



Implementation Guide

for Age 0 to School Entry

L *eadership*

Age 0 to School Entry

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) asks early childhood education sites to establish site/campus-based leadership teams. These teams will guide efforts to improve early learning and development for infants and toddlers, and language and pre-literacy development for preschool children. Teams will include site leaders, instructional coaches, teachers, preschool educators, and others who impact learning and pre-literacy development at the schools. The site/campus-based leadership team is responsible for creating or revising a data-informed plan for improving language and pre-literacy instruction. This plan expresses the school's goals and initiatives and is informed by multiple sources of data, state guidelines, and validated research. Throughout the TSLP, the site/campus-based leadership team is asked to support the use of language and pre-literacy practices outlined in the *Action Steps* and *Indicators* of each component.

The Leadership component also includes *Action Steps* focused on other key areas related to leading quality language and pre-literacy instruction and improvement. These include ensuring all children receive instruction aligned to their individual strengths and needs, providing instructional leadership for evidence-based instruction, supporting communication between school and families, and partnering with community organizations to coordinate resources that support child development.

Leadership Action Steps: Age 0 to School Entry

- L1.** Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.
- L2.** Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.
- L3.** Create and implement a data-informed plan for improving language and pre-literacy instruction.
- L4.** Provide instructional leadership and support for evidence-based language and pre-literacy instruction.
- L5.** Facilitate communication between school and families to support language and pre-literacy development.
- L6.** Partner with community organizations to coordinate resources that support child development.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other site/campus leaders plan to:	Administrators and other site/campus leaders begin to:	The site/campus-based leadership team meets regularly , allowing members to:	The site/campus-based leadership team has met regularly for more than a year . The site/campus-based leadership team and administrators continue to:
Form a site/campus-based leadership team made up of members knowledgeable in various aspects of language and pre-literacy development. Create a meeting schedule.	Determine and communicate roles and responsibilities for each team member with the focus on improving language and pre-literacy development for all children. Create a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.
Identify data that can be used to guide efforts to improve language and pre-literacy instruction.	Hold site/campus-based leadership team meetings to collect and examine data to determine language and pre-literacy strengths and needs.	Collect and examine data to guide efforts to improve language and pre-literacy instruction.	Collect and examine data to guide and adjust efforts to improve language and pre-literacy instruction.

Leadership: Age 0 to School Entry			
L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.			
Identify procedures for communication between site/campus-based leadership team and instructional staff.	Encourage communication between the site/campus-based leadership team and instructional staff.	Communicate with instructional staff.	Communicate with instructional staff.
Assess needs for and plan professional development that supports the site/campus-based leadership team’s deeper understanding of language and pre-literacy instruction.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction.	Reassess needs for and participate in professional growth opportunities that are matched to site/campus-based leadership team members’ individual needs.
Sample Evidence			
<p>A list of site/campus-based team members</p> <p>A list of roles and responsibilities for each site/campus-based team member</p> <p>Procedures for communicating with instructional staff</p> <p>Plan to address team member turnover</p>			

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Language and pre-literacy instruction that is aligned to children’s individual strengths and needs is in place for all children. Site/campus-based leadership team and administrators routinely :	Language and pre-literacy instruction that is aligned to children’s individual strengths and needs has been in place for more than a year . Site/campus-based leadership team and administrators continue to:
Establish ways to identify children’s strengths and needs.	Support instructional staff in planning instruction that targets the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.	Support and monitor instructional staff in planning lessons that target the strengths and needs of all children.
Consider additional resources that can be used along with the language and pre-literacy programs or curriculum to target individual strengths and needs.	Support instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor instructional staff in planning instruction and using additional resources to target individual strengths and needs.	Support and monitor the planning and use of the additional resources to target individual strengths and needs. Evaluate the effectiveness of the additional resources and make changes as needed.
Assess needs for and plan professional development on	Provide and participate in professional development	Reassess needs for, provide, and participate in professional	Reassess needs for, provide and participate in professional

Leadership: Age 0 to School Entry			
L2. Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.			
providing language and pre-literacy instruction that targets individual strengths and needs.	on language and pre-literacy instruction that targets individual strengths and needs.	development on language and pre-literacy instruction that targets individual strengths and needs.	growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
<p>List of language and pre-literacy curriculum resources</p> <p>Procedure for identifying strengths and needs of children</p> <p>List of additional resources</p> <p>Lesson plans that reflect use of small groups and individual instruction</p> <p>Written timeline for professional development and monitoring instruction that may include</p> <ul style="list-style-type: none"> • professional development topics, including use of curriculum resources; • the date, time, and names of people responsible for professional development (delivering, monitoring instruction, and implementation); and • a schedule for professional development follow-up (for existing and new instructional staff) 			

Leadership: Age 0 to School Entry			
L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	A fully developed data-informed plan for improving language and pre-literacy instruction is in place . Administrators and instructional staff routinely :	A fully developed data-informed plan for improving language and pre-literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Review data and state guidelines and gather input from instructional staff to determine the focus of the data-informed plan for improving language and pre-literacy instruction.	Write and share a data-informed plan for improving language and pre-literacy instruction that <ul style="list-style-type: none"> • uses data to identify children’s language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; 	Carry out the data-informed plan for improving language and literacy instruction that <ul style="list-style-type: none"> • uses data to identify children’s language and pre-literacy strengths and needs; • sets language and pre-literacy goals; • identifies targeted actions designed to support each goal; • identifies resources needed for each targeted goal; 	Carry out and evaluate the data-informed plan for improving language and pre-literacy. Make changes in targeted actions and resources as needed.

