



Navajo Head Start Curriculum & Assessment Cycle

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Navajo Head Start

2013/2014
Navajo Head Start
Curricula & Assessment

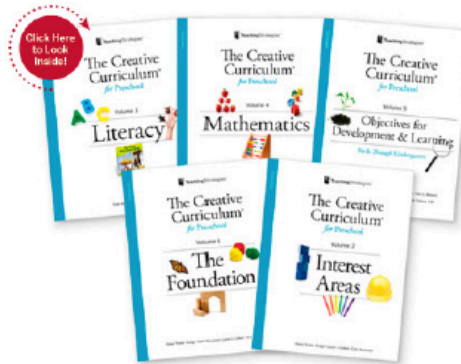
Early Head Start Curriculum:

The Creative Curriculum® for Infants, Toddlers & Twos, Second Edition, Revised



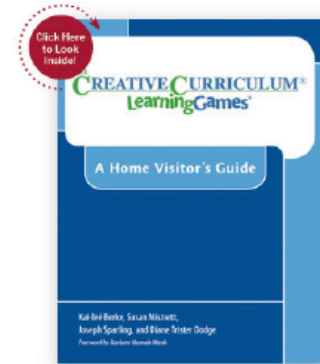
Head Start Center Curriculum (3-5 yr old):

The Creative Curriculum® for Preschool 5th Edition



Home Base Curriculum:

A Home Visitor's Guide to The Creative Curriculum® LearningGames®

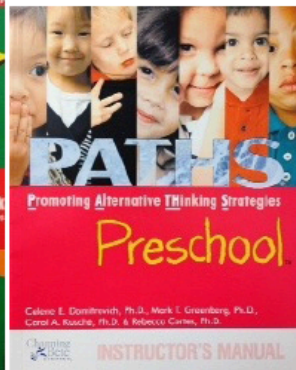
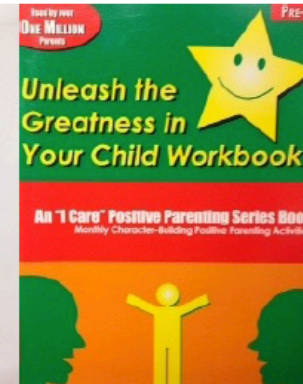
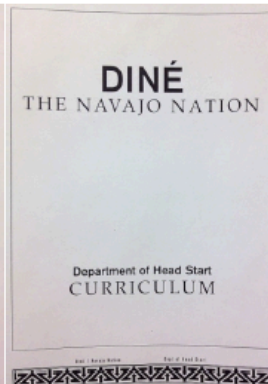
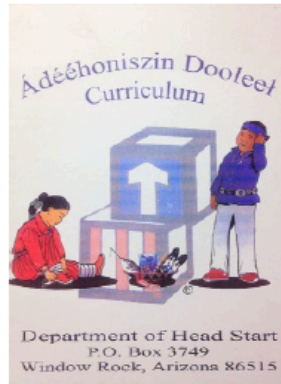


Early Head Start, Head Start, and Home Base Assessment:

Teaching Strategies GOLD® Birth Through Kindergarten Assessment Toolkit



Ádée'óniszin Dooleet Curriculum; Diné Head Start Curriculum; Situational Navajo; I Care Curriculum; PATHS Positive Support Curriculum



Additional Resources:



Navajo Head Start
Curriculum & Assessment Cycle
2013/2014 School Year



Begin 45 Day Requirements:
 •Hearing Screening
 •Vision Screening
 •Brigance® Screening
 •Social Emotional Scales Checklist

•Create opportunities for children to engage in developmental and content learning activities.
 •Observe Children
 •Document what you see & hear as evidence of development and learning.

Review documentation in portfolios and assign children a developmental level on each applicable objective.
 •Summarize findings on Family Conference Form and prioritize goals with parents for next check-Point.

