# Crosswalk between the Head Start Child Development and Early Learning Framework and the Connecticut Preschool Curriculum  and Assessment Frameworks

## A Collaboration between the CT Head Start Association and the CT State Department of Education

### Summary Report

January 2012

## Background

A group of early childhood professionals conducted a crosswalk to determine the alignment between the revised Head Start Child Development and Early Learning Framework and the Connecticut Preschool Curriculum and Assessment Frameworks.  This committee included Head Start directors and  education managers, representatives from the Head Start Collaboration Office, the State Training and Technical Assistance Center and the Region One Head Start Office,  as well as Connecticut State Department of Education early childhood consultants.  A full list of workgroup participants can be found in Appendix A.

The purpose of the work was to:

- Inform Head Start programs of the relationship between these documents and specific state standards to address in addition to the Head Start Child Development and Early Learning Framework.

- Inform the work of the Early Childhood Education Cabinet's Early Learning Standards workgroup in the revision of Connecticut's standards, which will result in comprehensive early learning, and development standards birth to age five, aligned to K-12 standards.

## Procedure

The indicators within the Head Start Child Development and Early Learning Framework were used as the basis for comparison.  Therefore, matches were found for Head Start indicators within the Connecticut Preschool Curriculum and Assessment Frameworks (hereafter referred to as CT PCF/PAF Indicators).  For the domain of English Language Learning, the Connecticut Department of Education English Language Learner Framework was used, due to the fact that this domain is not address in the CT PCF/PAF.  Multiple indicators were allowable as jointly forming a match as the intent was to determine compatibility between the documents and not between specific indicators.   Matches were rated as Excellent, Strong, Weak or No Match.  Consideration was given to the language, intent, depth and degree of difficulty of indicators. Appendix B includes the full rubric used to indicate the strength of the match between indicators. Following practice in the use of the rubric and a check for inter-rater reliability, participants worked in teams to find matches, rate the degree of match and add notes for clarification.  A crosscheck was conducted at a later date to ensure agreement.  A final review was conducted for any indicators for which there were not agreement and a final determination made.

The final phase of the crosswalk was to determine if there were indicators within the Connecticut Preschool Curriculum Framework for which there were weak matches or no match within the Head Start indicators. Starting with the findings from the previous crosswalk, teams worked to determine the strength of match when comparing the Head Start indicators to the CT PCF indicators, again using the rubric found in Appendix B .

**Findings**

The correlation between indicators in the revised Head Start Child Development and Early Learning Framework and Connecticut's Preschool Curriculum and Assessment Frameworks  varied by domain. For the purposes of analyzing the data and reporting findings, ratings of 3 or 4 (indicating good or excellent matches) were considered to constitute a strong correlation between indicators.   In the domains of *Creative Arts*, *Literacy* and *Science* there was a strong correlation with the CT PCF/PAF for 90% or more of the indicators.  For the domains of *Approaches to Learning*, *Logic and Reasoning*, *Mathematics* and *Language Development*, between 70 and 90 % of the indicators had a strong correlation with the CT PCF/PAF.   *Physical Development and Health* and *Social and Emotional Development* had strong correlations for between 50 and 70% of the indicators.  *Social Studies* and *English Language Learning* were the domains with the least correlation, with only 18% of indicators in *Social Studies* showing a strong correlation and no indicators in English Language Learning with a strong correlation with the CT English Language Learner Framework.

Table 1 (Appendix C) includes, for each domain, the frequency of indicators in each rating category and the percentage of indicators for which there was a strong correlation (either a good or excellent rating). A full listing of the CT PCF/PAF indictors for which there is only a weak or no match in the Head Start Child Development and Early Learning Framework is included in Appendix D.  Appendix E includes a listing of the indicators from the Head Start Child Development and Early Learning Framework for which there were only weak or no matches in the CT PCF/PAF.

**Recommendations**

Until Connecticut's early learning standards are revised, Head Start programs use the listing of Connecticut Preschool Curriculum Framework (Appendix D) indicators for which there is a weak match or no match in order to plan learning experiences and thereby ensure they are meeting Connecticut's state standards.