Leadership: Age 0 to School Entry			
L3. Create and implement a data-informed plan for improving language and pre-literacy instruction.			
	<ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. 	<ul style="list-style-type: none"> • identifies those responsible for facilitating the targeted actions; and • identifies the sources of data that will be used to monitor and evaluate progress. 	
Assess needs for and plan professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Provide and participate in professional development to support the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional development that supports the goals of the data-informed plan for improving language and pre-literacy instruction.	Reassess needs for, provide, and participate in professional growth opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Data-informed plan for improving language and pre-literacy instruction, including professional development to be provided Data sources			

Leadership: Age 0 to School Entry			
L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Strong instructional leadership on evidence-based language and pre-literacy instruction is in place . The site/campus-based leadership team and administrators routinely :	Strong instructional leadership on evidence-based language and pre-literacy instruction has been in place for more than a year . The site/campus-based leadership team and administrators continue to:
Develop expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Communicate to instructional staff the expectations for language and pre-literacy instruction. Expectations should include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.	Support the instructional staff in meeting expectations for language and pre-literacy instruction for all children. Expectations include responsive teaching and a language rich environment.
Develop procedures and identify tools for observation of language and pre-literacy instruction.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback using selected tools and procedures.	Observe language and pre-literacy instruction. Provide immediate, targeted feedback. Assess and adjust observation tools and procedures as needed.

Leadership: Age 0 to School Entry			
L4. Provide instructional leadership and support for evidence-based language and pre-literacy instruction.			
Create a schedule and establish procedures for regular meetings with instructional staff to discuss data.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.	Lead meetings with instructional staff to use data to inform instruction that addresses the diverse strengths and needs of all children.
Assess needs for and plan professional development for administrators to deepen understanding of language and pre-literacy instruction and the role of a leader.	Provide and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction and the role of a leader.	Reassess needs for and participate in professional growth opportunities that are matched to individual needs.
Sample Evidence			
<p>Written list of expectations for language and pre-literacy instruction to share with instructional staff</p> <p>Written procedures for observation of language and pre-literacy instruction</p> <p>Observation schedule and tools</p> <p>Schedule for data meetings</p> <p>Written procedures for reviewing data</p> <p>Professional development plan for administrators</p> <p>Agenda, minutes, and sign-in sheets</p>			

Leadership: Age 0 to School Entry			
L5. Facilitate communication between school and families to support language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Communication between school and families is in place to support language and pre-literacy development. The administrators and instructional staff routinely :	Communication between school and families has been in place for more than a year to support language and pre-literacy development. The administrators and instructional staff continue to:
Set expectations and determine ways to develop strong relationships with parents and families.	Communicate expectations to teachers and share ways for them to develop strong relationships with parents and families.	Interact positively with parents and families to strengthen relationships.	Interact positively with parents and families to strengthen relationships.
Identify ways to gather information from parents and families about their child’s development.	Gather and use information from parents and families about their child’s development to support language and pre-literacy instruction.	Use information from parents and families about their child’s development to support language and pre-literacy instruction.	Use information from parents and families about their child’s development to support language and pre-literacy instruction.
Identify ways to share information about language and pre-literacy development with parents and families in	Share information about language and pre-literacy development with parents and families in languages they	Communicate with parents and families about language and pre-literacy development in languages they understand.	Communicate with parents and families about language and pre-literacy development in languages they understand.

Leadership: Age 0 to School Entry			
L5. Facilitate communication between school and families to support language and pre-literacy development.			
languages they understand.	understand.		
Sample Evidence			
<p>Written list of expectations for positive interactions with parents and families</p> <p>Examples, models, or documentation of communication tools, such as</p> <ul style="list-style-type: none"> • newsletters; • daily reports; • phone calls; • email; • parent surveys; and • parent teacher conferences 			

Leadership: Age 0 to School Entry			
L6. Partner with community organizations to coordinate resources that support child development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team and administrators plan to:	The site/campus-based leadership team and administrators begin to:	Partnerships with community organizations are in place to coordinate resources that support child development. Administrators and the site/campus-based leadership team routinely :	Partnerships with community organizations have been in place to coordinate resources that support child development for more than a year . The site/campus-based leadership team and administrators continue to:
Identify child development needs and opportunities through tools such as family surveys, observations and/or assessment data.	Identify and prioritize child development needs and opportunities.	Assess and prioritize child development needs and opportunities.	Reassess and prioritize child development needs and opportunities.
Locate community organizations that support child development needs and opportunities and establish partnerships.	Plan for children and families to access services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships.	Connect children and families to services and opportunities from community partnerships. Gather feedback from parents and families and make changes as needed.

Leadership: Age 0 to School Entry
L6. Partner with community organizations to coordinate resources that support child development.
Sample Evidence
<p>Tools for identifying needs and opportunities, such as</p> <ul style="list-style-type: none"> • parent surveys; • teacher surveys; • observations; • developmental assessments; and • state guidelines <p>Prioritized list of child development needs and opportunities</p> <p>List of community organizations and resources that support needs and opportunities</p> <p>Documentation of communication between partners</p> <p>Tools for gathering feedback from parents and families, such as</p> <ul style="list-style-type: none"> • parent surveys; • phone log; • notes from informal interviews or face-to-face communication; and • email <p>Agendas, sign-in sheets, or other documentation of services and opportunities provided to parents, families, and children</p>

A *ssessment*

Age 0 to School Entry

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* present the different ways that observation and assessment data inform early childhood instruction. They also guide teachers in meeting the diverse needs of all children. Site/campus-based leadership teams are asked to create a detailed observation and assessment system. This system should also communicate the timelines and instruments used to document the development of young children. The information collected through observation and assessment should be used to guide instruction and should be shared with families and specialists to support the identification of special needs or developmental delays.

Assessment Action Steps: Age 0 to School Entry

- A1.** Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.
- A2.** Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
- A3.** Use observation and assessment information to guide instruction.
- A4.** Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation system to document the development of children age 0–2 is in place . Administrators and instructional staff routinely :	An observation system to document the development of children age 0–2 has been in place for more than a year . Administrators and instructional staff continue to:
Review and select appropriate, user-friendly observation tool(s) to document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2. Evaluate the usefulness of the observation tools and make changes as needed.
Create a timeline for observation. Include scheduled times to collaboratively discuss the information that was gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
Establish procedures for communicating with parents about their children’s development. Provide professional development to instructional staff on these procedures.	Communicate with parents about their children’s development.	Communicate with parents about their children’s development.	Follow established procedures for communicating with parents about their children’s development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children’s development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.
Sample Evidence			
<p>Observation tool for documenting child development, including language and pre-literacy development</p> <p>Family questionnaire</p> <p>Written procedures for documenting child development, including timeline</p> <p>Written procedures for communicating with parents about their children’s development</p> <p>Agendas and/or sign-in sheets from professional development</p> <p>Minutes and/or sign-in sheets from meetings to discuss results of observations</p> <p>Timeline for observations that includes scheduled times to collaboratively discuss information gathered</p>			

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, is in place . Administrators and instructional staff routinely :	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, has been in place for more than a year . Administrators and instructional staff continue to:
Identify tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet writing, and print knowledge. Ensure all tools are reliable and age appropriate.	Use selected tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success. Evaluate the usefulness of measurement tools and make changes as needed.
Create a timeline for ongoing observation and assessment. Include scheduled times to collaboratively discuss results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow, review, and revise the timeline for ongoing observation, assessment, and discussions of results.

