic play activities to increase the child's understanding of the situation and to suggest some appropriate responses.
- Record appropriate responses on a child's communication device.

Questions to Guide Your Observations

- How did the child communicate his feelings?
- What feeling words, if any, did the child use to express his emotions?
- How did the child respond to you?
- If upset, how long did it take the child to calm himself?

Example for Component 6, paragraph b

As an example of how *The Creative Curriculum* and activities help teachers manage and honor the diversity of children and families, the following pages show excerpts from *Volume 1: The Foundation* (pages 37–43) and *Teaching Guide: Buildings Study* (pages 76–77).

Individual Differences

A critical aspect of knowing the children you teach is finding out what makes each child unique. No matter how much children resemble each other in their general patterns of development, every child brings particular interests, different experiences, and a learning style to your classroom. You therefore need a variety of strategies to help all children develop and learn.

Think about the children in your classroom. Perhaps you have a child who never seems to stop exploring, even during nap time. Perhaps you have a child who loves to dance. Maybe it seems as though she can only learn something if she is twirling while she listens.

Your understanding of individual differences will help you respond to children in ways that make every child feel comfortable and ready to learn. Perhaps the most obvious difference among children is gender. Children also have different temperaments, interests, learning styles, and life experiences. They are strongly influenced by their cultural backgrounds. Some are also learning English as a second language, and some have special needs.

Gender

As adults, each of us has ideas about what it means to be male or female. Children, however, are still learning what it means to be a girl or a boy. Teachers therefore need to create a classroom environment where children feel safe in exploring gender-related roles and taking part in activities that are related to those roles.

Gender stereotypes are not usually helpful, even when it seems easy to back them up with one's own limited observations. For example, many people assume that boys like gross-motor play and that girls are quite content to play with figurines of people and animals for extended periods of time. Many say that girls are more likely to make representational drawings and write their names at an earlier age than boys.

Researchers debate the role of biology in explaining what appear to be differences in the way boys and girls generally behave. The way adults treat them also plays a role in children's behavior. As Katherine Hanson (1992) noted:

> In child care settings, with infants and children between 13 months and two years, research shows that child care providers respond to the children based on their own sex role beliefs, and they use the child's gender to guide their responses... Adults were more likely to respond when girls used gestures or gentle touches or talked, and when boys forced attention through physical means or cried, whined, or screamed...

Because temperament and experience as well as biology play a role, teachers should ensure that both boys and girls receive positive messages about gender roles and what individuals are capable of doing. You need to be conscious of your own beliefs and the assumptions that affect the way you teach. Think about your own experiences

growing up. What messages did you receive about how boys and girls were expected to behave? Do you expect boys' play to be "rough-and-tumble" and expect girls to be gentle? What are the implications of your expectations? Do you want to pass your attitudes along to the children you teach? You may hear children insist, "Girls can't build with blocks" or "Boys don't dress up." They are repeating messages they have heard from others.

Remember that during the early childhood years children learn and explore new ideas when they are given the benefit of a safe place. Play is one of the vehicles they use to work out new understandings. Teachers should encourage children to examine their ideas about gender as they play and to think more flexibly about what girls and boys may and may not do.

Teachers can help children challenge their own and others' expectations. You can create an environment that allows children to explore stereotypes and feel comfortable. Think about the pictures you display and the books you read to children. Are there strong female role models? Are men presented in nurturing roles?

As you get to know the children in your classroom, note how gender influences children's behavior and your own expectations. Help children understand that your classroom is a place to explore freely.

Temperament

Temperament refers to our basic way of responding to the environment. For example, some children have a positive approach to new experiences and are generally cheerful and friendly. Other children tend to withdraw. They approach new situations cautiously and often adapt slowly. Some children protest new situations by crying, becoming fearful, or acting out.

Research suggests that children are biologically disposed toward particular behavioral styles (Chess & Thomas, 1996; Rothbart, et al., 2000). This is important for teachers to understand. For example, knowing that Carlos is easily distracted, you can offer him a quiet place to look at books, and you can turn off the music when he is trying to concentrate. Similarly, realizing that Setsuko tends to be shy, you can invite her to enter a dramatic play episode by asking her to join you and another child at the table for "tea."