The crosswalk between the Head Start Child Development and Early Learning Framework and the Connecticut Preschool Curriculum and Assessment Frameworks resulted in the following recommendations for consideration in the revision of Connecticut's Early Learning Standards.  By incorporating these recommendations, Connecticut's Early Learning Standards would be in greater alignment with the Head Start Framework.  It is recognized that additional considerations, most notably vertical alignment, must be taken into account to ensure strong standards aligned across a continuum from birth to grade three.

1). Incorporate the following areas as distinct domains or subdomains:

- Approaches to Learning

- Logic and Reasoning

- Literacy

- Mathematics

- Science

- Social Studies

- Language and Communication

- English Language Development or Dual Language Development

- Physical health status

2). Strengthen the following areas, either by revising indicators to be more rigorous or by adding additional indicators:

- Receptive Language

- Initiative and Curiosity

- Cooperation

- Number relationships and operations

- Geometry

- Physical Health Status

- English Language Development or Dual Language Development

Appendix E includes a listing of the specific examples for which there is a weak match or no match in the CT  PCF/PAF. This listing provides further information for consideration in strengthening the areas outlined above.

## Appendix A:  Workgroup members

| | |
|---|---|
| Michelle Levy, Facilitator | Consultant, CT State Dept of Education |
| Elizabeth Aschenbrenner, Chair | Director, EASTCONN |
| Andrea Brinnel | Consultant, CT State Dept of Education |
| Imelda Dluc | Director, CLC INC., Stamford |
| Carmella Galipault | Education Specialist, Education Connection |
| Anne Messecar | Education Manager (Retired), Manchester |
| Janice Mons | Naugatuck HS & School Readiness |
| David Morgan | Director, TEAM Inc |
| Arline O'Brien | Education Manager, TVCCA, Head Start |
| Karen Pascale | Program Manager/Education Specialist, LULAC |
| Greg Piotrowicz | Contractor, Boston Regional Office of Head Start |
| Missy Repko | UMass Donahue Institute Head Start T and TA Network |
| Katherine Sandgren | Ed Manager, TVCCA |
| Susan Sponheimer | UMass Donahue Institute Head Start T and TA Network |
| Kate Steadman | Director, New Opportunities Inc. |
| Heather Volpe | Education Manager, Meriden YMCA Head Start |
| Grace Whitney | Director, CT HSSCO |
| Marina Winkler | ACF / Project Specialist Region 1 |
| Annette Yarber-Crooks | CLC Head Start/EHS Education Manager |

| Rating | Description | Criteria for rating |
|---|---|---|
| 3 | Excellent match | The expectations in both verb/performance and content/topic are equivalent.  The standards reflect a similar skill level as well as intent. |
| 2 | Good match | Expectations are similar but minor aspects differ (or addressed more broadly in one of the documents).  One set of standards may reflect a slightly more difficult skill level or may require application of a skill. |
| 1 | Weak match. | Major aspects of the standards differ, or the expectation is at a very different level.  The standards may be related but only generally. |
| 0 | No match | There is no Connecticut standard that includes the skill or knowledge reflected in this Head Start Child Development and Early Learning Framework Example. |

## In making a determination of the level of match consider the following:

**Language vs. Intent**
Often the specific words may appear to be matched but the underlying skills represented may vary.  Be sure to carefully read and digest each standard as a unique statement and dissect what critical skill is being addressed

**Depth**
Consider the level of thinking, understanding and application that the standard reflects.  Consider using Bloom's taxonomy to distinguish between standards when a question of depth arises.

**Skill progression in the PAF**
In order to get a true representation of the PAF standards, you must examine the benchmarks, which include a progression of skills over times.  Often more discrete skills reflected in other standards are incorporated with the benchmarks of a particular PAF standard.

**Degree of Difficulty**
Consider the level of the expectation relative to the age group.  Are there differences between documents as to the difficulty of mastering the knowledge or skills in the standard?

