

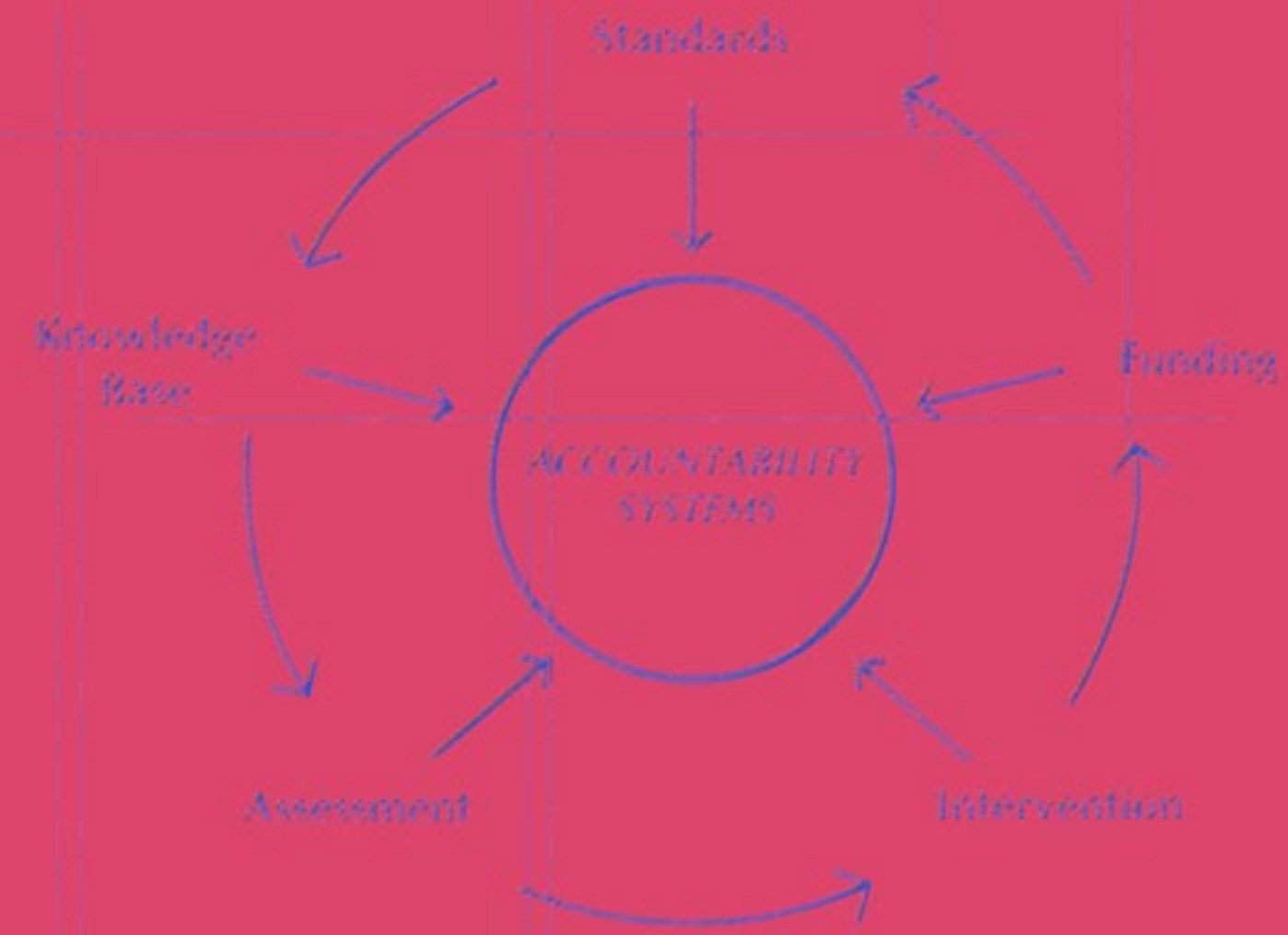
# BLUEPRINT FOR QUALITY



[www.blueprintforquality.org](http://www.blueprintforquality.org)

The Mississippi Forum on Children & Families  
[www.mfcf.org](http://www.mfcf.org) 601-355-4911

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# BLUEPRINT FOR QUALITY

***I hear and I forget, I see, and I remember. I do, and I understand.***

- Chinese Proverb

Early childhood education professionals understand children are able to master increasingly complex levels of skill and knowledge by incorporating new learning into the skills and knowledge previously acquired – the process known as **scaffolding**.