While research has shown that temperament is inborn, providing suitable support for children can promote their development and learning. An active child can calm down, and a child who is easily distracted can learn to focus his attention. No matter with what temperament children are born, you can help them be more socially and academically successful.

While people have a tendency to maintain the same temperament throughout their lives, environment and experience do have an impact. You should not be surprised if a child's temperament at home seems different from her temperament at school.

Similarly, a child who likes to play actively with his peers might become quiet around adults.

Note each child's behavior in a variety of settings and at various times of day. Doing so will help you make appropriate decisions. Understanding how children are likely to react to people and events helps you be a more responsive and effective teacher.

Interests

People also demonstrate their individuality through their interests and preferences. Particular topics interest some children but not others, and children's interests change continually. One child may be fascinated by monkeys and another by helicopters or trucks. One child loves hip-hop music; another will not go anywhere without a baseball cap.

Children's interests motivate them to continue learning. For example, if a child is interested in monkeys, you can engage her in reading, listening, and talking by offering a book about monkeys to look at or read aloud together. You can involve a child who loves to dance by playing music in your classroom. You can supply your Dramatic Play area with a variety of baseball caps to encourage the child who wears caps to spend time there.

If a child in your group is difficult to engage or does not use speech to communicate, try to find something that really interests him. Use that interest to help him interact with others and develop verbal skills. For example, a child who is skilled at using computer programs can be encouraged to help other children with less computer experience. Teachers who are aware of the interests of their children have a basis for building a relationship with and motivating each child to learn.

Children's interests are also good possibilities for long-term study topics. If a housing development is going up across the street from your school and you've observed that Derek is fascinated by trucks and that Crystal is constructing towers with blocks, you might consider a long-term study about buildings. Knowing the related interests of other children will help you think of ways to extend the study and sustain it over time.

Whether or not you are able to incorporate individual children's preferences into long-term studies, make it a practice to nurture their interests. By doing so, you convey the message that you value what is important to them. You also help them gain new skills and confidence.

Learning Styles

Every person has a preferred way of learning. Some people are visual learners. Some learn better by listening, while others have to handle something physically before they can understand it. One style is not better than another; it's simply the way a particular person learns best.

You will probably observe at least three styles of learning in your group of children:

Auditory learners, or children who learn best by listening, are attuned to oral language and other sounds. They solve problems by talking about them. Auditory learners can follow oral instructions and explanations. You can build their knowledge by describing and explaining what they did: "When you added coffee grounds to the paint, it changed the way the paint feels when it dries." You can also ask open-ended questions to encourage children to verbalize their thoughts: "What are you making for the baby doll's breakfast?" The more opportunities you provide for auditory learners to hear and verbalize concepts, the better they will understand them.

Visual learners, or children who learn best by seeing, are drawn to color, shape, and motion. They seem to think in images or pictures. Visual learners benefit when you show them how things are done, rather than just tell them verbally: "Jonetta, Kate can show you how to put the interlocking blocks together so that you can build with them." Visual learners also remember ideas and concepts better when they are presented as an image: "Let's make a graph of the different types of shoes we're wearing today." Children who learn by looking need to make visual representations of their thoughts and feelings: "Zach, I know that you're sad that your daddy had to go away. Why don't you draw a picture about the way you're feeling?"

Kinesthetic learners, or children who learn best by moving, are generally well coordinated and confident about their bodies. Touching things and moving help them process and recall information, and build understandings.

Have you ever seen a preschooler twirl around as she tries to remember something? This twirler might be a kinesthetic learner. Something about moving helps her learn a concept or process other information. Kinesthetic learners benefit by knowing that it is all right to get up and move around. You can facilitate their

learning by relating concepts to their bodies, "When I push down on your head, you can feel the pressure, Setsuko. That's what a vise does to a piece of wood. It holds the wood in place."