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
Identify appropriate observation and assessment tools for children who speak languages other than English. Provide professional development as needed.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.
Establish procedures for communicating with parents about their children’s development. Provide professional development on these procedures.	Communicate with parents about their children’s development.	Communicate with parents about their children’s development.	Follow established procedures for communicating with parents about their children’s development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children’s development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.

Assessment: Age 0 to School Entry
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
Sample Evidence
<p>Observation tool for documenting child development, including language and pre-literacy development</p> <p>Family questionnaire</p> <p>Selected assessment tool(s) and data collected</p> <p>Written procedures for documenting child development, including timeline</p> <p>Written procedures for communicating with parents about their children’s development</p> <p>Agendas and/or sign-in sheets from professional development sessions</p> <p>Minutes and/or sign-in sheets from meetings to discuss results of observations and assessments</p> <p>Timeline for observations that includes scheduled times to collaboratively discuss information gathered</p>

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using observation and assessment information to guide instruction is in place . Administrators and instructional staff routinely :	A system for using observation and assessment information to guide instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that instructional staff knows how to use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs.	Adjust instruction and environment as needed, based on state guidelines, goals, and the information gathered through the observation and assessment system.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs. Train new instructional staff as needed.
Develop procedures and timelines for reviewing written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
Assess needs for and plan professional development on how to use observation and assessment information to set goals and plan instruction.	Provide and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for, provide, and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
<p>Written timelines and procedures for reviewing written documentation and classroom observations</p> <p>Lessons plans that incorporate observation and assessment data, as appropriate</p> <p>Agendas and/or sign-in sheets from professional development sessions</p> <p>Observation and assessment tools</p> <p>Observation and assessment data collected</p>			

Assessment: Age 0 to School Entry			
A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs is in place . Administrators and instructional staff routinely :	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs has been in place for more than a year . Administrators and instructional staff continue to:
Establish guidelines for how instructional staff will communicate with parents when observation and assessment information indicates a possible delay or special need. Expectations should address face-to-face, telephone, written, or electronic communication.	Follow established guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need.	Communicate with parents about concerns when observation and assessment information indicates a possible delay or special need.	Follow, revise, and update guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need. Train new instructional staff as needed.
Establish a system for encouraging parents to discuss	Encourage parents to discuss concerns about their children’s	Actively encourage parents to discuss concerns about their	Actively encourage parents to discuss concerns about their

Assessment: Age 0 to School Entry			
A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
concerns about their children’s development with instructional staff.	development.	children’s development.	children’s development. Get input from parents for improving communication between parents and the site or campus.
Assess needs for and plan professional development on the following: <ul style="list-style-type: none"> • Indications from assessment and observation of a possible delay or special need • How to talk to parents about these indications • How to encourage parents to share their concerns 	Provide and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for, provide, and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.
Sample Evidence			
Written guidelines for interpreting observation and assessment results to identify possible delays or special needs Written procedures/expectations for communicating with parents about possible delays or special needs Agenda and/or sign-in sheets from professional development sessions Documentation of parent communication			

Standards-based Instruction

Age 0 to School Entry

Standards-based literacy instruction helps ensure that children enter kindergarten with the foundational skills needed to achieve reading and writing proficiency. Texas early learning and prekindergarten educators are provided with the following sets of guidelines:

- **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines:** These guidelines were developed to move Texas forward in assisting instructional staff in understanding early childhood development and ensuring that all children have the high-quality early experiences needed for optimal development.
- **Texas Prekindergarten Guidelines (revised in 2008):** These guidelines integrate research-based teaching strategies and developmental research on how children learn most effectively. The guidelines are designed to help instructional staff deliver playful, well-planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

The Standards-based Instruction component outlines the key elements of an effective language and pre-literacy curriculum that is aligned to state guidelines. It includes intentionally designed opportunities to develop vocabulary and receptive and expressive language. Early childhood sites are asked to provide parents and families with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction *Action Steps*: Age 0 to School Entry

- SBI 1.** Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.
- SBI 2.** Provide intentionally designed opportunities for children to develop vocabulary.
- SBI 3.** Provide intentionally designed opportunities for children to develop receptive language.
- SBI 4.** Provide intentionally designed opportunities for children to develop expressive language.
- SBI 5.** Provide parents with strategies and resources to support their children's language and pre-literacy development.

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines is in place for all children. Administrators and instructional staff routinely :	Developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines has been in place for all children for more than a year . Administrators and instructional staff continue to:
Provide the state guidelines to all instructional staff and set expectations for their use.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.	Use the state guidelines to plan and deliver instruction that supports language and pre-literacy development.
Create a process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Follow the process to observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	Observe, monitor, and support the use of the state guidelines, language and pre-literacy programs or curriculum, and additional resources. Evaluate the monitoring process and make changes as needed.
Identify language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum	Use the language and pre-literacy programs or curriculum

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines.	that aligns with age-appropriate state guidelines. Evaluate the effectiveness of the language and pre-literacy programs or curriculum and make changes if needed.
Identify additional resources that address gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum.	Use additional resources to address any gaps in the language and pre-literacy programs or curriculum. Evaluate the effectiveness of the additional resources and make changes if needed.
Review or develop the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Follow the sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals.	Use appropriate sequence and pacing of the language and pre-literacy programs or curriculum to support children in meeting targeted goals. Evaluate sequence and pacing and make changes if appropriate.
Assess needs for and plan professional development on the state guidelines, the	Provide and participate in professional development on planning instruction using	Reassess needs for, provide, and participate in professional development on planning	Reassess needs for, provide, and participate in professional development that is matched