The Director Credential Training Program recognizes teachers and caregivers are also able to master increasingly complex levels of skill and knowledge when their continuing professional development builds on earlier learning.

**TEACHER-CAREGIVER CURRICULA ALIGNED with the CURRICULUM of the DIRECTOR CREDENTIAL**

**School Readiness Series**

- Creating a Home-Living Center to Support Reading, Writing, and Math Readiness
- Creating a Math Center for Math Readiness Skill Development
- Creating an Art Center for Writing Readiness Skill Development
- Creating a Print-Rich Environment to Support Reading Readiness Skill Development

**Take Care of Me Series**

- Take Care of Me: School-age
- Take Care of Me: Fours and Fives
- Take Care of Me: Twos and Threes
- Take Care of Me: Toddlers
- Take Care of Me: Infants

**Introduction to Professional Development**

Required for Credentialed Directors before staff can attend either the *Take Care of Me* or *School Readiness* series.

**Introduction to Child Care**

Enrollment open to the staff of all licensed child care programs.

**Environmental Checklist**  
*A Print-Rich Environment*

Criteria for a Print-Rich Environment	Yes	No	Comment
1. Books are available to children at all times.			
2. Books are appropriate for the children's age.			
3. Books are available at a child's eye level.			
4. Magazines and other reading material are available to the children.			
5. Children's names are written in spaces and in newspaper and teacher notes tables.			
6. Children's names are affixed to various places in the room to help track names and places in the room.			
7. The classroom chart is current and is posted in the classroom at the child's eye level.			
8. Other labeled objects are available to the children for writing and drawing.			
9. Various kinds of writing cards are available to children for writing, copying, or drawing.			

**Teacher-Caregiver Behavioral Checklist**  
*A Print-Rich Environment*

Desired Behavior	Never	Sometimes	Often	Always	Comments
1. The caregiver reads to the children throughout the day and reads their names in the room.					
2. The caregiver encourages children to write words, letters, or numbers by pointing to words in the classroom.					
3. The caregiver displays books out of the book cart or on a table.					
4. The caregiver displays various kinds of books and cards in the room, such as the children's names and the teacher's name.					
5. The caregiver hangs the list of names in the room at the child's eye level.					
6. The caregiver displays various spaces, such as newspaper and teacher notes tables.					

**Curriculum Consistent Assessment Instruments**

**Readiness Skill Attainment Checklist**  
*Receivables Environmental Print*

Teacher-Caregiver		Class										Comments	
Add Name	File Name	Center	EW	W	R	W	R	W	R	W	R		

**Curriculum Consistent Early Learning Skill Assessment Instruments Aligned with Child Development Benchmarks**

**Early Learning Guidelines Aligned with the Child Development Benchmarks**

**Learning Guidelines for Reading Readiness**  
*Overview of Skills and Skill Attainment Criteria*

Learning Guideline	Reading Readiness	Receptive Vocabulary	Expressive Vocabulary	Related Skill to Attainment (Age 3)	Related Skill to Attainment (Age 4)	Related Skill to Attainment (Age 5)
To help children learn the difference in letter sounds, the teacher will read to children and encourage them to identify and label the sounds of words.	Identify and label the sounds of words.	Identify and label the sounds of words.	Identify and label the sounds of words.	Identify and label the sounds of words.	Identify and label the sounds of words.	Identify and label the sounds of words.

**Child Development Benchmarks from the Research Base of the Curriculum for the Director Credential**

**Developmental Benchmarks: Language Development (cont.)**

1 Year (12-24 mo)	2 Year (24-36 mo)	3 Year (36-48 mo)	4 Year (48-60 mo)
<b>Language Development</b> Responds to simple questions with "yes" or "no" and appropriate head movements.	<b>Language Development</b> Answers simple questions appropriately.	<b>Language Development</b> Identifies appropriate words and phrases and identifies of objects and other people.	<b>Language Development</b> Answers appropriately when asked "What is it?" "What is it doing?" "Where is it?" and "How is it?"