Because children do not all learn in the same way, teachers should take all styles of learning into account. Traditionally, schools have appealed primarily to auditory learners and, to a lesser extent, to visual learners. Kinesthetic learners have had to adjust their way of learning in order to do well in school. Rather than expecting children to adjust, teachers should make sure that they present information so that all children—listeners, lookers, and movers—can be successful learners. Moreover, brain research shows that the more ways children explore a concept, the more likely they are to remember what they learn. You can maximize learning by offering learning opportunities for children of all learning styles.

Life Experiences

In addition to other individual differences, varying life experiences contribute to the uniqueness of each child. Consider how each of these factors may affect the children you teach:

- family composition, including the number and gender of parents, guardians, and other family members who live with the child
- the presence of a chronic health problem or the disability of a family member
- exposure to violence, addiction, abuse, or neglect
- home language(s)
- the family's culture and child-rearing practices
- the community in which the child lives
- the kinds of work family members do
- the age at which the child's parents gave birth to or adopted their first child
- economic status
- living situation, including the family's history of moving
- parents'/guardians' level of education
- parents'/guardians' job history, including work-related travel
- special circumstances such as marital separation and divorce, the absence of a family member for reasons not directly related to marriage, the birth or adoption of a new sibling; and how many people and places the child experiences each day

Life circumstances affect a child's behavior and ability to learn. For example, a child with an alcoholic mother may feel that life is unpredictable and that trusting others is risky. In contrast, a child with a stable home life may be independent and confident.

Try to be aware of each child's life circumstances when he or she enters your program. Talking with family members and taking notes about what you learn is an important first step. Encourage families to communicate with you about anything new that is taking place in children's lives, and honor their styles of communication. This process will take time as you develop a trusting relationship with family members. Remember to honor the confidentiality of information that family members share with you. If a family shares information with you that you do not know how to handle, seek advice from your supervisor or an outside expert.

Culture

Culture involves the customary beliefs, values, and practices people learn from their families and communities through experience, observation, and sometimes direct instruction. Culture influences the way people think and interact with others. It affects an individual's choice of words, tone of voice, facial expressions, use of gestures, ideas about personal space, and reaction time. Cultures also have different norms for asking questions, responding to questions, and conversing. Some aspects of culture involve ethnic, racial, and religious identification. Others are specific to a geographic location or an economic level.

Here are some examples of how a family's culture affects behavior at preschool:

- A child may have learned to value reflection as part of learning. This child has been taught at home that thinking about what he is learning is more important than getting through a project quickly. If his teacher regards speed as an indication of mastery, the child will appear to be a slow learner, not the competent and thoughtful child he is.
- In some cultures, it is rude to look the teacher in the eye or to answer a question quickly. Children of these cultural groups may be uncomfortable when they are expected to make eye contact, and they may be startled if the teacher leaves very little time between asking a question and expecting a response.
- Some children are unfamiliar with questioning as a teaching technique. They may be confused because they think the teacher already knows the answers to the questions she asks. The children's lack of response might be interpreted incorrectly as a lack of knowledge or attention, rather than confusion about why questions are being asked.

Because culture—particularly child-rearing practices, beliefs, and goals—affects development and learning in important ways, you need to learn about, understand, and respect its influence on you and on the children you teach. This does not mean that you have to be fluent in every language children speak and an expert on all cultural practices. However, it does mean that you need to learn as much as you can about each child's family. Talk with parents and other family members to understand each family and to build partnerships. Keep in mind that every family is different and avoid assigning cultural labels to families. Rather than making assumptions about

cultural influences, it is better to keep an open mind and consider the values behind each family's beliefs. Seek to discover information, keeping in mind that not all families will be comfortable about responding to direct questions.

Consider the children's family and community cultures as you plan meaningful learning experiences, select materials, choose study topics, and determine appropriate teaching strategies. By doing so, you give children the message that each and every child is important and worthy of respect. For example, a teacher who uses *The Creative Curriculum* in rural Alaska might engage children in a study of salmon fishing and its influence on people's lives. A migrant Head Start teacher in Maine might highlight life in the camp of blueberry pickers. A military child development center in Sicily might have lots of materials and props related to shopping at the PX and living at the foot of a volcano. Because different groups of children find different experiences meaningful, no classroom in which *The Creative Curriculum* is used is exactly like any other, and no one program is the same from year to year.