Standards-based Instruction: Age 0 to School Entry			
SBI 1. Provide all children access to developmentally appropriate language and pre-literacy instruction that is aligned to state guidelines.			
language and pre-literacy programs or curriculum, and additional resources.	the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	instruction using the state guidelines, language and pre-literacy programs or curriculum, and additional resources.	to each instructional staff member’s individual needs.
Sample Evidence			
<p>Texas Prekindergarten Guidelines (revised in 2008)</p> <p>Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines</p> <p>Sequence and pacing of programs or curriculum</p> <p>Instructional staff lesson plans that</p> <ul style="list-style-type: none"> • follow pacing and sequence of programs or curriculum and • include learning objectives for the children <p>List of language and pre-literacy programs or curriculum and additional resources</p> <p>Timeline for observations, monitoring, and support</p> <p>Observation and feedback forms</p> <p>Professional development schedule</p> <p>Agendas, minutes, and sign-in sheets</p>			

Standards-based Instruction: Age 0 to School Entry			
SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop vocabulary are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop vocabulary have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop vocabulary.	Include intentionally designed opportunities for children to develop vocabulary in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop vocabulary. Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs in vocabulary, based on observations and assessments.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.	Identify and address children’s strengths and needs in vocabulary through intentionally designed lessons and the classroom environment.

Standards-based Instruction: Age 0 to School Entry			
SBI 2. Provide intentionally designed opportunities for children to develop vocabulary.			
Consider additional resources that can be used to enhance vocabulary development.	Plan how to use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development.	Use additional resources intentionally to enhance vocabulary development. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop vocabulary.	Provide professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop vocabulary.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop vocabulary Texas Prekindergarten Guidelines (revised in 2008) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum List of additional resources to provide vocabulary opportunities Professional development schedule Agendas, minutes, and sign-in sheets			

Standards-based Instruction: Age 0 to School Entry			
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop receptive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop receptive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop receptive language (listening and reading).	Include intentionally designed opportunities for children to develop receptive language (listening and reading) in lesson plans and the classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop receptive language (listening and reading). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs	Identify and address children’s strengths and needs in receptive language through intentionally	Identify and address children’s strengths and needs in receptive language through intentionally	Identify and address children’s strengths and needs in receptive language through intentionally

Standards-based Instruction: Age 0 to School Entry			
SBI 3. Provide intentionally designed opportunities for children to develop receptive language.			
in receptive language based on observations and assessments.	designed lessons and the classroom environment.	designed lessons and the classroom environment.	designed lessons and the classroom environment.
Consider additional resources that can be used to enhance receptive language.	Plan how to use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language.	Use additional resources intentionally to enhance receptive language. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop receptive language.	Provide professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop receptive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop receptive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms			

Standards-based Instruction: Age 0 to School Entry

SBI 3. Provide intentionally designed opportunities for children to develop receptive language.

Assessment data

List of language and pre-literacy programs or curriculum and additional resources

Professional development schedule

Agendas, minutes, sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Intentionally designed opportunities to develop expressive language are in place . Administrators and instructional staff routinely :	Intentionally designed opportunities to develop expressive language have been in place for more than a year . Administrators and instructional staff continue to:
Review state guidelines and language and pre-literacy programs or curriculum to identify opportunities to intentionally develop expressive language (speaking and writing).	Include intentionally designed opportunities for children to develop expressive language (speaking and writing) in lesson plans and classroom environment. Use state guidelines and language and pre-literacy programs or curriculum to develop lesson plans.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.	Develop and use lesson plans to provide intentionally designed opportunities for children to develop expressive language (speaking and writing). Make sure lesson plans are based on state guidelines and language and pre-literacy programs or curriculum. Adjust lesson plans and the classroom environment based on how children respond.
Support instructional staff in identifying and addressing children’s strengths and needs	Identify and address children’s strengths and needs in expressive language through	Identify and address children’s strengths and needs in expressive language through	Identify and address children’s strengths and needs in expressive language through

Standards-based Instruction: Age 0 to School Entry			
SBI 4. Provide intentionally designed opportunities for children to develop expressive language.			
in expressive language based on observations and assessments.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.	intentionally designed lessons and the classroom environment.
Consider additional resources that can be used to enhance expressive language.	Plan how to use additional resources intentionally to enhance expressive language.	Use additional resources intentionally to enhance expressive language.	Use additional resources that enhance expressive language in intentionally designed lessons. Evaluate the effectiveness of the additional resources and make changes if needed.
Assess needs for and plan professional development on intentionally designing opportunities for children to develop expressive language.	Provide professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development on intentionally designing opportunities for children to develop expressive language.	Reassess needs for, provide, and participate in professional development that is matched to each instructional staff member’s individual needs.
Sample Evidence			
Print-rich classroom environment that provides opportunities for children to develop expressive language Texas Prekindergarten Guidelines (revised in 2008) (Listening Comprehension Skills, p. 50) Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (Listening and Understanding, p.51) Instructional staff lesson plans Observation and feedback forms Assessment data List of language and pre-literacy programs or curriculum and additional resources			

Standards-based Instruction: Age 0 to School Entry

SBI 4. Provide intentionally designed opportunities for children to develop expressive language.

Professional development schedule
Agendas, minutes, and sign-in sheets

Standards-based Instruction: Age 0 to School Entry			
SBI 5. Provide parents with strategies and resources to support their children’s language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of providing parents and families with strategies and resources to support their children’s language and pre-literacy development is in place . Administrators and the instructional staff routinely :	The practice of providing parents and families with strategies and resources to support their children’s language and pre-literacy development has been in place for more than a year . Administrators and instructional staff continue to:
Use state guidelines to identify strategies that can help parents and families develop their children’s language and pre-literacy skills at home.	Plan and provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home.	Provide training for parents and families on strategies that can help them develop their children’s language and pre-literacy skills at home. Collaborate with parents and families in identifying needs for support and/or additional trainings.
Identify resources that can help parents and families develop language and pre-literacy skills at home.	Plan and provide training on resources that can help parents and families develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.	Provide training for parents and families on resources that can help develop language and pre-literacy skills at home.