**Appendix C:** Table representing the frequency of indicators in each rating category and the percentage of indicators for which there was a strong correlation for each domain in the Head Start Child Development and Early Learning Framework

| Domain | Frequency of Rating of 3 | Frequency of Rating of 2 | Frequency of Rating of 1 | Frequency of Rating of 0 | Percentage of Indicators with a Strong Correlation (rating of 3 or 2) |
|---|---|---|---|---|---|
| Approaches to Learning | 3 | 4 | 2 | 1 | 70% |
| Creative Arts | 7 | 2 | 1 | 0 | 90% |
| English Language Learning | 0 | 0 | 12 | 3 | 0% |
| Language Development | 7 | 1 | 3 | 0 | 73% |
| Literacy | 12 | 8 | 1 | 0 | 95% |
| Logic and Reasoning | 4 | 1 | 1 | 1 | 71% |
| Mathematics | 10 | 3 | 3 | 2 | 72% |
| Physical development and health | 8 | 3 | 1 | 7 | 58% |
| Science | 6 | 1 | 0 | 0 | 100% |
| Social and Emotional Development | 10 | 2 | 5 | 3 | 60% |
| Social Studies | 2 | 0 | 3 | 6 | 18% |

**Appendix D:  Connecticut Preschool Curriculum Standards for which there are only weak matches in HS Examples**

Personal Social

Interact with a variety of children in the program

Participate in small and large group activities

Refer to themselves by first and last names


Physical Development

Combine a sequence of several motor skills in an organized way

Perform fine motor tasks that require small muscle strength and control

Move through an environment with body control

Demonstrate spatial awareness in fine-motor activities


Language and Literacy

Speak clearly, including use of appropriate tone and inflection

Demonstrate understanding of messages in conversation

**Appendix E:  Head Start Framework Indicators for which there is a weak match or no match in the CT Preschool Curriculum and Assessment Frameworks**

Physical Development and Health

Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.

Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.

Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.

Gets sufficient rest and exercise to support healthy development.

Communicates an understanding of the importance of health and safety routines and rules.

Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.

Distinguishes food on a continuum from most healthy to less healthy.

Eats a variety of nutritious foods.

Recognizes the importance of doctor and dentist visits.

Cooperates during doctor and dentist visits and health and developmental screenings.


Social and Emotional Development

Communicates with familiar adults and accepts or requests guidance

Develops friendships with peers

Establishes secure relationships with adults

Recognizes how actions affect others and accepts consequences of one's actions

Refrains from disruptive, aggressive, angry, or defiant behaviors

Adapts to new environments with appropriate emotions and behaviors


Approaches to Learning

Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.

Models or teaches peers.

Language Development

Comprehends increasingly complex and varied vocabulary

Comprehends different forms of language, such as questions or exclamations

Comprehends different grammatical structures or rules for using language


Literacy Knowledge and Skills

Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics

Identifies and discriminates between separate syllables in words


Mathematics Knowledge and Skills

Associates quantities and the names of numbers with written numerals

Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects

Identifies the new number created when numbers are combined or separated

Recognizes and names common shapes, their parts, and attributes

Combines and separates shapes to make other shapes


Creative Arts Expression

Uses creative movement to express concepts, ideas, or feelings


Logic and Reasoning

Uses past knowledge to build new knowledge

Recognizes the difference between pretend or fantasy situations and reality

Social Studies

Recognizes a variety of jobs and the work associated with them

Understands the reasons for rules in the home and classroom and for laws in the community

Describes or draws aspects of the geography of the classroom, home, and community

Recognizes aspects of the environment, such as roads, buildings, tress, gardens, bodies of water, or land formations

Recognizes that people share the environment with other people, animals, and plants

Understands that people can take care of the environment through activities, such as recycling

Differentiates between past, present, and future

Recognizes events that happened in the past, such as family or personal history

Understands how people live and what they do changes over time


English Language Development

Participates with movement and gestures while other children and the teachers dance and sing in English.

Acknowledges or responds nonverbally to common words or phrases, such as "hello" "good bye" "snack time" "bathroom", when accompanied by adult gestures.

Points to body parts when asked, "Where is your nose, hand, leg…?"

Comprehends and responds to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?"

Follows multi-step directions in English with minimal cues or assistance.

Repeats word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch.

Requests items in English, such as "car," "milk," "book," "ball."

Uses one or two English words, sometimes joined to represent a bigger idea, such as "throwball."

Uses increasingly complex and varied English vocabulary.

English Language Development  (continued)

Constructs sentences, such as "The apple is round." or "I see a fire truck with lights on."

Demonstrates eagerness to participate in songs, rhymes and stories in English.

Points to pictures and says the word in English, such as "frog," "baby," "run."

Learns part of a song or poem in English and repeats it.

Talks with peers or adults about a story read in English.

Tells a story in English with a beginning, middle, and end from a book or about a personal experience.