•Create opportunities for children to engage in developmental and content learning activities.
 •Individualize experiences for children to practice those skills & behaviors set as goals with parents
 •Document what you see & hear as evidence of development and learning

Review documentation in portfolios and assign children a developmental Level on each applicable objective.
 •Summarize findings on Family Conference Form

•Observe children;
 •Document what you see & hear as evidence of development and learning

Review Documentation:
 •Assign each child a level on applicable objective.
 •Summarize findings on Family Conference Form

September

October

1st Day of School → -----

Begin 45 Day Requirements:

- Hearing Screening
- Vision Screening
- Brigance© Screening
- Social Emotional Scales

Checklist

October

November

-----1st Assessment Cycle-----

- Create opportunities for children to engage in developmental and content learning activities.
- Observe Children
- Document what you see & hear as evidence of development and learning.

	Child	Interest(s)/style of learning	Individual Goals
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			

This form is completed 3 times per year, following each home visit or parent teacher conference, when parents and teachers decide on 3-4 individual goals for each child. List the child's name, their interests or needs identified by the teacher and parent and their individual goals. Write the goal and the objective number from GOLD that it connects to. List IEP/IFSP goals for children with disabilities and the GOLD objectives they link to and put an (*) by it to indicate IEP. Use this form as you plan your weekly lessons, indicating at least once on the lesson plan each week an activity or experience planned to address at least one individual goal for each child. Use the child's initials or another "code" on the lesson plan by the activity to assist in planning and monitoring individualization.

Individual Planning Form
4 year olds – Ms. Thomas

	Child	Interest(s)/Style of Learning	Individual Goals
1	Shawna Davis	Block building, outdoor play, singing	
2	Ben Johnson BJ(2)	Football, fire trucks, computer games	
3	Setsuko <u>Kitashima</u>	Dolls, playing house, coloring	
4	Kate Bell	Swimming, singing, butterflies, TV	
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	
6	<u>Jonetta</u> Jones	Dolls, coloring, games, teddy bears	
7	Hector Valdez	Soccer, sand and water, singing	
8	Dallas Smith* (IEP)	Dinosaurs, football, computers	9 a, b language dev.; 16 a letters
9	Dustin Hoffman	Super heroes, basketball, hot wheels	
10	<u>Cambry</u> Stevens	Coloring rainbows, playing nurse	
11	Marcos Rodriguez	Blocks and cars, soccer	
12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	
13	Bryn <u>Jaggi</u> * (IEP) BJ(14)	Swimming, singing, dancing, dress-up	9 a, b language dev.; 5 balance; 16 a letters
14	<u>Kaleb</u> Perkins	Bugs(catching), games, football	
15	Jordan Brinkman	Soccer, boating, fishing, drawing	

December

-----> **Checkpoint 1** >-----

Review documentation in portfolios and assign children a developmental level on each applicable objective.

- Summarize findings on Family Conference Form and prioritize goals with parents for next check-Point.

Teaching Strategies GOLD®



Child Assessment Portfolio



Child's Name/Date of Entry

Teacher's Name

Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Checkpoints:			Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	
First	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fourth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checkpoint

- 1st 2nd 3rd 4th Not observed because:
- Recently enrolled
 - Excessive absences
 - Other: _____

See page 38 of Objectives for Development & Learning: Birth Through Kindergarten.

**NAVAJO HEAD START
Family Conference Form**

Child's Name:	Age:	Date:
Parents/Guardians:		
Center:	Staff:	

Summary of Development & Learning

Complete these sections* using the Child Assessment Portfolio. Add parent's observations.