Day 3 Investigation 5

What happens inside buildings?

Vocabulary
English: *potter*
Spanish: *alfarero*

Large Group

Opening Routine

- Sing a welcome song and talk about who's here.

Song: "The People in Your Neighborhood"

- Use Mighty Minutes 01, "The People in Your Neighborhood." Follow the guidance on the card.

Discussion and Shared Writing: Preparing for the Site Visit

- Gather around the models of the neighborhood buildings that the children created together during the last investigation.
- Invite the children to talk about the buildings that they know about.
- Show a picture of the neighborhood building that you will be visiting during today's site visit. Point out the model from the display of neighborhood buildings.
- Ask, "What can you tell me about this building?"
- Record children's ideas.
- Explain, "Today we will visit this building to learn more about what happens inside it."

Before transitioning to interest areas, talk about the nuts and bolts in the Discovery area and how children may use them.

Choice Time

As you interact with children in the interest areas, make time to

- Observe children's ability to manipulate the nuts and bolts in the Discovery area.
- Record your observations.

Read-Aloud

Read *The Pot That Juan Built.*

- **Before you read**, tell children the name of the book. Ask, "How do you think Juan will build his pot? What materials will he use?"
- **As you read**, invite children to chime in on the repetitive phrase, "The beautiful pot that Juan built."
- **After you read**, recall children's predictions and discuss whether they were correct. Explain that this book is about a real person, Juan Quezada, and that he is a *potter* who lives in Mexico. Briefly share any additional information from the explanatory pages you think might be interesting to the children.

Small Group

Option 1: Playing With Environmental Print

- Talk about the question of the day.
- Review Intentional Teaching Card LL23, "Playing With Environmental Print." Follow the guidance on the card.

Option 2: Coupon Match

- Talk about the question of the day.
- Review Intentional Teaching Card LL22, "Coupon Match." Follow the guidance on the card.
- Explain the word *coupon.*

English-language learners
Include children's home languages as you collect print samples. This helps English-language learners feel proud of their culture and families. It also helps English-speaking children see that English-language learners can participate in activities.

Mighty Minutes™

- Use Mighty Minutes 36, "Body Patterns." Follow the guidance on the card.

Large-Group Roundup

- Recall the day's events.
- Encourage children to talk about today's site visit to the neighborhood building.
- Record their discoveries.

Example for Component 3 and Attachment B, Section 1b

As an example of a learning activity that addresses at least three Essential Domains of School Readiness, the following page shows a reduced image of *Intentional Teaching Card* M20, "I'm Thinking of a Shape."

Please note that the primary and related objectives addressed during the activity are identified in the upper-right corner of the card. For the activity "I'm Thinking of a Shape," the primary objective is

- Objective 21. Explores and describes spatial relationships and shapes (Essential Domain: Cognition and General Knowledge)

The activity also addresses

- Objective 2. Establishes and sustains relationships (Essential Domain: Social and Emotional)
- Objective 3. Participates cooperatively and constructively in group situations (Essential Domain: Social and Emotional)
- Objective 9. Uses language to express thoughts and needs (Essential Domain: Language and Literacy)
- Objective 10. Uses appropriate conversational and other communication skills (Essential Domain: Language and Literacy)
- Objective 11. Demonstrates positive approaches to learning (Essential Domain: Approaches to Learning)
- Objective 13. Uses classification skills (Essential Domain: Cognition and General Knowledge)
- Objective 26. Demonstrates knowledge of the physical properties of objects and materials (Essential Domain: Cognition and General Knowledge)

I'm Thinking of a Shape

M20

Toys and Games

Objective 21
Explores and describes spatial relationships and shapes

Related Objectives: 2, 3, 9, 10, 11, 13, 26

What You Do

Materials: geometric solids, e.g., rectangular prism, cube, cylinder, sphere, cone, and pyramid with a square or rectangular base; empty containers of different sizes similar in shape to the geometric solids, e.g., cans, oatmeal cartons, spools, paper towel tubes, assorted boxes, balls, cones, cups, and party hats

