Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

A Supplementary Manual to Support the Evaluation of Teachers of Young Children, Specifically PreK and Kindergarten Teachers Who are Required to Hold and Maintain a NC Teaching License, While Teaching in Public or Nonpublic Schools

Richard Lambert, Bobbie Rowland, Heather Taylor, Cindy Wheeler

Center for Educational Measurement and Evaluation
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We appreciate the North Carolina Department of Public Instruction and all of their support in the creation of this manual. In particular, the Division of Educator Recruitment and Development, Office of Professional Development and the Office of Early Learning, Teacher Licensure Unit who collaborated with the research team here at the University of North Carolina at Charlotte. Some of the documents included in this supplementary manual represent authorized revisions of McREL documents made by the Office of Early Learning, Teacher Licensure Unit for educational and training purposes.

We are grateful for all of the valuable information included in the book, *Getting it right from the start: The principal's guide to early childhood education* by Marjorie J. Kostelnik and Marilyn L. Grady (2009). We are appreciative for permission, given by the authors, to duplicate and disseminate various resources included in their book. The contributions put forth in this book are important additions to the supplementary manual and will be used as productive resources by administrators, principals, and teachers who work with young children in North Carolina.

This supplementary manual was developed to address the requests of many administrators and principals who currently supervise and evaluate teachers of young children using the new North Carolina Department of Public Instruction Teacher Evaluation Process. This manual was also developed to provide information to teachers specific to enhancing their professional goals and creating learning environments that promote the development and education of young children in early childhood settings. We would like to send a special acknowledgement to all of the administrators, principals, and teachers in North Carolina who offered expertise and personal experiences to help fulfill the purpose of this supplementary manual. Many of these individuals participated in various focus groups and interviews, and provided valuable feedback in order to make this manual as comprehensive and useful as possible. The successful creation of the manual would not have been possible without the ongoing commitment of the individuals who volunteered personal time, generated and shared ideas, and collaborated with colleagues, all in the effort to enhance the professional growth of teachers and to provide the best developmentally appropriate learning environments for the young children of North Carolina.

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SECTION I

Introduction to the Purpose of the Manual

Children begin to seek out others when needing emotional support, physical assistance, social interaction, problem solving and approval.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section I | Introduction to the Purpose of the Manual

This Manual is a practical guide especially created for early childhood principals, administrators, teachers, and others who are directly involved in providing high-quality preschool and kindergarten programs for young children in both public and nonpublic settings. The purpose of this manual is to inform evaluators and administrators about the North Carolina Teacher Evaluation Process (NC TEP) and how it can be used to promote the professional development and growth of early childhood professionals. The manual contains procedures for observing and evaluating More at Four (MAF) prekindergarten teachers with North Carolina Birth-through-Kindergarten Standard Professional I or II (BK SP I or BK SP II) licensure, who work in nonpublic schools. This manual may also be used by any personnel who have been formally trained in the NC TEP and are preparing to apply the system in early childhood settings.

The Manual includes references and instructions to support the evaluation process. Evaluators, teachers, and administrators are required to participate and successfully complete a comprehensive training regarding the NC TEP. Evaluators play a critical role in the Teacher Licensure Unit (TLU) team process that includes a formally trained TLU mentor, the MAF teacher, and his/her site administrator.

The roles for principals, administrators, and teachers in early education have expanded in the last 20 years. They have taken on roles related to the total development of young children and their future learning and capabilities for living in the 21st century. At the same time families are seeking high-quality early education programs for their children based on current scientific findings that suggest:

- new science findings about the extent to which high-quality early education experiences influence later learning, behavior, and health;
- that these experiences provide the foundation for children to be successful in school and graduate with 21st century life skills; and
- irrefutable evidence that high-quality pre-kindergarten and kindergarten programs improve cognitive, social, and emotional skills and decrease the need for grade retention and special education.

With the expanded interest and pursuit of high-quality early education, principals and administrators have sought information (Shore, Shue, & Lambert, 2010, in press) about what effective early childhood programs look like and how best to achieve them, including strategies for evaluating and mentoring early childhood teachers.

The More at Four program, operated by the North Carolina Department of Public Instruction (NCDPI) Office of Early Learning, has been a leader in the nation in establishing top-rated developmental academic pre-kindergarten programs. North Carolina has received recognition as one of only two states to meet all 10 quality standard benchmarks for preschool education according to the National Institute for Early Education Research (NIEER, 2009). See a list of all 10 benchmarks in the Resource Section of this manual.

At the same time, the NC Power of K Initiative has continued this tradition of innovation in early childhood education and taken the lead in supporting excellence in public kindergarten programs across the state. The Power of K focused on a three-year comprehensive professional development initiative with 36 kindergarten teachers in the state who were selected to apply their knowledge of child development into their instructional practices (2007-2010). The goals of the project were:

- to increase the teacher's ability to implement effective practices;
- to ensure the teacher's ability to articulate philosophy and practice; and
- to strengthen the teacher's leadership skills in the school, district, and state.