*Describe this child's strengths in social-emotional, physical, language, and cognitive development:

--

Possible Next Steps:

--

*Describe this child's strengths in learning literacy, math, science and technology, social studies, and the arts:

--

Possible Next Steps:

--

Individualized Goals: List objectives and indicators (3-4), determined with the parents, for next assessment period:

--

Additional parent/child concerns/needs that Head Start can assist with and/or comments:

--

Referrals/Services/Follow-up:

--

Parent/Guardian signature:	Date:
Parent/Guardian signature:	Date:
Staff signature:	Date:
Staff signature:	Date:

Individual Planning Form
4 year olds – Ms. Thomas

	Child	Interest(s)/Style of Learning	Individual Goals
1	Shawna Davis	Block building, outdoor play, singing	2c,d relationships; 10a,b social conversations
2	Ben Johnson BJ(2)	Football, fire trucks, computer games	1a,b regulation; 7b using writing tools
3	Setsuko <u>Kitashima</u>	Dolls, playing house, coloring	17b print concepts; 11c problem solving
4	Kate Bell	Swimming, singing, butterflies, TV	6 gross motor; 19 a, b emergent writing skills
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	20 a, b counting, quantify; 19 a, b writing
6	<u>Jonetta</u> Jones	Dolls, coloring, games, teddy bears	1a,b regulation; 20 a, b number concepts
7	Hector Valdez	Soccer, sand and water, singing	16 a letters; 12 a, b connects experiences
8	Dallas Smith* (IEP)	Dinosaurs, football, computers	9 a, b language dev.; 16 a letters
9	Dustin Hoffman	Super heroes, basketball, hot wheels	18 a, b emergent reading; 15 c <u>phono.</u> aware.
10	<u>Cambry</u> Stevens	Coloring rainbows, playing nurse	19 a, b emergent writing skills; 20 a counting
11	Marcos Rodriguez	Blocks and cars, soccer	8 a, b comprehension; 16 a letters; 17a books
12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	11 c, d, e cognitive; 19 a, b writing/fine motor
13	Bryn <u>Jaggi</u> * (IEP) BJ(14)	Swimming, singing, dancing, dress-up	9 a, b language dev.; 5 balance; 16 a letters
14	<u>Kaleb</u> Perkins	Bugs(catching), games, football	7 a, b, writing/meaning
15	Jordan Brinkman	Soccer, boating, fishing, drawing	16 a letters, 12 <u>a,b</u> connects experiences

| **January**

Febr

---2nd Assessment Cycle-----

- Create opportunities for children to engage in developmental and content learning activities.
- Individualize experiences for children to practice those skills & behaviors set as goals with parents
- Document what you see & hear as evidence of development and learning

Weekly Planning Form

Week of: _____ **Teacher:** _____ **Study:** Balls **Exploring the Topic:** What do we know about balls?

⊕ At least one time per month: H – Health S – Safety N – Nutrition/Cooking M - Mental Health

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	<p>Library: books about balls; basketballs, footballs, etc. DH 18 a,b MR 17a</p> <p>“cozy box” available all week – BJ (2)</p> <p>Dramatic Play: Obj. 14 b basketball, soccer, football jerseys, helmets, wrist bands Sports Section of the newspaper SK 17b</p>	<p>Toys and Games: ball collection Obj. 13</p> <p>Obj. 12b.Add clipboards for children to write observations of ball collection – KP 7a, b SC 19 a,b Computer: <u>ebook</u> version of <i>Have a Ball</i> Obj. 28</p> <p>Blocks: SD 2c,d encourage playing with others</p>	<p>Toys and Games: containers to organize the ball collection Obj. 13</p>	<p>Toys and Games: containers to organize the ball collection Obj. 13</p> <p>Computer: <u>ebook</u> version of <i>Have a Ball</i> Obj. 28</p>	<p>Toys and Games: ball collection Obj. 13</p> <p>Computer: <u>ebook</u> version of <i>Where's Spot's Ball</i> Obj. 12a</p>
Large Group	<p>Discussion and Shared Writing: Types of Balls Obj. 11a Obj. 9d</p>	<p>Movement activity: Moving together with a Ball- Obj. 11b</p>	<p>Game: What's Inside the Box? Have different kinds of balls to guess (tennis, golf, baseball, whiffle ball, etc.) Obj. 23</p> <p>Discussion and Shared Writing: What Can We Do With Balls? BJ(9) 9 c</p>	<p>Game: Name game: “Bounce the syllables” name game using a ball. Do only 4-5 names. Have it as a choice in the movement area during free choice. Obj. 15c</p> <p>Discussion and Shared Writing: What Do We Know About Balls? JB and HV 12 a, b</p>	<p>Movement: Moving to music with a ball - play “bouncy” “slow” and “<u>staccato</u>”music. Obj. 34</p> <p>Discussion and Shared Writing: What Do We Want to Find Out About Balls? Obj. 12b</p>
Small Group	<p>Sorting and counting <i>Balls</i> JJ, CS and CF 20a,b</p>	<p>Comparing and Describing Balls BJ(13) and DS 9 a, b</p>	<p>Marble Painting BJ (13) 9a, b</p>	<p>Science: How high do the balls bounce? Guess and then test. Graph. Obj 22</p>	<p>Option 1: Counting the Collection of balls JJ, CS and CF 20a,b</p>
Mealtimes:		<p>Nutrition – Discuss how the oranges are shaped like a ball. Cut open and talk about nutrition from fruit – Vitamin C CF 20 a (count orange sections when cut)</p>			