**Instructional Method Shapes Developmentally Appropriate Practice**

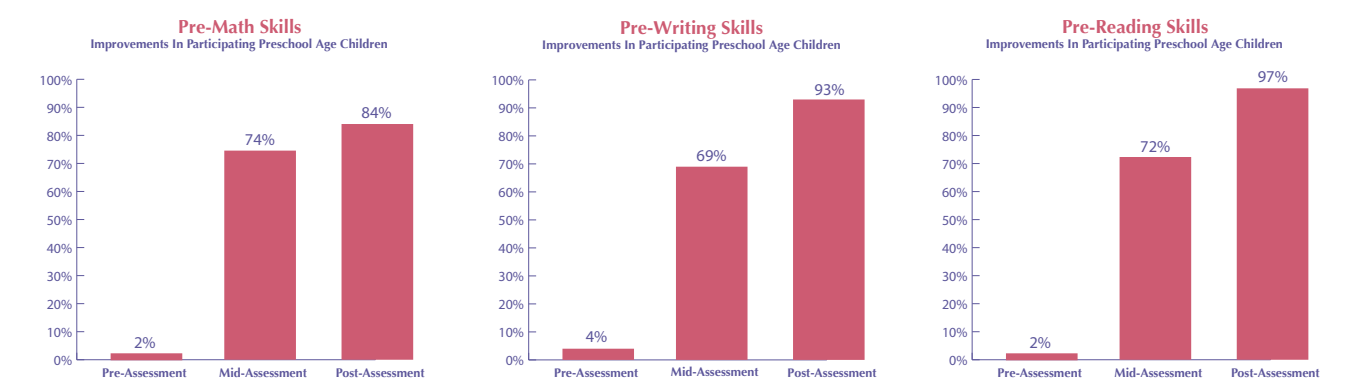
**Early Learning Activities Aligned with the Early Learning Guidelines**

**Skill Two: Receivables Environmental Print**  
*Activity One: Age 3*

**Skill Attainment Criteria:**  
Child can identify seven items from a grocery store food flyer and describe each of them in 6-8 words.

Year Says	You Show and Do	Desired response:	You need:
"What is this?"	Select a food item in the flyer.	Child identifies the food by name and describes the food in 6-8 words.	grocery store food flyer
"What color is _____?"	Point to the food item each time a question is asked.	Child identifies the food by name and describes the food in 6-8 words.	grocery store food flyer
"What shape is _____?"	Point to the food item each time a question is asked.	Child identifies the food by name and describes the food in 6-8 words.	grocery store food flyer

**Impact of the Instructional Method on School Readiness**



Source: Partners in Readiness, Impact Evaluation Data from 1999 Program Records, Mississippi Forum on Children & Families

**Companion Teacher-Caregiver Timeline Chart**

<p>1999 First post-credential training course is developed, Working with Parents in the Child Care Setting.</p>	<p>2001 Introduction to Child Care, The course proves so popular designed as risk-management that Credentialed Directors begin training for directors with controlling the teachers and caregivers the Director Credential, is added to the training program.</p>	<p>2001 Four School-Readiness courses, incorporating training-of-trainers module, are developed for Credentialed Directors and opened to the teachers and caregivers attending with them—Creating a Print-Rich Environment to Support Reading Readiness Skill Development, Creating a Home-Living Center to Support Reading, Writing and Math Readiness Skill Development, Creating a Math Center for Math Readiness Skill Development, and Creating an Art Center for Writing Readiness Skill Development.</p>	<p>2002 Credentialed Directors are offered Introduction to Professional Development, the adult education and observation assessment training embedded in the School Readiness series, as a separate course making it possible for more teachers and caregivers to attend the School Readiness training series.</p>	<p>Take Care of Me, a series of five age-specific courses for teachers and caregivers, is developed and introduced after repeated requests from Credentialed Directors for more aligned professional development opportunities.</p>	<p>2003 Positive Discipline in the Child Care Setting is developed and offered to Credentialed Directors and the teachers and caregivers working in their centers.</p>	<p>2004 On-site training and technical assistance introduced on a limited basis and includes a field test of Trading Child Care Spaces.</p>
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