1. **Invite the children to examine the geometric solids. Introduce the children to the shape names and discuss their attributes. For example, a rectangular prism and cube are "like a box," a cylinder is "like a can," and a sphere is "like a ball."**
2. **Invite the children to talk about the differences and similarities that they see. Introduce terms, such as *points, edges, corners,* and *faces,* when talking about the characteristics of each shape.**

   "This shape is like a box. It's called a cube. Each face looks like a square with four sides that are all the same length. Let's turn it so we can see each face."
3. **Play "I'm Thinking of a Shape" by asking the children to identify the shape you describe. You can display a few shapes and let the children choose what they think is the right one, or hide the shape you are describing. Continue the game using the collection of everyday objects.**
4. **Play the game for as long as the children remain interested. Explain that the geometric solids and everyday objects will be in the Toys and Games area for the children to continue the game with a classmate during choice time.**

Teaching Sequence

YELLOW	**Hold up a geometric solid and talk about the shape of its face. Hold up several two-dimensional shapes, and ask the child to choose the one that matches the shape of the face, e.g., a triangle matches the shape on the side of a pyramid.** "This pyramid does have a triangle on the side just like this triangle. Let's look at the bottom and see what shape we see. Right! It's a square."
GREEN	**Invite the child to match the geometric solids to corresponding everyday objects.** "I'm thinking of a shape that is round with circles on both faces. Can you tell me the name of it? Yes, it's a cylinder. What else do you see here that is shaped like a cylinder? The coffee can is a cylinder. Great!"
GREEN BLUE	**Ask the child to describe the shapes of the geometric solids and the everyday objects in his or her own words. Talk about the correct names for each shape.** "I'm thinking of a shape that looks like this pencil. Can you tell me about the shape?" "Yes, it's flat at the top on the eraser, and it's flat at the bottom because we haven't sharpened it yet. What shape does it look like? It looks like the same shape as the paper towel tube. It's a cylinder."
BLUE PURPLE	**Encourage the child to identify other objects in the room that match your description. Have the child find the shape in various sizes.** "I'm thinking of a shape that has squares on two of its faces and rectangles on the other faces." "You found the tissue box and the play dough tub. Can you find any smaller boxes in the room?"
PURPLE	**Have the child switch roles in the game. Invite him to describe the attributes of the geometric solid for you to guess.** "You said the shape has four triangles and one square for its faces. It also has five corners. That sounds like a pyramid."

Including All Children

- Introduce one three-dimensional shape at a time. Let each child feel it as you describe it. You may have to move a child's hands to explore all of the surface area.
- Pair children together to find objects that resemble the shapes.
- Provide the same three-dimensional shape in various sizes and textures.
- Record the name of the geometric solid into a child's communication device. Label each section with a corresponding two- or three-dimensional object.
- Invite English-language learners to count in their home languages and in English.**
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**

Questions to Guide Your Observations

- What shapes did the child identify and describe?
- Was the child able to determine the shape by the attributes you named?
- How long was the child able to attend to this experience?
- In what ways did the child describe the shape of everyday objects?

Related *LearningGames*®

- "Molding Shapes"

Example for Component 3 and Attachment B, Section 1c

As an example of how *The Creative Curriculum® for Preschool* provides an organized scope and sequence that teachers can translate into practice, the following two pages show how the developmental progression presented in *Volume 5* for Objective 15, Dimension b corresponds with the teaching sequence on *Intentional Teaching Card* LL16, "Tongue Twisters." The teaching sequence gives teachers starting points for adapting the activity according to each child's developmental level with regard to that objective and dimension. The color coding of the progressions and teaching sequences helps teachers understand how to use what they know about each child to individualize instruction.

