

**HEAD START PROCEDURES FOR:  
TEACHING AND LEARNING ENVIRONMENT - SOCIAL EMOTIONAL  
DEVELOPMENT  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**1.0 Scope: Head Start Performance Standard 1302.31(b)(1)(i) Effective teaching Practices**

**2.0 Responsibility:**

- 2.1 Teacher
- 2.2 Teacher's Assistant
- 2.3 Family Service Worker (FSW)
- 2.4 Education/Disability Consultant (EC/DC)
- 2.5 Parents
- 2.6 Mental Health Consultant (MH)

**3.0 Resources:**

- 3.1 Child's File
- 3.2 CLI Engage Progress Monitoring/Assessment
- 3.3 *Teaching Strategies GOLD* Assessment
- 3.4 *Teaching Strategies GOLD*/Head Start Early Learning Outcomes Framework
- 3.5 Texas Infant/Toddler/Pre-K Research Based Curriculums
- 3.6 *Conscious Discipline*
- 3.7 *DECA* Assessment
- 3.8 The Region 14 ESC Head Start Education Plan
- 3.9 TA from the Education Consultant (EC)

**4.0 Procedures:**

- 4.1 ESC and ISD Staff will provide an environment that is predictable and consistent at each site, posting child-daily schedules and treating each child with care and respect, so that he/she has the confidence to approach new challenges.
- 4.2 ESC and ISD Staff will provide a child friendly environment that is safe, attractive, comfortable and well-designed. (i.e. well-defined child appropriate centers, child friendly classroom rules, child friendly schedules, and print rich environment). During times of pandemic, materials will be sanitized and more frequently rotated for safety purposes.
- 4.3 ESC and ISD Staff will focus on building relationships with children, focusing on children's strengths and responding positively to individual child needs and accomplishments.
- 4.4 ESC and ISD Staff will provide a variety of materials and opportunities for experiences that encourage language development and problem-solving. Children will be encouraged to act upon daily routines independently, with encouragement and prompting from adults, as needed. Children will be given opportunities to use their own language to meet their individual needs, and will be encouraged to work together with

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children and adults to perform daily hygiene tasks and jobs in the classroom.

- 4.5 ESC and ISD Staff will use positive behavior strategies to assist children in solving problems and learning self-control. All staff will be provided training in observation skills and language use with young children to prevent behavior problems and promote learning of social skills (i.e. acknowledging feelings and needs, describing actions, feelings, and needs, and setting clear limits). ISD Staff will model and teach conflict resolution skills with children. ESC Staff will assist in providing an environment and schedule that is age appropriate and promotes self-control and opportunities to learn social skills.
- 4.6 *Conscious Discipline* will be the classroom management tool.
- 4.7 Positive Practices for Behavior Management (PPBM) meetings will be held with parents and Head Start staff as needed. ***See P & P 1302.45***
- 4.8 ESC and ISD Staff will provide materials and experiences that foster each child’s home language, culture and family composition. Experiences with parents and families will be encouraged, as well as opportunities to participate in experiences reflecting the culture of each community.
- 4.9 ISD Staff will provide daily schedules that are predictable to children, and provide activities for smooth transitions that are both meaningful and unrushed.
- 4.10 DECA Assessment will be completed twice a year by families and teachers.
- 4.11 When concerns are identified teachers will ask for assistance and request strategies or an observation. ***See P&P 1302.45 (4.4)***

**5.0 Associated documents:**

- 5.1 CLI Engage
- 5.2 Teaching Strategies GOLD/ Head Start Early Learning Outcomes Framework
- 5.3 Classroom Observation Reports
- 5.4 CLASS Evaluation Reports

**6.0 Record Retention Table:**

<b>Identification</b>	<b>Format</b>	<b>Storage</b>	<b>Retention</b>	<b>Disposition</b>	<b>Protection</b>
Child File	Print/ Electronic	File Cabinet	7 years	Shred/ Delete	Locked/ Password Protected
File review, Visit Reports	print/ electronic	File Cabinet/ Google Docs	7 years	Shred/ Delete	Locked/

