

COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK, MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE

<p align="center">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p>	<p align="center">HEAD START CHILD OUTCOMES FRAMEWORK (HS) For exiting Head Start children</p>	<p align="center">Maryland Model for School Readiness (MMSR) For exiting pre-kindergarten children</p>
<p align="center">Personal and Social Development</p>	<p align="center">Personal and Social Development</p>	<p align="center">Personal and Social Development</p>
<p>Have A Stronger Self-Concept Be more confident, self directed, purposeful and inventive in play</p> <ul style="list-style-type: none"> • Enthusiastically tries new activities and delights when he learns something new • Waits patiently for a short time, knowing that he will get a turn • Laughs at silly words or ideas • Follows the “big boys” around and tries to enter into their conversation • Attempts to build a bridge out of the unit blocks after watching another child do it <p>Relates his needs, wants and feelings to others</p> <ul style="list-style-type: none"> • Tells his caregiver what he likes and doesn’t like • Solves a conflict using his words rather than hitting • Tells his caregiver how he feels after he has been noticed looking sad • Proudly shows the finger play he learned in school to his mother • Asks for help with putting the paper on the easel • Expresses his disappointment, but chooses another center when his first choice is full 	<p align="center">Self Concept</p> <ul style="list-style-type: none"> • Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. • Develops a growing capacity for independence in range of activities, routines, and tasks. • Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 	<p>1.0 Emotional Self-Regulations – Students will demonstrate effective emotional functioning in group settings as individuals.</p> <p align="center">Emotional Self-Regulation</p> <ol style="list-style-type: none"> 1. Student will demonstrate healthy confidence <ol style="list-style-type: none"> a. Attempts new play and learning experiences independently b. Knows resources are available in the classroom and how to use them 2. Uses coping skills with help from others <ol style="list-style-type: none"> a. Relates his needs, wants and feelings to others b. Perseveres with activities when feeling frustrated 3. Shows self-direction in familiar settings <ol style="list-style-type: none"> a. Makes choices with help and pursues tasks with intention b. Cares for own belongings with occasional reminders 4. Follows simple classroom rules and routines with guidance <ol style="list-style-type: none"> a. Generates and follows classroom rules b. Plans routine activities in the classroom with guidance

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<p style="text-align: center;">Social and Emotional Development</p>	<p style="text-align: center;">Social and Emotional Development</p>	<p style="text-align: center;">Personal and Social Development</p>
<p style="text-align: center;">Increased self-regulation</p> <p>Following classroom rules and routines with guidance</p> <ul style="list-style-type: none"> • Gets help from a teacher when another child grabs the ball away from him • Proudly tells the teacher that he used the toilet by himself • Tells another child: “We go down the slide only” as the child starts to go up the slide • Sits at circle time listening to a story for five to 10 minutes before needing to get up and do something active • Manages transitions between activities with a few reminders • Uses classroom materials respectfully 	<p style="text-align: center;">Self-Control</p> <ul style="list-style-type: none"> • Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. • Develops growing understanding of how their action affect others and begins to accept the consequences of their actions. • Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. 	<p style="text-align: center;">Emotional Self-Regulation (cont.)</p> <p>5. Uses classroom materials appropriately</p> <ol style="list-style-type: none"> a. Plays with and uses materials with appropriate intention and purpose b. Puts away classroom materials after use with occasional reminders

