**SCHOOL SPECIALTY**

**Shop Early Childhood**

<table>
<thead>
<tr>
<th>Active Play</th>
<th>Block Play</th>
<th>Dramatic Play</th>
<th>Puzzles &amp; Games</th>
<th>Sand &amp; Water</th>
</tr>
</thead>
</table>

Shop More Early Childhood Products

- Instruction
- Music
- Furniture
- Carpets

**WHAT? WE GET A DOOR PRIZE?? HOW COOL IS THAT??**
EARLY CHILDHOOD STAFF

• Janice Dingayan
  – Early Childhood Manager

• Marcela Landestoy
  – Curriculum Specialist

• Kimberly Guinn
  – Curriculum Specialist

• Erica Andrews
  – TSR Grant Coordinator

• Carol Downey
  – Department Secretary

CALL THE ECH DEPARTMENT: 713-556-6823
MEETING AGENDA

CIRCLE (Cpalls+)

- Assessment FAQs
- CIRCLE Logins
- The HUB: Resources
- Read Houston Read
- Math & Other PD Offerings
LET’S BREAK THE ICE

Counting is fun!

QUIET ONES  YUCKY TENS
CIRCLE (formerly CPALLS+ Assessment)

• CIRCLE – Center for Improving the Readiness of Children for Learning and Education

• Assessment Windows:

<table>
<thead>
<tr>
<th>WAVE</th>
<th>ASSESSMENT</th>
<th>WINDOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOY</td>
<td>Oct. 15–Nov. 5</td>
</tr>
<tr>
<td>2</td>
<td>MOY</td>
<td>Jan. 12 – 30</td>
</tr>
<tr>
<td>3</td>
<td>EOY</td>
<td>Apr. 20 – May 8</td>
</tr>
</tbody>
</table>
CIRCLE REQUIRED SUBTESTS

**Language & Literacy**
- Letter Naming
- Vocabulary Naming
- Listening
- Rhyme Recognition
- Rhyme Production
- Alliteration
- Words in a Sentence
- Syllabication
- Onset-Rime

**Mathematics**
- Rote Counting
- Shape Naming
- Number Identification
- Number Naming
- Shape Discrimination
- Counting Sets

**Observable Behaviors**
- Book and Print Concepts
- Early Writing Skills
# SUGGESTED SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Wave 1 Subtests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Letter Naming (1 min)</td>
</tr>
<tr>
<td>Day 2</td>
<td>Vocabulary Naming (1 min)</td>
</tr>
<tr>
<td>Day 3</td>
<td>Rhyming Part 1 (Recognition)</td>
</tr>
<tr>
<td>Day 4</td>
<td>Alliteration</td>
</tr>
<tr>
<td>Day 5</td>
<td>Words in a Sentence</td>
</tr>
<tr>
<td>Day 6</td>
<td>Syllabication</td>
</tr>
<tr>
<td>Day 7</td>
<td>Onset-Rime</td>
</tr>
<tr>
<td>Day 8</td>
<td>Rote Counting</td>
</tr>
<tr>
<td>Day 9</td>
<td>Shape Naming</td>
</tr>
<tr>
<td>Day 10</td>
<td>Number Naming</td>
</tr>
<tr>
<td>Day 11</td>
<td>Counting Sets</td>
</tr>
<tr>
<td>Day 12</td>
<td>Book and Print Concepts</td>
</tr>
<tr>
<td>Day 13</td>
<td>Early Writing</td>
</tr>
<tr>
<td>Day 14</td>
<td>Make-up day for absent students</td>
</tr>
<tr>
<td>Day 15</td>
<td>Make-up day for absent students</td>
</tr>
</tbody>
</table>

GETTING TRAINED
http://texasschoolready.org/pilot

CLI Engage Pilot

This webpage will feature information for the teachers and administrators currently participating in the CLI Engage pilot project during the 2014-2015 school year. We will post information throughout the year to assist our pilot participants in using the tools and resources available in the system.

Training

CLI Engage and CIRCLE Assessment System Training
PowerPoint Presentation

HISD Teachers
If you attended a live webinar, click the link to complete a Google form to confirm your attendance for the district: Google Form to Confirm Attendance at a Live Webinar

CIRCLE Assessment System Content Training
Click here to download the training presentation.