Standards-based Instruction: Age 0 to School Entry			
SBI 5. Provide parents with strategies and resources to support their children’s language and pre-literacy development.			
			Collaborate with parents and families in identifying needs for support, additional training, and/or resources.
Identify well-qualified individuals to provide trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Schedule and promote trainings that are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.	Ensure trainings are provided by well-qualified individuals and are accessible to all parents and families, including those with limited English and/or literacy skills.
Sample Evidence			
Feedback from parents and families on training events and resources Schedule of parent and family literacy events and training opportunities List of resources for home use List of language and pre-literacy strategies for home use Agendas and sign-in sheets from literacy and training events Documentation of materials provided to parents and families			

Effective Instructional Framework

Age 0 to School Entry

The goal of an effective instructional framework for children age 0 to school entry is to provide a language- and literacy-rich environment that is responsive to children’s diverse needs. For early childhood settings, an effective instructional framework includes having a system in place for using data to inform instruction, to set goals for all children, and to respond to children’s diverse needs. The *Action Steps* of this component call on leaders and instructional staff to ensure that evidence-based practices are used to address the different needs of children, whether those needs include accelerated learning opportunities or additional support and reinforcement in specific areas of development. This component also emphasizes the importance of empowering parents and families to be active participants in children’s language and pre-literacy development.

Effective Instructional Framework *Action Steps*: Age 0 to School Entry

- E1.** Implement a system for using data to inform instruction and set goals for all children.
- E2.** Provide a language- and literacy-rich environment in early childhood settings.
- E3.** Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.
- E4.** Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.
- E5.** Ensure that evidence-based practices are used to respond to the diverse needs of all children.
- E6.** Empower families to provide a language- and literacy-rich environment at home.

Effective Instructional Framework: Age 0 to School Entry			
E1. Implement a system for using data to inform instruction and set goals for all children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using data to inform instruction and set goals for children is in place . Administrators and instructional staff routinely :	A system for using data to inform instruction and set goals for children has been in place for more than a year . Administrators and instructional staff continue to:
Identify and select observation and assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires.	Obtain and use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data.	Use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data.	Use assessment tools that are available and age appropriate. Tools might include checklists, screenings, and family questionnaires to gather data. Evaluate the usefulness and effectiveness of the data collection system.
Support instructional staff in using data to set targeted goals for each child.	Use data to set targeted goals for each child.	Use data to set targeted goals for each child.	Use data to set targeted goals for each child.
Support instructional staff in planning and teaching lessons based on children's strengths	Plan and teach lessons based on children's strengths and needs as indicated by observations	Plan, teach, and adjust lessons based on children's strengths and needs as indicated by	Plan, teach, and adjust lessons based on children's strengths and needs as indicated by

Effective Instructional Framework: Age 0 to School Entry			
E1. Implement a system for using data to inform instruction and set goals for all children.			
and needs as indicated by observations and assessments. Create a schedule to meet to collaborate and plan using data.	and assessments.	observations and assessments.	observations and assessments.
Assess needs for and plan professional development on using the assessment tools and on using data to inform classroom instruction.	Provide and participate in professional development on using the assessment tools and on using data to inform classroom instruction.	Reassess needs for, provide, and participate in professional development on using the assessment tools and on using data to inform classroom instruction.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs. Support new instructional staff in collecting and using data to inform instruction and set targeted goals for all children.
Sample Evidence			
<p>Observation and assessment schedules</p> <p>Observation and assessment data</p> <p>Professional development schedules</p> <p>Agendas, minutes, and sign-in sheets</p> <p>Targeted goals for each child</p> <p>Lesson plans</p>			

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A language- and literacy-rich environment is in place . Administrators and instructional staff routinely :	A language- and literacy-rich environment has been in place for more than a year . Administrators and instructional staff continue to:
Establish expectations for language- and literacy-rich learning opportunities. This may include identifying strengths and needs for growth in the current practice.	Communicate to instructional staff the expectations for providing language- and literacy-rich learning opportunities. Guide instructional staff in creating age-appropriate lesson plans that support <ul style="list-style-type: none"> • oral language development and rich vocabulary; • phonological awareness skills; • awareness and knowledge of the alphabet; • experience with and understanding of how books 	Create and use age-appropriate lesson plans that support <ul style="list-style-type: none"> • oral language development and rich vocabulary; • phonological awareness skills; • awareness and knowledge of the alphabet; • experience with and understanding of how books work; • opportunities to hear and handle a variety of genres of books; and • experiences with early drawing and writing. 	Provide age-appropriate, language- and literacy-rich learning opportunities. Review, evaluate, and revise lesson plans and organize them for future use.

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
	<p>work;</p> <ul style="list-style-type: none"> • opportunities to hear and handle a variety of genres of books; and • experiences with early drawing and writing. 		
<p>Assess materials currently available to support language and literacy development. This could include</p> <ul style="list-style-type: none"> • identifying specific materials for different language and literacy skill development and • identifying gaps in resources. 	<p>Provide materials that encourage children to develop literacy skills. This may mean</p> <ul style="list-style-type: none"> • guiding instructional staff in the use of current materials to support language and literacy materials and • seeking ways to fill gaps in resources. 	<p>Use materials that encourage children to develop literacy skills, such as</p> <ul style="list-style-type: none"> • sturdy and engaging books; • hands-on literacy games and materials; • a variety of alphabet letters and games; and • materials for young writers, including utensils to write with and paper to write on. 	<p>Use materials that encourage children to develop literacy skills.</p> <p>Create and obtain additional materials to address specific language and literacy development skills as needed. Keep a record of materials and organize them according to skill development uses.</p>
<p>Assess needs for and plan professional development on creating a language- and literacy-rich environment.</p>	<p>Provide and participate in professional development on creating a language- and literacy-rich environment.</p>	<p>Reassess needs for, provide, and participate in professional development on creating a language- and literacy-rich environment.</p>	<p>Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.</p>