All goals have been met and the result is a network of highly trained kindergarten teacher leaders who have established premium 21st Century kindergarten classrooms.

Building on what is known in the early education field, this Manual provides information that all parties will need as the NC TEP is implemented in all LEAs and in the NCDPI's Office of Early Learning, Teacher Licensure Unit. The new requirements are for ALL teachers in both the public and nonpublic sectors (Fall, 2010).

Section II of this manual includes an overview of the TLU process for evaluating MAF pre-kindergarten teachers with BK SP I or II licensure who work in nonpublic schools.

Children begin to develop an awareness of personal behavior and its effect on others.

Section III contains an overview of key principles of Early Childhood Education (ECE) and connects the North Carolina Professional Teaching **Standards** with **Early Childhood Education Core Beliefs** and **Practices**. The intention is to help Principals and Administrators become familiar with components of the early childhood culture, its historic roots, and fundamental values that drive the professional practices of high-quality teachers of young children. Definitions are also included for clarity and reference points.

Section IV includes a practical and useful list of resources and tools for anyone involved in the evaluation process. For example, instructions on how to access the North Carolina Standard Course of Study, *Foundations Early Learning Standards*, and NC Birth-through-Kindergarten Specialty Standards, NC Professional Teaching Standards, as well as helpful books, websites, and other resources are included.

Section V is a result of input from teachers, principals, families, supervisors, directors, and others by way of Focus Groups and Webinars to expand the more generic language of the new NC TEP Rubric to reflect high-quality early childhood professional practices with a particular focus on teacher behaviors, child behaviors, classroom conditions, and artifacts. **They are not intended to replace or substitute for any part of the rubric in any way but will help observers more completely understand the Standards and Elements of the Evaluation Rubric as they manifest themselves in the early childhood classroom.** Section V also includes references to the North Carolina Standard Course of Study (NCSCOS). The NCSCOS for pre-kindergarten is North Carolina's *Foundations* Early Learning Standards and for kindergarten is the Kindergarten Standard Course of Study. The NCSCOS will be taught in the 2010-2011 and 2011-2012 school years, as the NC Department of Public Instruction rolls out the new Common Core/Essential Standards. The new Common Core/Essential Standards adopted by the State Board of Education are scheduled for implementation in the 2012-2013 school year.

Section VI includes tips for evaluators, observers, and administrators. This section focuses on using the NC TEP, including strategies for documenting evidences collected during observations, whether formal or informal.

Section VII includes sample sheets to illustrate appropriate ways to help the teacher, principal, evaluator, and other observers collect evidences across the range of elements and descriptions contained in the Rubric. Teacher behaviors, child behaviors, classroom conditions, and artifacts are delineated to help observers identify evidences that might be used to indicate each level of a teacher's performance on any given element of any given standard. **The manual is intended to be an on-going resource tool.** Webinars will be conducted for individuals interested in more direct sessions on its use. The NC Department of Public Instruction, Office of Early Learning and UNCC websites will add new findings and resources as the positive impact of high-quality early childhood experiences on young children becomes more widely known and multiple rigorous evaluation studies are reported.

Section V is not intended to replace or substitute for any part of the rubric in any way but will help observers more completely understand the Standards and Elements of the Evaluation Rubric as they manifest themselves in the early childhood classroom.

Children begin to use a variety materials and activities for sensory experiences, exploration, creative expression, and representation.

The manual is intended to be an on-going resource tool. Webinars will be conducted for individuals interested in more direct sessions on its use.

SECTION II

Overview of the Teacher Evaluation Process

Children begin to occasionally run their finger under or over print as they begin to read familiar print.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section II | Overview of the Teacher Evaluation Process for All Teachers

Any teacher working in a NC public or nonpublic school, who is required to hold a NC teaching license, must complete specific requirements in accordance with NC State Board of Education (SBE) teacher licensure policy for that specific licensure level (e.g., Lateral Entry, Provisional, Standard Professional I, or Standard Professional II). Section II reviews the process used to support licensure requirements for More at Four (MAF) pre-kindergarten teachers working in nonpublic schools across North Carolina. The More at Four Program is operated by the NC Department of Public Instruction, Office of Early Learning. These processes are implemented under the NCDPI's Office of Early Learning, Teacher Licensure Unit (TLU).

REQUIREMENTS FOR MORE AT FOUR TEACHERS IN NONPUBLIC SCHOOL SETTINGS

The More at Four Pre-Kindergarten Program, operated under the NCDPI's Office of Early Learning, requires MAF teachers, who work in either public or nonpublic schools, to have (or be working toward) a BK SP II License. All licensed teachers in NC, as mandated by the SBE, are required to participate in performance evaluation. Teachers in public school settings are supported by performance evaluation systems (self-assessment, mentoring, evaluation, professional development plan) offered through their public schools or local education agencies (LEA). The basic components of such a system are defined by policy set by the SBE, and include services to support professional growth – from the initial licensure stage (BK SP I License) to a continuing licensure level (BK SP II License) – with the goal of positively impacting child development and learning.

