RTC Spring Leadership Meeting Updates

March 23, 2022 9:00 AM to 2:00 PM



What's Changing and What's the Same?

WHAT'S THE SAME

- 5 authentic assessment tools
- For ALL pre-K kids with and without IEPs
- Fall, winter, spring checkpoints
- Meeting with families
- Conducting home visits
- Reporting outcome data to the U.S.
 Dept. of Ed. and other stakeholders

WHAT'S CHANGING

- Enter COS data into Infinite Campus
- Teams meet:
 - to discuss child's functioning in rich detail on 3 outcomes
 - Consensus rating using criteria to identify child's functioning relative to what is age-expected
- Outcome data will no longer link to standards

Outcome A. Positive social-emotional skills (including social relationships)

Relating with Caregivers

Demonstrate regulation and attachment, respond/initiate/sustain interactions. acknowledge comings and goings...

Attending to Other People in a Variety of Settings

Express awareness/caution, respond to/offer greetings, respond to own/others' names...

Interacting with Peers

Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts, play near and with peers...

Outcome 1: **Positive** Social-**Emotional** Skills

(including social relationships)

Participating in Social Games & **Communicating with Others**

Respond to/initiate/sustain games and back-andforth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...



Following Social Norms & Adapting to Change in Routines

Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...



Expressing Own Emotions & Responding to Emotions of Others

Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

Outcome B. Acquisition and use of knowledge and skills (including early language/communication)

Showing Interest in Learning

Persist, show eagerness and awareness, imitate/repeat actions, explore environment...



Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...



Engaging in Purposeful Play

Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...



Outcome 2: Acquisition and Use of Knowledge and Skills



Understanding Pre-Academic & Literacy

Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...



Acquiring Language to Communicate

Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...



Understanding Questions Asked & Directions Given

Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...

Outcome C. Use of appropriate behaviors to meet their needs

Moving Around & Manipulating Things to Meet Needs

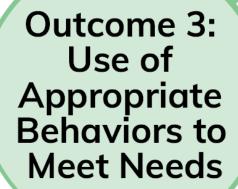
Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...

Eating & Drinking with Increasing Independence

Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self....

Dressing & Undressing with Increasing Independence

Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...





Diapering/Toileting & Washing with Increasing Independence

Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...



Communicating Needs

Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...



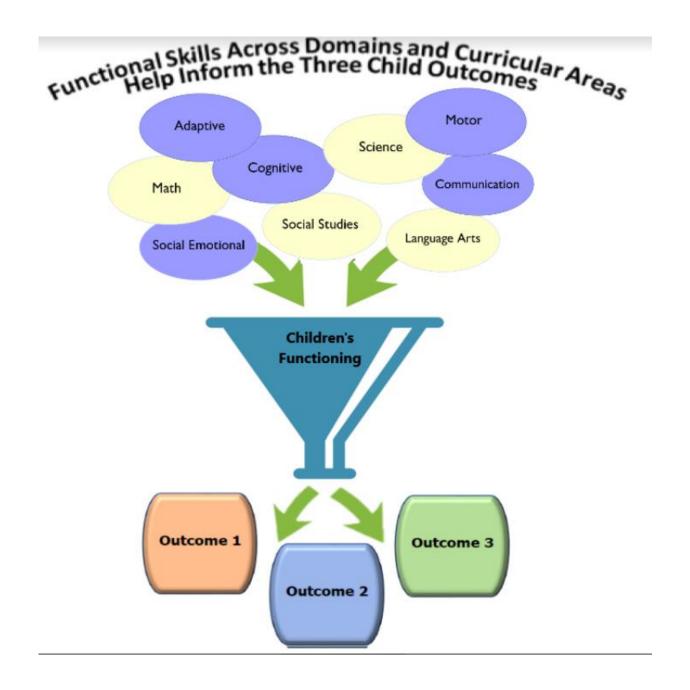
Showing Safety Awareness

Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...

Note: This awareness is less evident in very young children



The three child outcomes are integrated across domains and curricular areas



Recap: The COS Process...

IS

- A process that synthesizes information
- A team process with families
- Conversations guided by rating criteria to reach consensus
- A 7-point rating of functional skills relative to age-expected standard
- Required for ALL students receiving ECSE services and in state-funded PreK

IS NOT

- An assessment tool itself
- Subjective 'opinion' of 1 person
- Based on discrete skills under ideal circumstances
- Based on the child's individual services
- Rating is <u>not</u> relative to child's prior functioning or to type of disability.
- The same as eligibility.