HISD Teachers
After reviewing the content training, click the link to complete a Google form to confirm your attendance for the district: Google Form to Confirm You Have Reviewed the Content Training

How-To Guides

CLI Engage User Guide
Coming soon

How to Set-Up a Google ID
We strongly recommend that you create a Google ID associated with your ISD email address, so all communication related to CLI Engage will go to your school email address.
Video coming soon
GETTING STARTED
Create your Google Account

One account is all you need
A single username and password gets you into everything Google.

Take it all with you
Switch between devices, and pick up wherever you left off.

Name
Janice Dingayan

Choose your username
jdingayan@gmail.com
I prefer to use my current email address

Create a password
************

Confirm your password

Birthday
Month, Day, Year

Gender
I am...

Mobile phone
REGISTRATION

- CLI will send an email to your HISD email
- Click on the link in the email.
- Complete the registration process.
- Have your Google account ready
ACCESSING CLI ENGAGE

www.cliengage.org
REGISTRATION PAGE

- Input additional information
- Hit “submit”
• User will see the Engage dashboard after successfully completing the registration process
STUDENT PROGRESS MEASURES: Vocabulary

STARTING POINT GUIDANCE: PRE-KINDERGARTEN

Pre-Kindergarten teachers should use beginning of year (BOY) data on the district-wide assessments in language and math (CPALLS+) as sources of evidence for student starting points.

<p>| Pre-Kindergarten Language Arts – BOY Vocabulary Subtest (English or Spanish) |</p>
<table>
<thead>
<tr>
<th>If the student earned...</th>
<th>Consider placing the student in Starting Point Category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPALLS+ Test*</td>
<td></td>
</tr>
<tr>
<td>21+</td>
<td>4</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
</tr>
<tr>
<td>0-10</td>
<td>1</td>
</tr>
</tbody>
</table>

* Note: The CPALLS+ picture vocabulary assessment is a computer-based, timed (one-minute) test. There are many more pictures in the test item bank (55) than what most students can realistically attempt in one minute. If the score ranges for this test seem low given that there are 55 items, it is because they reflect the fact that it is a one-minute timed assessment of picture vocabulary, and this source of evidence is based on BOY performance.

http://www.houstonisd.org/teacherappraisal
In Math, Pre-K teachers will categorize students on one subtest/one Goals Worksheet:

<table>
<thead>
<tr>
<th>Pre-Kindergarten Math – BOY Counting Sets Subtest: English or Spanish</th>
<th>Consider placing the student in Starting Point Category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the students earned ... (out of 5 items)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
</tr>
<tr>
<td>0-1</td>
<td>1</td>
</tr>
</tbody>
</table>

STUDENT ATTAINMENT

• Student Attainment applies only in Pre-K, on 1 pre-reading objective on the district-wide ELA assessment: Identify 20 upper-case and 20 lower-case letters.

• Only Pre-K students who are 4 years old by September 1 are included in the measure.

• This measure is required of all general education Pre-K teachers and does not appear on the Goals Worksheet.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Subtest</th>
<th>EOY Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td>Vocabulary</td>
<td>20+ words (out of 55)</td>
</tr>
<tr>
<td>Student Progress</td>
<td>Counting Sets</td>
<td>5 correct answers (out of 8)</td>
</tr>
<tr>
<td>Student Attainment</td>
<td>Letter Identification</td>
<td>20 uppercase and 20 lowercase letters</td>
</tr>
</tbody>
</table>
# CENTRALIZED TARGETS

<table>
<thead>
<tr>
<th>Language Arts: Vocabulary (English/Spanish)</th>
<th>Pre-Reading: Letter Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting Point Category</strong></td>
<td><strong>EOY Goal</strong></td>
</tr>
<tr>
<td>4</td>
<td>20+</td>
</tr>
<tr>
<td>3</td>
<td>11-19</td>
</tr>
<tr>
<td>2</td>
<td>6-10</td>
</tr>
<tr>
<td>1</td>
<td>0-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math: Counting Sets</th>
<th>Component Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting Point Category</strong></td>
<td><strong>EOY Goal</strong> (out of 8 items)</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td>1</td>
<td>0-1</td>
</tr>
</tbody>
</table>
### Pre-K Teacher Performance Level Rubric