Outdoor Experiences: Add new balls to the playground, review Intentional Teaching Card p25, “Kick Hard” **KB 6, BJ(13) 5**

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March

-----> **Checkpoint 2** >-----

Review documentation in portfolios
and assign children a developmental
Level on each applicable objective.

- Summarize findings on Family
Conference Form

Teaching Strategies GOLD®



Child Assessment Portfolio



Child's Name/Date of Entry

Teacher's Name

Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Checkpoints:			Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	
First	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fourth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checkpoint

- 1st 2nd 3rd 4th Not observed because:
- Recently enrolled
 - Excessive absences
 - Other: _____

See page 38 of Objectives for Development & Learning: Birth Through Kindergarten.

Individual Planning Form
4 year olds – Ms. Thomas

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4	Kate Bell	Swimming, singing, butterflies, TV	6 gross motor; 19 a, b emergent writing skills
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	20 a, b counting, quantify; 19 a, b writing
6	<u>Jonetta</u> Jones	Dolls, coloring, games, teddy bears	1a,b regulation; 20 a, b number concepts
7	Hector Valdez	Soccer, sand and water, singing	16 a letters; 12 a, b connects experiences
8	Dallas Smith* (IEP)	Dinosaurs, football, computers	9 a, b language dev.; 16 a letters
9	Dustin Hoffman	Super heroes, basketball, hot wheels	18 a, b emergent reading; 15 c <u>phono.</u> aware.
10	<u>Cambry</u> Stevens	Coloring rainbows, playing nurse	19 a, b emergent writing skills; 20 a counting
11	Marcos Rodriguez	Blocks and cars, soccer	8 a, b comprehension; 16 a letters; 17a books
12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	11 c, d, e cognitive; 19 a, b writing/fine motor
13	Bryn <u>Jaggi</u> * (IEP) BJ(14)	Swimming, singing, dancing, dress-up	9 a, b language dev.; 5 balance; 16 a letters
14	<u>Kaleb</u> Perkins	Bugs(catching), games, football	7 a, b, writing/meaning
15	Jordan Brinkman	Soccer, boating, fishing, drawing	16 a letters, 12 <u>a,b</u> connects experiences

April

3rd Assessment Cycle -----

- Observe children;
- Document what you see & hear
as evidence of development
and learning

Weekly Planning Form

Week of: _____ **Teacher:** _____ **Study:** Balls **Exploring the Topic:** What do we know about balls?