In 2001, when More at Four was established, a similar education and licensure system to support MAF teachers who work in nonpublic schools (child care centers and Head Start programs) did not exist. As the program developed, the unique needs of teachers of young children were recognized, including the need for similar support services for MAF teachers who work in nonpublic schools.

In January 2007, the SBE approved NCDPI's Office of Early Learning to implement teacher licensure services, through the Teacher Licensure Unit (TLU), for MAF teachers working in nonpublic schools. The first teacher cohort was served starting in May 2007. The TLU used the Pre-Kindergarten / Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI) as a measure to meet performance evaluation requirements for all licensed teachers of young children in NC until June 2010. The PKKTPAI, endorsed by the SBE in 2006, retained all of the state required basic components of performance evaluation, but translated the items from the generic Teacher Performance Evaluation Instrument (TPAI) into specific indicators of quality

teaching as they would be observed in classrooms for young children. Teachers in public schools have the support of their building administration and LEA human resource department in order to meet all of their ongoing licensure requirements, including performance evaluation, mentoring, professional development, and documentation. MAF teachers across the state must meet these same conditions both for ongoing licensure and to remain employed as a MAF teacher. The TLU is comprised of current NCDPI early childhood specialists, university employees with specific expertise in early childhood education, retired educators with extensive experience in ECE, and local program personnel who have been trained to partner with the TLU. Together, they have formed a team that offers a range of supports to MAF teachers.

Each LEA around the state, including the TLU, must provide a system of support that includes mentoring, formative observations and summary evaluation conferences, according to SBE requirements, for teachers who are required to attain and maintain a NC professional teaching license. Specific components of such a system have been outlined by NCDPI as follows:

- Initial Orientation
- Evaluation Training
- Teacher Self-Assessment
- Mentor Support
- Pre-Observation Conferences
- Observations and Summary Evaluations
- Post-Observation Conferences
- Summary Evaluation Conference
- Professional Development Plans (PDP).

The TLU is an example of one LEA that has implemented these components and processes, which are conducted in phases according to the licensure level – BK SP I or BK SP II.

PHASES OF THE TLU MENTORING AND EVALUATION PROCESS

All MAF teachers, whether Initial Licensure (Lateral Entry or Birth-through-Kindergarten Standard Professional I (BK SP I), or II (BK SP II), are required to participate in the TLU evaluation process. For initially licensed teachers, this process is the central feature of the Beginning Teacher Support Program (BTSP) and occurs in six phases over a three-year period for any initially licensed teacher. Teachers with a BK SP II license are observed and evaluated during the five-year licensure cycle and are not mentored.

The TLU is responsible for conducting an initial orientation session for eligible MAF teachers and their site administrators to inform them about NC teacher licensure policy and procedures, More at Four Program Requirements, Office of Early Learning programs and how teachers are

supported through their education, professional development, and licensure journey to the highest licensure status, the NC Birth-through-Kindergarten BK SP II license. After completing an initial orientation session, teachers and site administrators must complete a two-day training in the NC TEP that includes SBE priorities for the 21st Century, NC Professional Teaching Standards, NC BK Specialty Standards, and how to use the NC TEP Rubric for self-assessment, professional development requirements, and the NC Code of Professional Practice and Conduct for NC Educators.

The TLU also requires teachers to complete an annual Review and Prep Session on the NC TEP designed to supplement the information shared and discussed during the mandatory NC TEP training. These sessions are scheduled during the fall and spring of each program year, and conducted through a combination of face-to-face sessions and webinars. The sessions are required of all MAF teachers who have officially enrolled with the TLU and their site administrators. A teacher is eligible for TLU services once he or she has completed the initial orientation and evaluation training sessions with their site administrator, has met educational prerequisites, and submits required documentation to the TLU. An assigned TLU mentor will serve as the point of contact for MAF teachers until they complete the requirements for a BK SP II license. Once a teacher attains a BK SP II license, a TLU evaluator will be the point of contact.

PHASES IN THE MENTORING AND EVALUATION PROCESS FOR INITIALLY LICENSED TEACHERS: THE BEGINNING TEACHER SUPPORT PROGRAM

All initially licensed MAF teachers, Lateral Entry or BK SP I are required to participate in the TLU process according to the six phases outlined below for each year of a three year process.

GETTING STARTED

- Enrollment process
- Mandatory TLU Initial Orientation (1st year only)
- Teacher Evaluation Training (1st year only)
- Annual Review and Prep of the Evaluation Process

PHASE I SELF-ASSESSMENT AND TEACHER DEVELOPMENT

- Begins with the Self (teacher self-reflection)
- Development of the Team (teacher, mentor, site administrator, and evaluator)
- Team Agreement Conference
- Getting-to-Know-You Conference (Mentor and Teacher)
- Self-Assessment (teacher completes Rubric for Evaluating North Carolina Teachers)

"The early childhood years lay the foundation for later economic productivity, responsible citizenship, and a lifetime of sound physical and mental health"

Jack P. Shonkoff, MD, Director of Center on the Developing Child, Harvard University, Aug. 6, 2007

Children begin to use a variety of writing tools and materials.