**Subject & Goal**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math – Counting Sets Subtest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 EYO measure for the teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language – Vocabulary Subtest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 EYO measure for the teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Attainment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Reading – Letters Subtest: Identify 20 upper-case and 20 lower-case letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 EYO measure for the teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Measures: 4 (3 Students’ Progress, 1 Student Attainment)**

For questions, contact your Performance and Continuous Improvement Manager (PCIM)
Office of School Support | 713-556-9656
THE HUB: RESOURCES

https://houston.itslearning.com/

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCLE</td>
<td></td>
</tr>
<tr>
<td>Performance Indicators</td>
<td></td>
</tr>
<tr>
<td>Progress Reports</td>
<td></td>
</tr>
</tbody>
</table>

PowerUp
HISD
TRANSFORMING
TEACHING AND LEARNING

TECHNOLOGY
THE "HUB"
PERSONALIZATION
• Share the magic of a book by reading to a child
• Engage in fun activities that directly relate to the reading
• Listen to a child read as they share a book with you

http://www.readhoustonread.com/

GIVE A FIRST-GRADE A HALF-HOUR TO AN HOUR OF YOUR TIME EACH WEEK THROUGHOUT THE SCHOOL YEAR TO BECOME A READ HOUSTON READ MENTOR, EITHER IN PERSON OR OVER THE INTERNET.
# FALL PD OFFERINGS


<table>
<thead>
<tr>
<th>Date</th>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Time</th>
<th>Location</th>
<th>Presenter</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23/2014</td>
<td>ECO182</td>
<td>Curriculum Preview Theme Training #3</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>HMW Rm. 1E02</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>10/29/2014</td>
<td>ECD227</td>
<td>PreK Writing with Children</td>
<td>Participants will learn how to effectively use morning message, interactive writing and predictable charts in the Prekindergarten classroom. You will learn new strategies to engage your students and use Best Practices to move your students forward in writing.</td>
<td>1:30-3:30 PM</td>
<td>HMW Board Auditorium</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>11/11/2014</td>
<td>ECD225</td>
<td>PreK Math Toolbox</td>
<td>Participants will discover ways to teach children how to demonstrate Math concepts as it ties to the Prekindergarten Guidelines. Participants will be engaged in creative activities and concrete lessons to develop their students' understanding of numbers and operations, geometry and spatial sense, measurement skills and patterns.</td>
<td>4:30-6:30 PM</td>
<td>Sherman ES</td>
<td>Janice Dingayan 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>11/18/2014</td>
<td>ECD183</td>
<td>Curriculum Preview Theme Training #4</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>Food Services Building</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>11/19/2014</td>
<td>ECD226</td>
<td>PreK Making Words, Words, Words!</td>
<td>Participants will learn how to teach prekindergarten students how to use spelling patterns to make words. Participants will utilize those strategies in whole group, small group and work stations.</td>
<td>1:30-3:30 PM</td>
<td>HMW Board Auditorium</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>12/11/2014</td>
<td>ECD184</td>
<td>Curriculum Preview Theme Training #5</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>Ryan PL5</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>1/27/2015</td>
<td>ECD185</td>
<td>Curriculum Preview Theme Training #6</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>HMW Rm. 1E01</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>2/26/2015</td>
<td>ECD186</td>
<td>Curriculum Preview Theme Training #7</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>HMW 1E01</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
<tr>
<td>3/12/2015</td>
<td>ECD187</td>
<td>Curriculum Preview Theme Training #8</td>
<td>Participants will be trained to use the Pacing Calendar, Planning Guides, Scope &amp; Sequence, and Frog Street Press resources to prepare for the upcoming theme.</td>
<td>4:30-6:30 PM</td>
<td>HMW Rm. 3C12</td>
<td>Marcela Landestoy 713-556-6823</td>
<td></td>
</tr>
</tbody>
</table>
10 Hungry Rabbits - by Anita Lobel
ISBN: 9780375968648

10 Little Rubber Ducks - Eric Carle
Number and Numeration

A Pair of Socks - by Stuart J. Murphy; illustrated by Lois Ehlert
Patterns, Functions, and Algebra

Bunny Cakes: A Max and Ruby Picture Book - by Rosemary Wells
Number and Numeration

Chicka Chicka 1, 2, 3 - Bill Martin, Jr., Michael Sampson; illustrated by Lois Ehlert
Number and Numeration

Feathers for Lunch - Lois Ehlert
Number and Numeration, Geometry
(Note: This is also available in a Big Book.)