⊕ At least one time per month: H – Health S – Safety N – Nutrition/Cooking M - Mental Health

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	<p>Library: books about balls; basketballs, footballs, etc. DH 18 a,b MR 17a</p> <p>“cozy box” available all week – BJ (2)</p> <p>Dramatic Play: Obj. 14 b basketball, soccer, football jerseys, helmets, wrist bands Sports Section of the newspaper SK 17b</p>	<p>Toys and Games: ball collection Obj. 13</p> <p>Obj. 12b.Add clipboards for children to write observations of ball collection – KP 7a, b SC 19 a,b Computer: <u>ebook</u> version of <i>Have a Ball</i> Obj. 28</p> <p>Blocks: SD 2c,d encourage playing with others</p>	<p>Toys and Games: containers to organize the ball collection Obj. 13</p>	<p>Toys and Games: containers to organize the ball collection Obj. 13</p> <p>Computer: <u>ebook</u> version of <i>Have a Ball</i> Obj. 28</p>	<p>Toys and Games: ball collection Obj. 13</p> <p>Computer: <u>ebook</u> version of <i>Where's Spot's Ball</i> Obj. 12a</p>
Large Group	<p>Discussion and Shared Writing: Types of Balls Obj. 11a Obj. 9d</p>	<p>Movement activity: Moving together with a Ball- Obj. 11b</p>	<p>Game: What's Inside the Box? Have different kinds of balls to guess (tennis, golf, baseball, whiffle ball, etc.) Obj. 23</p> <p>Discussion and Shared Writing: What Can We Do With Balls? BJ(9) 9 c</p>	<p>Game: Name game: “Bounce the syllables” name game using a ball. Do only 4-5 names. Have it as a choice in the movement area during free choice. Obj. 15c</p> <p>Discussion and Shared Writing: What Do We Know About Balls? JB and HV 12 a, b</p>	<p>Movement: Moving to music with a ball - play “bouncy” “slow” and “<u>staccato</u>”music. Obj. 34</p> <p>Discussion and Shared Writing: What Do We Want to Find Out About Balls? Obj. 12b</p>
Small Group	<p>Sorting and counting <i>Balls</i> JJ, CS and CF 20a,b</p>	<p>Comparing and Describing Balls BJ(13) and DS 9 a, b</p>	<p>Marble Painting BJ (13) 9a, b</p>	<p>Science: How high do the balls bounce? Guess and then test. Graph. Obj 22</p>	<p>Option 1: Counting the Collection of balls JJ, CS and CF 20a,b</p>
Mealtimes:		<p>Nutrition – Discuss how the oranges are shaped like a ball. Cut open and talk about nutrition from fruit – Vitamin C CF 20 a (count orange sections when cut)</p>			

Outdoor Experiences: Add new balls to the playground, review Intentional Teaching Card p25, “Kick Hard” **KB 6, BJ(13) 5**

May

June



Checkpoint 3

Review Documentation:

- Assign each child a level on applicable objective.
- Summarize findings on Family Conference Form

Teaching Strategies GOLD®



Child Assessment Portfolio



Child's Name/Date of Entry

Teacher's Name

Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Checkpoints:			Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	
First	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fourth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checkpoint

- 1st 2nd 3rd 4th Not observed because:
- Recently enrolled
- Excessive absences
- Other: _____

See page 38 of Objectives for Development & Learning: Birth Through Kindergarten.

**NAVAJO HEAD START
Family Conference Form**

Child's Name: _____	Age: _____	Date: _____
Parents/Guardians: _____		
Center: _____	Staff: _____	

Summary of Development & Learning

Complete these sections* using the Child Assessment Portfolio. Add parent's observations.

*Describe this child's strengths in social-emotional, physical, language, and cognitive development:

--

Possible Next Steps:

--

*Describe this child's strengths in learning literacy, math, science and technology, social studies, and the arts:

--

Possible Next Steps:

--

Individualized Goals: List objectives and indicators (3-4), determined with the parents, for next assessment period:

--

Additional parent/child concerns/needs that Head Start can assist with and/or comments:

--

Referrals/Services/Follow-up:

--

Parent/Guardian signature: _____	Date: _____
Parent/Guardian signature: _____	Date: _____
Staff signature: _____	Date: _____
Staff signature: _____	Date: _____