PHASE II PROFESSIONAL DEVELOPMENT PLAN

- Mentor completes an observation using the Rubric for Evaluating North Carolina Teachers *[NOTE: Mentor's observation does not inform the summary evaluation. Instead, TLU evaluators conduct 4 rather than 3 formative observations.]*
- Professional Development Plan (PDP) discussion and development begins (Mentor and Teacher)

PHASE III FORMAL OBSERVATION BEGINS

- Mentor contacts evaluator to schedule initial observations

PHASE IV FORMAL OBSERVATION CONTINUES

- Evaluator contacts teacher and site administrator, all observations after the initial one are scheduled by the evaluator (unless unannounced)
- Evaluator completes the following annually:
  - Pre-conferences (NCDPI requires one pre-conference prior to the first observation and others as needed)
  - Post-observation conferences (after each Observation)
  - 4 Formative Observations, by October 15, December 15, February 15, and May 15
  - Summary Evaluation Conference and scoring the Teacher Rating Summary Form completed by May 15 *[NOTE: Form completion, not observation]*
- Observation and evaluation results are used to inform mentor support activity and inform further development and refinement of PDP
- Mentoring and observation continues throughout the year

PHASE V OBSERVATION AND SUMMARY EVALUATION CONFERENCE RESULTS SUBMITTED TO TLU

- Evaluator submits the results of the observations and summary evaluation conference to the TLU for the teacher's file
- Teacher provides copies of the observations and summary evaluation conference results to the Site Administrator and Mentor, and keeps a copy for self

PHASE VI SUBMISSION OF PDP AND PROFESSIONAL DEVELOPMENT LOG

- Mentor sends copy of the PDP to TLU
- Teacher submits Professional Development Log to TLU by:
  - June 15 for teachers with BK SP I license
  - August 15 for teachers with Lateral Entry license

PHASES OF THE EVALUATION PROCESS FOR TEACHERS WITH BK SP II LICENSURE

All MAF teachers with a BK SP II License, Pre-K or K add-on, or Provisional license are observed and evaluated but not mentored by a TLU assigned mentor. Teachers with a BK SP II license are observed and evaluated during the five-year licensure cycle and are not mentored. Observation and Evaluation results are used to inform the PDP process.

GETTING STARTED

- Enrollment process
- Mandatory TLU Initial Orientation (1st year only)
- Teacher Evaluation Training (1st year only)
- Annual Review and Prep of the Evaluation Process

PHASE I SELF-ASSESSMENT AND TEACHER DEVELOPMENT

- Begins with the Self (teacher self-reflection)
- Development of the Team (teacher, site administrator, and evaluator)
- Team Agreement Conference, evaluator reviews the agreement with the teacher and site administrator
- Self-Assessment (teacher completes Rubric for Evaluating North Carolina Teachers)

PHASE II PROFESSIONAL DEVELOPMENT PLAN

- Teacher begins developing a Professional Development Plan (PDP) based on self-assessment of needs by October 30
- Teacher begins a Professional Development Log

Children begin to form hypotheses about cause and effect.

In cases where teachers need additional time to develop their teaching skills and performance, as validated through the NCDPI's prescribed teacher observation and performance evaluation process, additional resources may be deployed at the local and state level, including additional observations by the TLU, to support teacher growth. In such cases, teacher performance progress will be monitored through the use of monitored and directed Professional Development Plans.

PHASE III FORMAL OBSERVATION BEGINS

- Evaluator contacts teacher to schedule the first observation by November 30 (in 5th year of the 5-year renewal cycle)
- Evaluator completes the following steps in the 5th year of the teacher's 5-year renewal cycle:
  - Pre-conferences (NCDPI requires one pre-conference prior to the first observation and others as needed)
  - Post-observation conferences after all observations and the Summary Evaluation Conference (5th year only)
  - 3 Formative Observations, by November 30, February 15, and May 15
  - Summary Evaluation Conference and scoring the Teacher Rating Summary Form by May 15 in 5th year of the 5-year renewal cycle
    [NOTE: Form completion, not observation]
- Observation results are used to inform goal completion and further development and refinement of PDP
- Self-assessment ongoing and informs professional development needs

PHASE IV EVALUATION RESULTS SUBMITTED TO TLU

- Evaluator sends the results of the observations and Summary Evaluation Conference and Teacher Rating Summary Form (5th year only) to the TLU for the teacher's file
- Teacher provides copies of all the observations and the Summary Evaluation Conference (5th year only) to the Site Administrator, and keeps a copy for self