Henry the Fourth - by Stuart J. Murphy; illustrated by Scott Nash
Number and Numeration

I Love You All Day Long - by Francesca Rusackas; illustrated by Priscilla Burris
Number and Numeration, Data and Chance

If You Give a Mouse a Cookie - Laura Joffe Numeroff; illustrated by Felicia Bond
Number and Numeration

Mouse Count - Ellen Stoll Walsh
Number and Numeration

My Race Car - Michael Rex
Number and Numeration

Splash! - Ann Jonas
Number and Numeration, Operations and Computation

Ten Black Dots - Donald Crews
Number and Numeration

Ten Little Fish - by Audrey Wood; illustrated by Bruce Wood
Number and Numeration

The Itsy Bitsy Spider - as told and illustrated by Iza Trapani
Number and Numeration

The Very Busy Spider - Eric Carle
Number and Numeration
TEACHING MATH THROUGH LITERATURE (EC0224)

October 21, 2014 – HMW 4:30-6:30
AWESOME MATH WEBSITES

Math and Literature

Math Websites:
• http://www.brainpopjr.com/math/
• http://pbskids.org/games/ (Can look for by skill)
• http://www.prekinders.com/numbers-counting/
• https://www.teachingchannel.org/videos/pre-k-math-lesson
• http://mathforum.org/teachers/pre-k/projects.html
• http://www.teacherspayteachers.com/Browse/PreK-12-Subject-Area/Math/Price-Range/Free/Grade-Level/PreK-K
• http://www.prekinders.com/math-printables/

Math APPS
• http://igamemom.com/2013/08/07/10-free-math-apps-for-elementary-school-kids/
• http://pbskids.org/apps/
• http://fun.familyeducation.com/online-games/media-and-learning/69665.html?page=1
<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/14:</td>
<td>CHAMPS: A Proactive and Positive Approach to Classroom Management in</td>
<td>Acquire information to assist in developing or strengthening classroom management plans in the preschool classroom. Learn to identify and maintain the effective parts of current plans while concurrently identifying and strengthening areas of need. Acquire knowledge, ideas, and suggestions that can have a positive benefit on behavior and motivation for students. Session and materials costs are partially funded through state or federal grants.</td>
</tr>
<tr>
<td>8:30-3:30 PM</td>
<td>the Preschool Classroom</td>
<td></td>
</tr>
<tr>
<td>10/23/14:</td>
<td>Motor Sensory Labs and Classrooms: Concepts, Strategies, and Applications for the School Environment</td>
<td>Do you have students who seem to hunger for movement and physical support? Ready Bodies, Learning Minds was created to support the developmental, motor, sensory, and academic growth of all students. The Ready Bodies Motor Labs are designed to be implemented as an individual activity, as a classroom center or activity, as adaptive physical education, or as part of a campus-wide curriculum.</td>
</tr>
<tr>
<td>8:30-3:30 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NAEYC PD OFFERINGS

http://www.naeyc.org/conference/

• Learning through Play
• Music and Readiness
• Hands-on Learning for Tomorrow’s Problem-Solvers
• Integrating the Curriculum with Music, Movement, and Problem Solving
• Brain Development for Early Childhood Educators
• Using Humor as an Effective Motivator in Early Learning
• Fostering Self-Regulated Learning in Preschool Classrooms
PD OPPORTUNITIES

FREE WEBINAR
Presented by
Dr. Pam Schiller
September 25
10 Strategies to Boost Brain Power in the Early Years
Hosted by
Stephen Fite

Early Literacy Summit

Registration opens Monday, September 29.

“Why We Do What We Do: Focusing on Children in a Standards-Driven Era”

Date: Saturday, January 17, 2015, 8 a.m.-3 p.m.
Keynote: Dr. Patsy Cooper

Join Rice University’s School Literacy and Culture for our 16th annual Early Literacy Summit on Saturday, January 17, 2015 at Rice’s Anderson-Clarke Center.

This one-day gathering of early literacy professionals features a prominent keynote speaker and breakout sessions conducted by mentor teachers from SLC.

Registration: Opens Monday, September 29
Registration Rates: $99 by October 24; $129 after October 24
Group Rate: $89 per participant in a group of six or more from the same school (For schools registering six or more teachers, an administrator can attend the conference free of charge.)
ASK ME ANYTHING

Question the answers