Effective Instructional Framework: Age 0 to School Entry			
E2. Provide a language- and literacy-rich environment in early childhood settings.			
			Support new instructional staff in creating a language- and literacy-rich environment.
Sample Evidence			
Lesson plans List of instructional materials for each level Criteria for assessing materials Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E3. Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Additional instructional time for children in need of extra reinforcement (additional support) or accelerated learning opportunities is in place . Administrators and instructional staff routinely :	Additional instructional time for children in need of extra reinforcement (additional support) or accelerated learning opportunities has been provided for more than a year . Administrators and instructional staff continue to:
Review daily schedules to determine options for providing extra reinforcement (additional support) and accelerated learning opportunities. Options might include small group or individual instruction.	Adjust daily schedules to provide extra reinforcement (additional support) and accelerated learning opportunities. This might include providing small group or individual instruction to children as needed.	Meet to discuss, design, and adjust schedules and lesson plans that address the individual needs of all children, such as providing small group or individual instruction.	Meet to discuss, design, and adjust schedules and lesson plans that address the individual needs of all children, such as providing small group or individual instruction.
Identify practices for providing extra reinforcement and accelerated learning opportunities. Practices should be age appropriate and evidence based.	Provide extra reinforcement and accelerated learning opportunities that are age appropriate and evidence based.	Ensure that extra reinforcement and accelerated learning opportunities are provided to all children that need them. These should be age appropriate and evidence based.	Support new and returning instructional staff in providing extra reinforcement and accelerated learning opportunities to all children who need them. Stress that all

Effective Instructional Framework: Age 0 to School Entry			
E3. Provide additional instructional time for children in need of extra reinforcement or accelerated learning opportunities.			
			practices should be age appropriate and evidence based.
Assess needs for and plan professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate.	Provide and participate in professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate.	Reassess needs for, provide, and participate in professional development on evidence-based practices for providing extra reinforcement and accelerated learning opportunities that are age appropriate	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Daily classroom schedules and lesson plans Classroom observation data Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	The site/campus-based leadership team begins to:	Time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities is in place . Administrators and instructional staff routinely :	Time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities has been in place for more than a year . Administrators and instructional staff continue to:
Make instructional staff aware of children with delays or disabilities who receive or will receive additional support from other service providers.	Provide instructional staff with each child’s goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Support instructional staff in providing language and literacy development opportunities that	Familiarize themselves with each child’s goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Provide language and literacy development opportunities that are responsive to these goals	Familiarize themselves with each child’s goals and needs. Sources for this information may include an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) for children with delays or disabilities. Provide language and literacy development opportunities that are responsive to these goals

Effective Instructional Framework: Age 0 to School Entry			
E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.			
	are responsive to these goals and needs.	and needs.	and needs.
Support collaboration between service providers, instructional staff, and families to address the needs of children with delays or disabilities. This may include providing meeting space, coverage of staff, and copies of documentation.	Support collaboration between service providers, instructional staff, and families to address the needs of children with delays or disabilities. This may include providing meeting space, coverage of staff, and copies of documentation.	Collaborate with service providers and families to address the needs of children with delays or disabilities. Ensure that families receive training, materials, and support to help them work with their children.	Collaborate with service providers and families to address the needs of children with delays or disabilities. Ensure that families receive training, materials, and support to help them work with their children.
Assess needs for and plan professional development focused on evidence-based practices for meeting the needs of children with delays and disabilities.	Provide and participate in professional development on evidence-based practices for meeting the needs of children with delays and disabilities.	Reassess needs for, provide, and participate in professional development on evidence-based practices for meeting the needs of children with delays and disabilities.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Documentation of goals and needs of children with delays and disabilities Contact lists of service providers Copies of communication with service providers and families of children with delays and disabilities List of resources for families Professional development schedules			

Effective Instructional Framework: Age 0 to School Entry

E4. Provide time and structure for communication and collaboration between the site/campus and service providers to address the needs of children with delays or disabilities.

Agendas, minutes, and sign-in sheets

Effective Instructional Framework: Age 0 to School Entry			
E5. Ensure that evidence-based practices are used to respond to the diverse needs of all children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Evidence-based practices are in place to respond to the diverse needs of all children. Administrators and instructional staff routinely :	Evidence-based practices have been in place to respond to the diverse needs of all children for more than a year . Administrators and instructional staff continue to:
Identify evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.	Use evidence-based practices and materials that are responsive to diverse needs.
Inform instructional staff about the diverse needs within the population of children enrolled. This may include providing each instructional staff member with relevant demographic and assessment data on each child he or she serves and providing evidence-based information about how diverse factors impact language and literacy development.	Collaborate to plan and provide culturally and linguistically responsive instruction.	Provide culturally and linguistically responsive instruction.	Provide culturally and linguistically responsive instruction.

Effective Instructional Framework: Age 0 to School Entry			
E5. Ensure that evidence-based practices are used to respond to the diverse needs of all children.			
Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.	Ensure that valid screening and assessments are used for all children, taking into account diverse strengths, needs, and backgrounds.
Assess needs for and plan professional development on meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Provide and participate in professional development that supports evidence-based practices for meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Reassess needs for, provide, and participate in professional development that supports evidence-based practices for meeting the diverse needs of all children. This may include professional development on culturally and linguistically responsive instruction and curricula.	Reassess needs for professional growth and participate in professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
Child demographic and observation and assessment data Lesson plans List of screeners and assessment tools Classroom observation data Professional development schedules Agendas, minutes, and sign-in sheets			

Effective Instructional Framework: Age 0 to School Entry			
E6. Empower families to provide a language- and literacy-rich environment at home.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Practices that empower parents and families to participate in the literacy development process are in place . Administrators and instructional staff routinely :	Practices that empower parents and families to participate in the literacy development process have been in place for more than a year . Administrators and instructional staff continue to:
Identify strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.	Share strategies and tools for developing language- and literacy-rich environments at home. Provide parents and families information in languages used at home.
Create systems for communicating with families in meaningful and understandable ways. This includes <ul style="list-style-type: none"> • informing families about community resources available to enhance early literacy; 	Communicate with families in meaningful and understandable ways. This includes <ul style="list-style-type: none"> • informing families about community resources available to enhance early literacy; • explaining the benefits of 	Communicate with families in meaningful and understandable ways. This includes <ul style="list-style-type: none"> • informing families about community resources available to enhance early literacy; • explaining the benefits of 	Communicate with families in meaningful and understandable ways. Reevaluate current systems for communicating with families and make changes when needed.