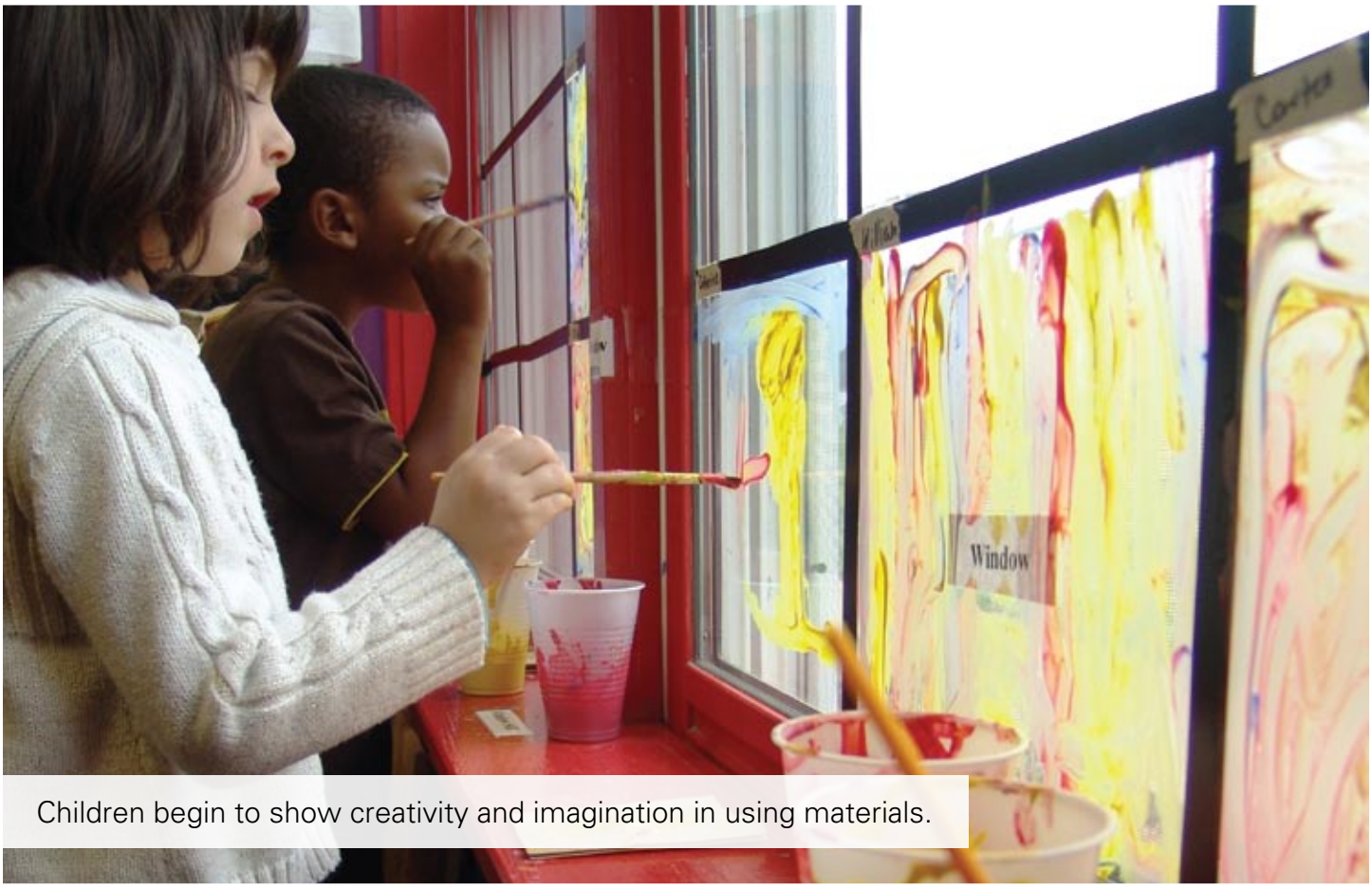
PHASE V SUBMISSION OF PDP AND PROFESSIONAL DEVELOPMENT LOG

- Teacher submits PDP and Professional Development Log to TLU by:
  - June 15 (5th year of licensure renewal cycle) for teachers with BK SP II, Pre-K/K add-on, or Provisional license

In cases where teachers need additional time to develop their teaching skills and performance, as validated through the NCDPI's prescribed teacher observation and performance evaluation process, additional resources may be deployed at the local and state level, including additional observations by the TLU, to support teacher growth. In such cases, teacher performance progress will be monitored through the use of monitored and directed Professional Development Plans.

SECTION III

Overview of Key Principles



Children begin to show creativity and imagination in using materials.

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Section III | Overview of Key Principles of Early Childhood Education

BACKGROUND

A variety of instruments have been used in the early childhood field to evaluate teachers and programs. Several years ago, early childhood professionals in NC were interested in developing an instrument that reflected standards appropriate for the Pre-K and Kindergarten classroom. The Pre-K and Kindergarten Teacher's Performance Appraisal Instrument (PKKTPAI) Project was initiated and an instrument was developed, validated and approved by the NC State Board of Education in 2007. The PKKTPAI and its K-12 counterpart, the NC Teacher Performance Appraisal Instrument Revised (TPAI-R, 2000), were similar in process and procedure. However, the PKKTPAI process was developed to reflect more appropriate and accurate knowledge, skills, and dispositions of early childhood teachers.