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<p align="center">Relates to Adults</p> <p>Imitates and tries to please familiar adults</p> <ul style="list-style-type: none"> • Has an easier time separating from his parents • Continues to push the large jeep after his caregiver has said, “Those stay still” but pauses and moves to another toy after hearing his name • Picks up his trash and takes it to the trash can after his teacher has reminded him that, “We do it just like inside” • Comes to the caregiver to show each new addition to his construction • Pretends to wash the dishes and puts them away in places where the teacher has shown that they belong <p>Becomes more comfortable with unfamiliar adults</p> <ul style="list-style-type: none"> • Looks at the unfamiliar adult when asked his name, but does not answer or leave • Comes up to an unfamiliar adult on the playground with his caregiver nearby and asks questions • Shows the cashier at the store his new book and says thank you during the purchase • Does not cry when left with a sitter who engages him with a toy • Goes willingly to the park with a neighbor although parent is not going 	<p align="center">Social Relationships</p> <ul style="list-style-type: none"> • Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. • Shows progress in developing friendships with peers. • Progresses in responding sympathetically to peers who are in need , upset, hurt, or angry; and in expressing empathy or caring for others. 	<p>2.0 Social Self-Regulation- Students will demonstrate effective social functioning in group settings and as individuals</p> <p align="center">Social Self-Regulation</p> <ol style="list-style-type: none"> 1. Student initiates and maintains relationships with peers and adults <ol style="list-style-type: none"> a. Initiates conversation with peers <ol style="list-style-type: none"> a. Able to take turns when working in groups with guidance b. Shares materials and equipment with guidance c. Seeks adult help when solving interaction conflicts 2. Participates cooperatively in group activities <ol style="list-style-type: none"> a. Listens to directions from peers and responds to simple tasks b. Understands rules of group activities with guidance c. Speaks of individual contributions and group accomplishments 3. Shows empathy and concern for peers and adults <ol style="list-style-type: none"> a. Understands basic feelings, such as happiness or sadness as expressed by others verbally or non-verbally b. Cares with guidance for peers who are in distress

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<p align="center">Relate to Other Children Begins to Play Cooperatively for brief periods with other children</p> <ul style="list-style-type: none"> • Looks for a favorite friend to play with • Offers to share materials with another child who comes to the art center • Shows his play dough monster to the girl sitting next to him • Needs adult to help resolve a conflict over which song he and a friend will listen to in the Listening Center and agree to take turns • Works with a friend to find the flannel board pieces to go with the story they just heard <p>Be able to better understand the feelings of other children</p> <ul style="list-style-type: none"> • Begins to understand that his actions can cause feelings in other children • Begins to use some simple techniques for preventing or resolving his own conflicts • Shares a toy with a child who cries because he has none • Says he is sorry when he has accidentally knocked another child down • Shows concern when another child has fallen and is crying 	<p align="center">Cooperation</p> <ul style="list-style-type: none"> • Increases abilities to sustain interactions with peers by helping, sharing, and discussion. • Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. • Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. <p>Knowledge of Families and Communities</p> <ul style="list-style-type: none"> • Develops ability to identify personal characteristics including gender and family composition • Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. • Develops growing awareness of jobs and what is required to perform them. • Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community 	

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<p>Participates with help in the group life of the class.</p> <ul style="list-style-type: none"> • Joins in group games • Helps to clean up after hearing the signal and being encouraged by the teacher • Answers the question that the teacher is asking at circle time 	<p align="center">Approaches to Learning</p> <p>Imitative and Curiosity</p> <ul style="list-style-type: none"> • Chooses to participate in an increasing variety of tasks and activities. • Develops increased ability to make independent choices. • Approaches tasks and activities with increased flexibility, imagination, and inventiveness. • Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. <p>Engagement and Persistence</p> <ul style="list-style-type: none"> • Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences • Demonstrates increasing ability to set goals and develop and follow through on plans • Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions <p>Reasoning and Problem Solving</p> <ul style="list-style-type: none"> • Develops increasing ability to find more than one solution to a question, task, or problem • Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults • Develops increasing abilities to classify, compare, contrast objects, events and experiences. 	<p>3.0 Approaches Toward Learning – Students will demonstrate active interest in learning and apply learning and study skills to new tasks.</p> <p align="center">Approaches Toward Learning</p> <ol style="list-style-type: none"> 1. Shows eagerness and curiosity as a learner <ol style="list-style-type: none"> a. Demonstrates interest and curiosity in learning new things with guidance b. Asks some questions about new things and experiences c. Speaks about new learning experiences 2. Student will attend to learning tasks with guidance <ol style="list-style-type: none"> a. Manages transitions from one activity to the next with guidance b. Listens to simple directions specific to the tasks c. Completes short-term tasks 3. Student will use some learning strategies when approaching new tasks <ol style="list-style-type: none"> a. Plans and carries out familiar tasks with guidance b. Asks questions to seek ideas for new tasks c. Relates relevant previous experience to new task 4. Student accepts responsibility for learning <ol style="list-style-type: none"> a. Puts away materials after completing activity or task b. Participates in classroom activities c. Recognizes mistakes and asks for help