Effective Instructional Framework: Age 0 to School Entry			
E6. Empower families to provide a language- and literacy-rich environment at home.			
<ul style="list-style-type: none"> explaining the benefits of early literacy, including in the child’s native language; and explaining the instructional program, assessments, and results. <p>Inform instructional staff of expectations and resources for communicating with parents and families, including the use of translators for languages other than English.</p>	<p>early literacy, including in the child’s native language; and</p> <ul style="list-style-type: none"> explaining the instructional program, assessments, and results. 	<p>early literacy, including in the child’s native language; and</p> <ul style="list-style-type: none"> explaining the instructional program, assessments, and results. 	
<p>Assess needs for and plan professional development on empowering parents and families to provide a language- and literacy-rich environment at home.</p>	<p>Provide and participate in professional development that supports the instructional staff’s ability to empower parents and families to provide a language- and literacy-rich environment at home.</p>	<p>Reassess needs for, provide, and participate in professional growth based on empowering parents and families to provide a language- and literacy-rich environment at home.</p>	<p>Reassess needs for professional growth and participate in professional development opportunities that are matched to instructional staff members’ individual needs.</p>
Sample Evidence			
<p>Copies of communication with families</p> <p>Schedules of family outreach events</p> <p>List of resources for families</p> <p>Professional development schedules</p> <p>Agendas, minutes, and sign-in sheets</p>			

Reporting and Accountability

Age 0 to School Entry

This component supports the implementation of all other components of the Texas State Literacy Plan (TSLP). Early childhood sites are asked to share children’s data to help provide continuity of services for children as they transition to other sites, such as prekindergarten and kindergarten programs. The *Action Steps* in this component call on leaders to hold themselves and their instructional staffs accountable for implementing their data-informed plan for improving language and pre-literacy instruction.

Reporting and Accountability Action Steps: Age 0 to School Entry

- R1.** Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.
- R2.** Ensure quality of instruction and services by having site administrators regularly visit classrooms.
- R3.** Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.

Reporting and Accountability: Age 0 to School Entry			
R1. Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators begin to:	A system for sharing information during the transition of children between sites and schools is in place . Administrators and instructional staff routinely :	A system for sharing information during the transition of children between sites and schools has been in place for more than a year . Administrators and instructional staff continue to:
Identify information that needs to be shared as children transition to other sites, such as prekindergarten and kindergarten programs.	Establish a process for providing information about children who transfer to other sites or campuses, such as transfer packets for parents and parent release for transferring information to other sites/campuses.	Follow established procedures for providing relevant information about children transferring to other sites and schools whenever possible.	Provide relevant information about children transferring to other sites and schools whenever possible. Evaluate and improve the process for sharing information as needed.
Identify information parents or previous sites or schools could provide that could be used to inform instruction and services for newly enrolled children.	Establish a process for collecting information as children are enrolled.	Use information collected at enrollment to inform the instruction and services provided to children.	Use information collected at enrollment to inform the instruction and services provided to children.

Reporting and Accountability: Age 0 to School Entry			
R1. Establish a system for collecting and sharing information to facilitate continuity of services and instruction for children.			
Establish lines of communication with sites and schools that frequently send children and with sites and schools to which children often transfer, whenever possible.	Establish guidelines and expectations for instructional staff to communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.	Communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.	Communicate with sites and schools in a timely manner about newly enrolled children and children who have transferred to other schools and sites, whenever possible.
Sample Evidence			
Written process and format for collecting and sharing information			
Written guidelines for instructional staff			
Agendas, minutes, and sign-in sheets			

Reporting and Accountability: Age 0 to School Entry			
R2. Ensure quality of instruction and services by having site administrators regularly visit classrooms.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators begin to:	The practice of classroom visits for providing feedback is in place . Administrators routinely :	The practice of classroom visits for providing feedback has been in place for more than a year . Administrators continue to:
Explain the initiatives in the data-informed plan for improving language and pre-literacy instruction to instructional staff.	Communicate daily expectations for instructional staff in carrying out the data-informed plan for improving language and pre-literacy instruction.	Ensure that instructional staff clearly understands the expectations for carrying out the data-informed plan for improving language and pre-literacy instruction.	Communicate with instructional staff about expectations for language and pre-literacy instruction. Provide updates on initiatives and outcome data results. Provide necessary training and ongoing support to newly hired instructional staff.
Establish a system for providing feedback to instructional staff members on their language and pre-literacy instruction.	Visit classrooms to provide feedback to instructional staff members on their language and pre-literacy instruction.	Provide instructional staff members with feedback on their language and pre-literacy instruction. The feedback should be based on state guidelines for the ages of the children.	Provide feedback to instructional staff on language and pre-literacy instruction. Consider the quality of services and instruction in place and include teacher input when evaluating and revising the data-informed plan for improving language and

Reporting and Accountability: Age 0 to School Entry			
R2. Ensure quality of instruction and services by having site administrators regularly visit classrooms.			
			pre-literacy instruction.
Provide administrators with opportunities to increase their ability to identify effective classroom practices, provide feedback, and use tools for observation.	Share observation tools and evaluation procedures with staff.	Use a written evaluation system when conducting regular classroom visits, for example, once a month with a 15 minute follow-up conference.	Collect and use data in appraising instructional staff and making staffing decisions, such as identifying training needs or mentoring other staff.
Sample Evidence			
Data-informed plan for improving language and pre-literacy instruction Classroom observation forms Completed observation forms and follow-up meeting notes/minutes Written instructional staff evaluation procedure or policy			