More at Four teachers who are participating in the NC Beginning Teacher Support Program (BTSP) and/or the Lateral Entry Program through the NCDPI's Office of Early Learning, Teacher Licensure Unit (TLU) must be observed and evaluated according to the type of license (BK SP I, BK SP II, or lateral entry) they hold, as required by SBE Policy. Effective 2010-2011 school year, the PKKTPAI will no longer be required and all teachers including More at Four teachers in the public and nonpublic Pre-K classes, in NC will be evaluated using the NC TEP (2009). The intended purpose of the NC TEP is to assess the teacher's performance in relation to the NC Professional Teaching Standards and to design a plan for professional growth.

Careful study and training are needed for principals, administrators, and evaluators who will conduct the evaluation process in which the teacher will actively participate through self-assessment, reflection, presentation of artifacts and classroom performances. To create a working document for those persons involved in the NC TEP, some explanation has been provided to reflect the early childhood culture and core beliefs in specific teacher behaviors, child behaviors, classroom conditions, and artifacts. Key features of high-quality early childhood teaching have been identified for each level of performance and listed for each element and standard of the new evaluation system. An intensive study was completed to gather this information using focus groups from each of the NCDPI regions including mentors and evaluators from the TLU, practitioners, Pre-K supervisors, principals, and other personnel who had used both the PKKTPAI and the NC TEP.

The most important component of the NC TEP is the translation of the NC Professional Teaching Standards into practical indicators of high-quality teaching. Early Childhood Education (ECE) demands effective teachers who understand this translation, know child development and learning, know their Teaching Specialty (BK standards), and approach teaching with a strong

commitment to continuous improvement. They are competent to facilitate the learning and interaction of ALL young children with and without special needs. These teachers can integrate curriculum to design, implement, evaluate, and adapt learning experiences to promote positive development and learning for the children in their classroom. The teacher performance evaluation process serves as a measurement of performance for individual teachers and as a guide as they reflect upon and improve their effectiveness.

CORE BELIEFS

Early education programs are expanding and young children are enrolling in both public and private preschool settings at increasing rates. It is estimated that approximately half of all the three and four year olds in the country (4 million children) are enrolled in formally organized early childhood settings. Research indicates that developmentally appropriate early childhood programs and experiences strongly influence children's later development and learning. This evidence reflects a long held belief that early education provides a good return on investment to children, families, schools, communities, and taxpayers.

As early education grows, NC continues to make enhancements to its educational system. For example, the NC TEP has been adopted and calls for new vision of leadership and skills that teachers must use daily in their classrooms in order to help children learn 21st century skills and content. Early educators are an integral part of the movement that demands relevance in teaching, leadership among staff, content that is engaging and meaningful, and the creation of safe, orderly, and nurturing learning environments.

As part of the NC TEP, administrators with limited knowledge of ECE may be called upon to evaluate and mentor/coach early childhood teachers. Due to the nature of early education and the unique challenges that it brings to both those responsible for managing early education programs and those new to the profession, it is important to clarify core beliefs that are widely held among early childhood educators. These beliefs have historical roots and represent fundamental values of the field. The core beliefs statements below are quoted in their entirety as identified by, and with the permission of the National Association for the Education of Young Children (NAEYC, 2009):

BELIEF 1 – EARLY CHILDHOOD IS A UNIQUE TIME OF LIFE THAT WARRANTS RESPECT IN ITS OWN RIGHT.

A bedrock belief within the early childhood community is that young children are unlike older children and adults in many ways. The differences that distinguish this period from other times in life are both qualitative (e.g., children think and interact with the world in different ways than adults do) and quantitative (e.g., children have less experience than adults do). A corollary of this belief is that children are fully functioning human beings who deserve to be valued for whom they are today, not just for whom they might become tomorrow.

BELIEF 2 – EARLY EDUCATION NEEDS TO TAKE INTO ACCOUNT THE WHOLE CHILD.

Early childhood educators think about children as whole human beings. They believe it is their responsibility to nurture all aspects of children's development (aesthetic, cognitive, emotional, language, physical, and social) and to address the multiple dimensions of childhood learning (knowledge, skills, dispositions, and feelings). An outgrowth of this belief is the notion that children benefit from holistic experiences in which they can integrate development and learning across multiple domains and dimensions.

BELIEF 3 – PLAY IS INTEGRAL TO YOUNG CHILDREN'S LANGUAGE AND DEVELOPMENT.

To have a serious conversation about early learning, one must eventually talk about children and play. Most early educators see play as a significant means (although not the only means) through which children gather and process information, learn new skills, and practice old ones. This belief extends to every young child, no matter his or her race, ethnic background, financial status, gender, or home language. The centrality of play to early childhood learning is substantiated by reams of research. It is also one of the least understood and accepted ideas by individuals outside the field.