In *GOLDplus*™, the teaching sequences in electronic versions of *Intentional Teaching* experiences automatically populate with children's names when teachers enter preliminary levels or finalized checkpoint levels in *Teaching Strategies GOLD®*. As they plan, teachers can select learning experiences on the basis of an objective and on the basis of assessment data for individuals and small groups of children. They can also search the digital resource library by using an automatically generated "Class Profile Report."

Furthermore, teachers can toggle easily from an *Intentional Teaching Experience* screen to assessment screens where they can enter preliminary levels while interacting with children. Entering preliminary levels during an *Intentional Teaching* experience automatically generates documentation in the children's digital portfolios. This streamlines documentation and updates names in the teaching sequences, so teachers have updated assessment information for planning and individualizing additional activities.

Objective 15 Demonstrates phonological awareness

b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		**Shows awareness that some words begin the same way** • Says, "*Max* and *Maya*...our names start the same!"		**Matches beginning sounds of some words** • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as *box*, *baby*, and *bike*?"		**Isolates and identifies the beginning sound of a word** • Says, "/m-m-m/," when asked "What is the first sound of the word *milk*?" • Responds, "/t/," after being asked, "What's the beginning sound of *toy*, *toe*, *teeth*?"	

See pages 33–34 of *Child Assessment Portfolio*.

LL16
Library

Tongue Twisters

What You Do

Materials: chart paper, markers

1. **Invite the children to learn about tongue twisters. Explain that tongue twisters are phrases that are challenging to say because the words all sound similar. Write an example on chart paper:**
   "Six slippery snakes slowly slithered south."
   "A big bug bit the beetle, but the beetle bit the bug back."
   "Ten tiny turtles took a trip."
2. **Underline the beginning sound of each word and point out how they are similar. Add additional examples that are difficult to say together. Talk about the challenging sounds in the words.**
3. **Explain that the chart will be in the Library area so children can practice saying tongue twisters during choice time.**

Objective 15
Demonstrates phonological awareness
Related Objectives: 2, 8, 9, 10, 11, 16, 17

Including All Children
- Plan in advance to illustrate word choices with pictures or objects.
- Record a few word choices into a child's communication device. Use the same pictures to label each choice.
- Provide a tongue twister with two or three words. Read it slowly with the children.
- Give a child foam or magnetic letters as you discuss letter sounds.
- Base alliterative activities on an initial consonant sound that all of the children can distinguish and pronounce easily.**
- Make up a tongue twister with a beginning sound that the children can easily pronounce.**

Teaching Sequence

YELLOW	**Read the tongue twister slowly to the child. Point to the initial letter of each word as you read.** "Listen to this tongue twister. Doesn't it sound silly?" **Invite the child to say it with you.**
GREEN	**Ask the child to identify words in the tongue twister that sound the same. Draw out the first sound of the alliterative words.** "What letter sound do you hear when I say *sssix ssslippery sssnakes*? Which words have that sound?"
GREEN BLUE	**Encourage the child to add words with the same sound to the existing example on the chart.** "Can you think of other words that start with the /s/ sound that we can add?" "Let's try the words you suggested. We'll say it together. 'Six sneaky snakes slithered slowly south.' Yes, that does sound the same. It's tricky to say!"
BLUE PURPLE	**Choose a sound with the child, and think of a new tongue twister with that sound. Offer words to help the child get started. Write the tongue twister on the chart.** "Can we think of a new tongue twister that uses a /t/ sound? How about 'ten tiny turtles'? We need the name of an animal that starts with the /t/ sound." "Now let's read it together: 'Ten tiny turtles touched the tall trees!'"
PURPLE	**Encourage the child to create his own tongue twister. Write the words on the chart as the child says them. Review the chart together when he is finished.** "It sounds like you chose the /r/ sound for your tongue twister. Let's read the tongue twister you created." "'Red ripe raspberries roll on the road.' You have many /r/ sounds in this tongue twister!"

Questions to Guide Your Observations
- Was the child able to identify the similar sounds in the tongue twister?
- Was the child able to repeat the example of a tongue twister?
- What words could the child group together with a similar sound?
- Was the child able to follow the example written on the chart?

Related *LearningGames*®
- "Same Sounds"