



February 2009



## Central Texas School Readiness Standard Based on the Texas Education Agency's 2008 Pre-K Guidelines Priority Competencies

As part of the region's **Blueprint for Educational Change™**, Central Texas school districts, community early childhood education providers, community organizations, regional experts in early childhood education, and local workforce boards committed to meeting the goal: **Children Enter Kindergarten School Ready**. This coalition collaborated over the last several months to develop the first-in-the-state School Readiness Standard for those 4-year-olds completing Pre-K and entering Kindergarten. Region XIII Education Service Center, San Marcos Consolidated ISD, and United Way's Success by Six led the effort which was facilitated by the E<sup>3</sup> Alliance and supported by the Buena Vista and Tapestry Foundations. The Texas Education Agency's 2008 Pre-K Guidelines served as the cornerstone of this effort.

We conducted a series of six full-day work sessions focused on one or more of the domains identified in the Pre-K Guidelines. Participating Pre-K teachers, researchers, community providers and administrators carefully reviewed each child outcome using a series of criteria to prioritize a selection of outcomes for this region. These criteria were:

1. The outcome is represented in the 2008 TEA Pre-K Guidelines (by the end of Pre-K year)
2. The outcome is developmentally appropriate and measurable
3. The outcome is predictive of a child's future education success
4. The outcome can be shared across multiple contexts
5. As appropriate, the outcome is aligned to TEKS (2008-2009 or 2009-2010 versions)

From the selected outcomes, we will develop a comprehensive series of rubrics to help guide teachers in developing appropriate assessments, instructional activities and program supports to improve instruction and outcomes for our children.

**An Important Note:** This tool serves to improve support to our children and mark their progress toward achieving a "school ready" series of milestones. The standard will also help Central Texas better gauge how many of our children enter Kindergarten "prepared" to succeed in public education. It is not meant to serve instead of the TEA Pre-K Guidelines, but rather to extend their use systematically across the region. The attending set of rubrics provide teachers in public and private Pre-K programs with concrete measures and strategies to monitor child development and achievement throughout the year.

English Language Learner competencies under the *Language and Communication Domain* appear in **green**. Teachers in bilingual classrooms are expected to follow all recommendations of these priority competencies. Student competencies with word revisions from the Pre-K Guidelines are in **blue**.

The leadership of **Sue Carpenter** of Success by Six, **Cathy Doggett** of Region XIII Education Service Center, and Superintendent **Patty Shafer** and **Rosemary Garza** of San Marcos Consolidated ISD strengthened and drove the review and development of this standard. Several school districts and community organizations participated in every work session with outstanding insights and contributions. **Our district partners: Austin, Bastrop, Georgetown, Hays, Leander, Manor, Pflugerville, Round Rock and San Marcos. Our community partners: Child Inc, Communities In Schools, Mainspring Schools, Williamson-Burnet County Opportunities Headstart, Workforce Solutions Capital Area, Workforce Solutions Rural Capital Area. Our University Researchers from: University of Texas at Austin, UT Austin Dana Center, Center for Public Policy Priorities, Texas State University. Finally, to the members of the School Readiness District Taskforce, thank you and Congratulations!**

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**Rubric development will serve as a Pre-K child progress monitoring tool and feature the competencies identified below:**

Social Emotional Development *No TEKS objectives developed in later grades	Language & Communication	Emerging Literacy: Reading	Emerging Literacy: Writing	Mathematics
1.B.1.c Child regulates her own behavior and follows classroom rules and routine with occasional reminders or assistance from teacher.	II.A.1 Child shows understanding by responding appropriately. (TEKS K (b) (1) (B); TEKS 1 (b) (1) (B))	III.A.1 Child engages in pre-reading and reading-related activities. (TEKS K (b) (5))	IV.B.1 Child independently uses letters or symbols to make words or parts of words (including own name). (TEKS K (b) (14)(A))	V.A.5 Child counts up to 10 items and demonstrates that the last count indicates how many were counted. (TEKS K(b)(1)(A))
1.B.2.a Child begins to understand and demonstrate the difference and connection between feelings and behaviors.	II.B.1 Child uses language for different purposes. (TEKS 1-3 (b) (3) (C))	III.B.4. Child segments words into syllables and combines syllables to make words. (TEKS K (b)(6)(B))	IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation. (TEKS K-1 (b)(17)C, 1-2 (b)17)(G))	V.C.1 Child names and describes common shapes and identifies these shapes in their environment. (TEKS K (b) (9) (B,C))
1.B.3.a Child sustains attention to personally chosen or routine tasks until they are completed.	II.C.1 Child's speech or mode of communication is understood by the teacher, other adults and peers.	III.B.6 Child distinguishes rhyming words versus non-rhyming words and begins to rhyme. (TEKS K-1(b)(6)(c))		V.C.3 Child demonstrates use of location and select positional words (such as: over, under, above, on, beside, next to, between, in front of, near, far, first, second, next, last) (TEKS K (b) (7)(A))
1.D.2 Child demonstrates some understanding that others have perspectives and feelings that are different from her own	II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.) (TEKS K (b) (8))	III.C.1 Child names a majority (more than 14 ) of upper and lower case letters. (TEKS K-1 (b)(7)(A))		V.D.1 Child recognizes and compares heights and lengths of people and objects. (TEKS K (b)(8)(B,A))
1.C.6 Child demonstrates empathy and caring for others.  (continued below)	II.E.5 Child combines sentences that include detail, stick to the topic, and clearly communicate intended meaning.  (continued below)	III.C.3 Child produces the correct sounds of at least 10 letters. (TEKS K (b)(7)(C))  (continued below)		V.E.1 Child sorts objects into groups and uses language to describe how the groups are similar or different. (TEKS K (b)(8)(C))