BELIEF 4 – CHILDREN ARE INDIVIDUALS.

Each child is a unique being, with individual needs, abilities, understandings, preferences, and developmental attributes that must be considered in every aspect of the early learning program. As a result, ECE is not a "one-size-fits-all" proposition.

BELIEF 5 – RELATIONSHIPS ARE THE FOUNDATION ON WHICH LEARNING BUILDS.

A fundamental premise in early childhood circles is that children need close personal relationships with caring adults in order to thrive. Peer relations are also critical. Thus, children benefit when they experience a sense of belonging and community in the classroom. Early childhood educators believe that if these ingredients are missing, it is less likely children will do well socially, intellectually, and academically.

BELIEF 6 – CHILDREN'S LANGUAGE AND CULTURE ARE FUNDAMENTAL TO WHO THEY ARE.

Language and culture are considered primary contributors to children's self-identity. In order to demonstrate respect for individual differences while building community in the classroom, early educators make a concerted effort to carry out programs that incorporate elements of children's home culture and home language into the program.

"It is our responsibility to cultivate children's delight in exploring and understanding their world. Early childhood is and should be a time of laughter, play, and great fun"

Copple & Bredekamp, 2009, NC Guide for the Early Years, 2nd Ed., Sept. 2009

Children begin to develop large muscle control and coordinate movements in their upper and/or lower body.

BELIEF 7 – FAMILIES ARE CHILDREN'S FIRST TEACHERS AND ARE IMPORTANT PARTNERS IN CHILDREN'S EDUCATION.

Programs for young children emphasize the importance of the family as a primary context for childhood development and learning. Strong efforts to support families in their child-rearing responsibilities and to involve them in their children's education are typical dimensions of ECE regardless of what other theories or curriculum models an individual program might employ.

BELIEF 8 – EARLY CHILDHOOD EDUCATORS ARE DECISION MAKERS.

A fundamental belief among early childhood professionals is that skilled decision making lies at the heart of good teaching. In accordance with this belief, teachers are viewed as decision makers in the classroom-deciding what to teach and how to teach and gauging what children are learning. Teachers observe, evaluate, adapt, and make choices all the time to enhance children's knowledge, skills, and dispositions. The choices they make take into account what they know about individual children, groups of children, teaching methods, developmental expectations, and program content.

Children begin to participate in activities that involve non-standard measurement.

DEFINITIONS

In order to further clarify some foundational principles of early education, especially for those who may have extensive expertise in other areas of education but may need more information and preparation in order to be effective as evaluators and mentors to early educators, we have included the following definitions.

EARLY CHILDHOOD CULTURE

Various levels of education have certain cultural characteristics that distinguish one from another. Culture defines acceptable behavior, roles, and expectations of the individuals within a specific group. The culture connects the individuals with shared values, beliefs, attitudes, artifacts, and common knowledge. Teachers in early childhood programs have shared understandings that reflect training, experiences, discussion, and articulation that go well beyond surface features. Administrators and Principals are urged to develop a deep understanding of high-quality early childhood programs and their practices and culture.

HOLISTIC DEVELOPMENT

Young children come to school as whole human beings. Their developmental domains (cognitive, emotional, social, language, and physical development) are all interrelated and connected. No area of development stands alone and they all interact to influence childhood thinking and learning. Young children themselves are global in their perspectives and will develop skills to attend to component parts as they are nurtured in all aspects of their developmental domains.

CORE BELIEFS

The core beliefs that anchor the early childhood profession represent the historical roots of the field; the developmental principles of growth and learning; and, the evidence-based research and current knowledge of best pre-Kindergarten and Kindergarten practices. Eight core beliefs are cited by Kostelnik and Grady in Getting it Right from the Start (2009) on pages 41 and 42.

HIGH-QUALITY EARLY LEARNING PROGRAMS

The concept of high-quality early learning programs is based on a long standing and strong research base (Biddle & Berliner, 2002; Stronge, 2002; UNESCO, 2007). There is agreement among early childhood theorists and practitioners that high-quality early learning programs have specific, essential components:

- Teachers and staff have a comprehensive knowledge of typical as well as atypical patterns of child development and learning.
- Environments are stimulating and designed to reflect how young children think and learn.
- There are strong family and parent connections and continuity as programs complement and support families in their child-rearing roles.

- Teachers have on-going supervision and professional development opportunities.
- The curricula are whole-child focused and designed to meet the developmental needs of young children (programs include play, hands-on learning, and intentional, functional teaching strategies).