Crosswalk Documents





LEA – Annual Determinations

Indicator 6

Indicator 7

Indicator 12

Indicator 6 – Least Restrictive Environment

Data Standard Special Education - Preschool

Rev. 5/1/2020

Setting: From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

Code							
3A1	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided within the early childhood program					
3A2	10 hours or more in a regular early childhood program per week	Majority of special education and related service provided in another location					
3B1	Less than 10 hours in a regular early childhood program per week	Majority of special education and related serv provided within the early childhood program					
3B2	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided in another location					
3F	Special Education Program	Residential Facility					
3P	Special Education Program	Service Provider Location					
38	Special Education Program	Separate Class					
3U	Separate School						
3X	Home						

Indicator 6 – Regional Data

	Indicator 6		Indicator 7						Indicator 12	Total %
	6A TARGET	6B TARGET	7A1 Target	7A2 Target	7B1 Target	7B2 Target	7C1 Target	7C2 Target	Target Met?	Targets Met
State Target										-
State Rate	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	66.67%
Ballard County	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
Caldwell County	No	Yes	Yes	No	No	No	Yes	No	No	33.33%
Calloway County	Yes	Yes	No	No	No	No	No	No	No	22.22%
Carlisle County	Yes	Yes	No	No	No	No	No	No	Yes	33.33%
Christian County	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	88.89%
Crittenden County	No	Yes	No	Yes	Yes	No	Yes	No	Yes	55.56%
Daviess County	No	Yes	No	No	No	No	No	No	Yes	20.00%
Dawson Springs Independent	Yes	Yes	No	No	No	No	No	No	No	22.22%
Fulton County	Yes	Yes	No	No	No	No	No	No	No	22.22%
Fulton Independent	Yes	Yes	No	No	No	No	No	No	Yes	33.33%
Graves County	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	66.67%
Henderson County	No	Yes	No	No	Yes	No	No	No	No	22.22%
Hickman County	Yes	Yes	No	No	No	No	No	No	Yes	33.33%
Hopkins County	No	Yes	No	No	No	No	No	No	Yes	22.22%
Livingston County	Yes	Yes	No	No	No	No	No	No	No	22.22%
Lyon County	Yes	Yes	No	No	No	No	No	No	Yes	33.33%
Marshall County	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	77.78%
Mayfield Independent	No	Yes	Yes	No	Yes	No	No	Yes	Yes	55.56%
McCracken County	Yes	Yes	No	Yes	No	Yes	Yes	No	Yes	66.67%
McLean County	No	Yes	No	No	No	No	No	No	Yes	20.00%
Muhlenberg County	No	Yes	No	Yes	No	No	No	Yes	No	33.33%
Murray Independent	Yes	Yes	No	No	No	No	No	No	No	22.22%
Owensboro Independent	No	Yes	No	No	No	Yes	No	No	No	20.00%
Paducah Independent	No	Yes	No	No	Yes	No	No	No	Yes	33.33%
Trigg County	Yes	Yes	No	No	No	No	Yes	No	Yes	44.44%
Union County	No	Yes	No	No	Yes	No	No	No	No	22.22%
Webster County	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	66.67%



Developmentally Appropriate Practice

in Early Childhood Programs

Serving Children from Birth Through Age 8

FOURTH EDITION

DAP — Fourth Edition

- https://www.youtube.com/watch?v=bKVRtLUFxRk&authus er=0
- https://www.naeyc.org/sites/default/files/globallyshared/downloads/PDFs/resources/naeyc_dap4e_studygui de_new.pdf

Calloway RTC Website

https://callowayrtc.wixsite.com/calloway-rtc

Save the Date

- The Governor's Office of Early Childhood Early Childhood Institute –
 June 21-22, 2022 The Galt House, Louisville KY
- WKSEC Summer Institute July 13-14, 2022 The Bruce, Hopkinsville, KY
- Calloway RTC, Murray and Paducah Head Start Summer Institute July 25-26, 2022 – Paducah Convention Center, Paducah, KY
- Audubon Area Head Start Summer Institute July 27-28, 2022 –
 Owensboro Convention Center Owensboro, KY



Questions

Thank you for your Participation