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					Password protected
End of the Month Report, Classroom Observations, DECA Analysis and strategies, CLASS/ITERS/ Program Quality Assessment (PQA) Reports	electronic	Google Docs	7 years	Shred/ Delete	Password Protected
Analysis of <i>Teaching Strategies GOLD</i>	Electronic Paper	On-line ESC file	Quarterly	Delete/ Shred	Password Protected/ Locked Cabinet

**7.0 Monitoring:**

- 7.1 Quarterly File reviews
- 7.2 Visit Reports
- 7.3 Classroom Observations
- 7.4 End of the Month Report
- 7.5 Analysis of CLI Engage Progress Monitoring/Assessment Data
- 7.6 Analysis of *Teaching Strategies GOLD*
- 7.7 Analysis of DECA Social/Emotional Screen
- 7.8 CLASS Evaluations

**8.0 Revision History:**

<b>Date:</b>	<b>Revision#</b>	<b>Description of Revision</b>
6-2006		
8-2009		Reviewed
9-2011	3.0,4.0 & 6.0	Reviewed and Revised Procedures, Resources & Record Retention Table
6-2012	3.0	Reviewed and Revised Resources
6-14	6.0	Reviewed and Revised Record Retention Table Added CLASS Evaluations to Documents and Monitoring
8-2015		Reviewed

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10-2015	4.1, 4.2, 4.3, 4.4, 4.5, 4.8	Added Grantee/Delegate
5/2018		Added "Password Protected"
4-16	3.3, 6.0	Reviewed, changed HS Outcomes title, added Google Docs to storage
6-16	7.4	Changed tenth to "end" of month
6-17	2.4 3.4 4.3 4.7 4.11 6.0  7.0  7.0	Added Disability Consultant Added Infant/Toddler Research-based Added accomplishments Added P & P Added Changed quarterly visit to file review, records retention-added digital Added CLASS/ITERS Reports On GOLD analysis - added paper and electronic Changed quarterly to file review Changed file review to Quarterly file review
5-18	6.0	Added "Shred/Delete"
6-2019	3.2 thru 3.9	Added CLI Engage progress monitoring/assessment as 3.2 which re-ordered the numeration of the list as follows:  3.1 Child's File 3.2 CLI Engage Progress Monitoring/Assessment 3.3 <i>Teaching Strategies GOLD</i> Assessment 3.4 <i>Teaching Strategies GOLD/Head Start Early</i>

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		<p>Learning Outcomes Framework  3.5 Texas Infant/Toddler/Pre-K Research Based Curriculums  3.6 <i>Conscious Discipline</i>  3.7 <i>DECA</i> Assessment  3.8 The Region 14 ESC Head Start Education Plan  3.9 TA from the Education Consultant (EC)</p>
6-2019	5.1 thru 5.4	<p>Added CLI Engage as 5.1 which re-ordered the numbering of the list as follows:  5.1 CLI Engage  5.2 Teaching Strategies GOLD/ Head Start Early Learning Outcomes Framework  5.3 Classroom Observation Reports  5.4 CLASS Evaluation Reports</p>
6-2019	7.1 thru 7.8	<p>Added Analysis of CLI Engage Progress Monitoring/ Assessment Data as 7.5 which re-ordered the numbering of the list as follows:  7.1 Quarterly File reviews  7.2 Visit Reports  7.3 Classroom Observations  7.4 End of the Month Report  7.5 Analysis of CLI Engage Progress Monitoring/ Assessment Data  7.6 Analysis of Teaching Strategies GOLD</p>

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		7.7 Analysis of DECA Social/Emotional Screen 7.8 CLASS Evaluations
6/2019	6.0	Changed “ITERS” to “ITERS/Program Quality Assessment (PQA)”
12/1/2020	4.2	Add: During times of pandemic, materials will be sanitized and more frequently rotated for safety purposes.
12/2022		Reviewed