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Social Emotional Development (cont'd)	Language & Communication (cont'd)	Emerging Literacy: Reading (cont'd)	Emerging Literacy: Writing (cont'd)	Mathematics (cont'd)
1.C.4 Child increasingly interacts and communicates with peers to initiate <b>and maintain social interactions</b> and pretend play scenarios,	II.A.3 Child shows an understanding of the new language being spoken by English-speaking teachers and peers.	III.D. 1 Child retells or re-enacts a story after it is read aloud. (TEKS K-3 (b)(9)(C))	<b>Note:</b> this competency is similar to Fine Arts VIII.C.1. but emphasizes expression more than comprehension.	
1.A.4 Child shows initiative and persistence to solve problems independently but asks for help when needed. .	II.C.3 Child experiments, imitates, and demonstrates growing understanding of sounds and intonation of the English language.			
	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations. II.E.8 Child attempts to use new vocabulary and grammar in speech.			

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Science	Social Studies	Fine Arts	Physical Development	Technology
VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects. TEKS K-2 (b)(4)	VII.A.1 Child identifies similarities and differences in characteristics of people, <b>families and cultures.</b>	VIII.A.2 Child uses <b>a variety of art materials and activities for sensory exploration and</b> as a form of creative self expression. (TEKS K(b)(2))	IX.A.1 Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	X.A.2. Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM. (TEKS K(b)(1)(A))
VI.B.3. Child recognizes, observes, <b>describes</b> and discusses the relationship of organisms to their environments.	VII.A.3 Child organizes her life around events, time, and routines. (TEKS K(b)(3)(A))	VIII.B.2 Child responds to different musical styles through movement and play. (TEKS K (b)(4)(A))	IX.B.1 Child shows control of tasks that require small-muscle strength and control.	X.A.4 Child uses software applications to create and express own ideas. (TEKS K (B)(1)(B))
VI.C.3 Child observes and describes what happens during changes in the earth and sky. TEKS K(b)(8)(B)	VII.B.3 Child discusses the roles and responsibilities of community workers <b>and what it means to be a consumer.</b> (TEKS K (b)(7)(B))	VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations. (TEKS K (b)(1)(A))	<b>Child engages in sustained physical activity (5-6 minutes).</b>	X.A.5. Child recognizes that information is accessible through the use of technology.
VI.C.4 Child demonstrates the importance of caring for our environment and our planet.	VII.D.3 Child engages in voting as a method for group decision making. (TEKS K(b)(10)(C))			
VI.D.1 Child <b>identifies</b> and practices good habits of personal safety, <b>health and hygiene.</b>				

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**Priority Indicators of Program Quality and Community Services**

For every child who is “school ready” as she enters kindergarten a host of services, activities and resources supported her successful development and progress. One Work Session focused on these wrap around services and featured discussions of the Success by Six “Ready Formula” in Central Texas, the importance and functions of developing and evaluating quality Pre-K programs and described the features of the **Texas School Readiness Certification System**. Below is a list of the indicators selected as priorities both in gauging the need for early childhood education resources in Central Texas and to measure quality in Pre-K programs. Special thanks to Sue Carpenter, Cathy Doggett and Dr. Aletha Huston of the University of Texas at Austin.

<b>Texas School Readiness Certification System</b>	<b>Program Evaluation Priorities</b>	<b>Community Need and Early Childhood Services</b>
Child Assessment Approaches	<b>Adult to Child Ratio (Ideal = 1:10)</b>	# or % of children in poverty
Training & Professional Development	<b>Class size of 20 or fewer children</b>	% of children enrolled in early childhood education programs (licensed childcare, accredited care)
Lesson Planning	<b>Quality Classroom Interactions</b>	% of births to mothers with less than high school education
Teacher Best Practices	<b>Teacher engages parents and families</b>	Access to healthcare
Cognitive Readiness Activities	<b>Administration support and respect</b>	Access to health services(pre-natal, healthcare for children)
Book Reading Activities	<b>Development of Professional Learning Communities</b>	Data on prenatal care and resources to teen parents
Oral Language Activities	<b>Teacher is culturally aware and sensitive</b>	Children raised by someone other than biological parents
Phonological Awareness Activities	<b>Child assessment (and accountability) linked to developmentally appropriate practice</b>	Access to mental health services
Print and Letter Knowledge Activities		% of eligible 0-2 year-olds in early Head Start or similarly proven programs
<i>Written Expression</i>		% or # of parents/guardians who have access to parenting education
Kindergarten Reading Readiness		
Kindergarten Social Studies Readiness		