Reporting and Accountability: Age 0 to School Entry			
R3. Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	The practice of examining and communicating performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction is in place . Administrators and instructional staff routinely :	The practice of examining and communicating performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that all administrators and instructional staff have the knowledge and skills to analyze data to evaluate language and pre-literacy outcomes for children.	Examine data to evaluate language and pre-literacy outcomes.	Examine data to evaluate language and pre-literacy outcomes.	Examine data to evaluate language and pre-literacy outcomes. Procedures and guidelines for this process are established and written for new instructional staff and administrators to follow.
Ensure that all administrators and instructional staff have the knowledge and skills to examine data to evaluate site/campus performance in achieving	Examine data to evaluate site/campus performance in achieving language and pre-literacy targets for children in different subgroups. Subgroups	Examine data to evaluate site/campus performance in achieving language and pre-literacy targets for children in different subgroups. Subgroups	Follow established procedures to evaluate site/campus performance in achieving language and pre-literacy targets for children in different

Reporting and Accountability: Age 0 to School Entry			
R3. Examine and communicate site/campus-based prekindergarten assessment performance data and progress toward goals in the data-informed plan for improving language and pre-literacy instruction.			
language and literacy targets for children in different subgroups. Subgroups may include ethnicity, economic status, and English language proficiency.	may include ethnicity, economic status, and English language proficiency.	may include ethnicity, economic status, and English language proficiency.	subgroups. Subgroups may include ethnicity, economic status, and English language proficiency.
Ensure that all relevant staff members know the procedures and policies for reporting language and literacy performance data to the district and state, when applicable.	Report language and pre-literacy performance data to the district and state using appropriate procedures, when applicable.	Report language and literacy performance data to the district and state using appropriate procedures, when applicable.	Report language and literacy performance data to the district and state using appropriate procedures, when applicable.
Identify a variety of meaningful and accessible ways to provide site/campus language and pre-literacy performance information. Establish procedures for communicating this information to families and the community, as appropriate.	Communicate performance on language and pre-literacy measures to families and the community in formats that are meaningful and accessible, as appropriate.	Communicate performance on language and pre-literacy measures to families and the community in formats that are meaningful and accessible, as appropriate.	Follow, evaluate, and improve procedures for communicating language and pre-literacy performance to families and stakeholders.
Sample Evidence			
<p>Agendas, sign-in sheets, and minutes from data analysis meetings</p> <p>Reports and analyses of language and pre-literacy data</p> <p>Communication to families and other stakeholders about language and pre-literacy performance, such as announcements of meetings, agendas, sign-in sheets, and summaries or other handouts provided</p>			

Sustainability

Age 0 to School Entry

The use of the Texas State Literacy Plan (TSLP) to guide language and pre-literacy instructional planning and improvement is designed to be an ongoing process rather than an event or project. Throughout the TSLP and especially in this component, early childhood sites are asked to evaluate their initiatives. They are also asked to put systems in place to maintain and continue to improve language and pre-literacy instruction.

Sustainability Action Steps: Age 0 to School Entry

- S1.** Evaluate the level of implementation of the Texas State Literacy Plan.
- S2.** Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.

Sustainability: Age 0 to School Entry			
S1. Evaluate the level of implementation of the Texas State Literacy Plan (TSLP).			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
Site/campus-based leadership team plans to:	Administrators begin to:	The practice of evaluating the level of implementation of the TSLP is in place . Administrators and instructional staff routinely :	
Create an <i>Implementation Map</i> for the campus.	Explain the <i>Implementation Map</i> ratings to all instructional staff.	Update the <i>Implementation Map</i> ratings at the beginning, middle and end of year.	
Review areas of strength and need in the <i>Implementation Map</i> and prioritize <i>Action Steps</i> and <i>Indicators</i> to work on actively.	Communicate the prioritized <i>Action Steps</i> and <i>Indicators</i> to the instructional staff.	Collaborate to update the priorities and areas of focus for improvement in language and pre-literacy instruction.	
Create a plan for implementation to address the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Carry out the plan for working on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> .	Collaborate to assess the progress on the identified <i>Action Step(s)</i> and <i>Indicator(s)</i> based on the implementation plan. Identify next steps.	

Sustainability: Age 0 to School Entry
S1. Evaluate the level of implementation of the Texas State Literacy Plan (TSLP).
Sample Evidence
<i>Implementation Map</i> for the site/campus Agendas, minutes, and sign-in sheets for meetings Implementation plan for area of focus including <i>Action Step(s)</i> and <i>Indicator(s)</i>

Sustainability: Age 0 to School Entry			
S2. Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	
Site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	Systems to build and maintain capacity to provide effective language and pre-literacy instruction are in place . Administrators and instructional staff routinely :	
Identify current leadership and instructional practices that effectively support language and pre-literacy development.	Create systems that will support the continued and expanded use of effective leadership and language and pre-literacy instruction.	Use and strengthen practices that support effective leadership and pre-literacy instruction. These practices may include establishing written procedures and policies, mentoring programs, and training for new instructional staff.	
Identify and communicate to all instructional staff the methods and timelines for evaluating language and pre-literacy instruction and initiatives.	Use a system to evaluate language and pre-literacy instruction and initiatives.	Use a system for ongoing evaluation of language and pre-literacy instruction and initiatives, such as action items of the data-informed plan for improving language and pre-literacy instruction.	

Sustainability: Age 0 to School Entry			
S2. Implement systems to build and maintain the ability to provide effective language and pre-literacy instruction.			
Establish a system to assess the needs of instructional staff and leaders for support and professional development on language and pre-literacy instruction.	Match resources and professional development to provide instructional staff and leaders with the support they need to maintain and improve language and pre-literacy instruction.	Use a system for providing support and professional development related to language and pre-literacy instruction, as needed for each instructional staff member and leader.	
Develop procedures to ensure ongoing availability of training and support to new instructional staff.	Use a system for providing ongoing training to new instructional staff.	Use a system for ensuring that new instructional staff receives needed training on an ongoing basis.	
Identify ways to incorporate effective language and pre-literacy practices and resources supported by short-term funding into regular practice.	Provide ways for effective language and pre-literacy practices to continue through other means after grant funds end.	Coordinate across programs and funding sources to sustain successful language and pre-literacy initiatives and practices when possible.	
Sample Evidence			
Sustainability plans for grant-funded initiatives Documentation of knowledge- and resource-sharing meetings/sessions Integration of effective practices of grant-funded initiatives into the data-informed plan for improving language and pre-literacy instruction			