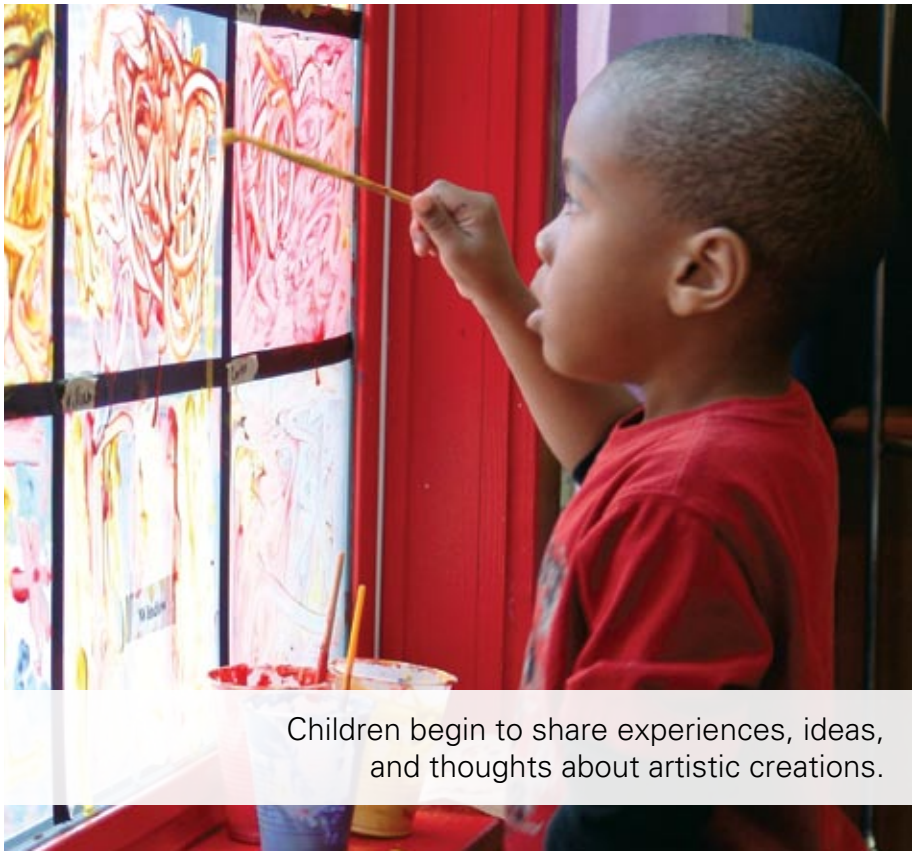
PRE-KINDERGARTEN AND KINDERGARTEN TEACHER PERFORMANCE APPRAISAL INSTRUMENT (PKKTPAI)
A validated instrument used for the assessment of teachers. Initially licensed MAF teachers were evaluated four times each year of the Beginning Teacher Support Program (BTSP), and during the five-year license renewal cycle (replaced with the Rubric for Evaluating North Carolina Teachers, Fall 2010).

RESPONSIVE ENVIRONMENT
A term used in this manual to describe an aspect of the program for young children that enhances their total development in the first five years of life. Research and knowledge about the developing brain and the extent to which early childhood experiences influence later learning, behavior, and health provide guidance for teachers, principals, administrators, families, and policy makers interested in the essential components of high-quality early childhood programs. A major finding of the Center on the Developing Child at Harvard University (2007) is that young children need positive relationships, rich learning opportunities, and safe, nurturing environments to increase growth-promoting experiences that help create a strong foundation for later school achievement, economic productivity, and responsible citizenship.

THE "CLASSROOM" ENVIRONMENT
The classroom environment in this manual encompasses all components of the environment that influence the child's growth and development, behavior and learning. The indoor and outdoor learning environments, the cafeteria, the hallways, and the administrator's and/or principal's office, all "teach" in their unique ways. Of equal importance are the staff, other classrooms and teachers, the children and the center or school, and the families. Of prime importance is the "teacher" who makes the "responsive" environments come alive for each individual child.

EARLY LEARNING STANDARDS
More at Four programs must be knowledgeable about *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, and use these early learning standards to guide their planning of developmentally appropriate, high-quality prekindergarten experiences for children. *Foundations* is available at http://www.ncprek.nc.gov

CURRICULUM
The following definition of early childhood curricula is taken in its entirety from the North Carolina Curriculum Review Committee Guidelines (2007-08). http://www.ncprek.nc.gov/MoreFour/effectivePractices.asp



Children begin to share experiences, ideas, and thoughts about artistic creations.

"A curriculum is a written set of materials that provides an integrated framework to guide decisions adults make about experiences provided for children and includes the following:

- A theoretical, philosophical and/or research basis to guide the approach to nurturing and facilitating children's development
- Goals and objectives for children's learning and development that the curriculum seeks to foster
- Experiences that will be provided to support diverse learners and facilitate each child's progress toward the expressed goals and objectives (including features of the physical environment, scheduling, specific experiences, and adult-child interactions)
- A process through which adults will plan and implement experiences to facilitate each child's progress toward goals and objectives, including avenues for collaboration with families and members of the larger community to guide decisions made about children's experiences
- A means to assure that the environment, activities and interactions children experience are appropriate for individual children by collecting on-going information on individual children that is used to gauge how each child is making progress toward the curriculum's stated goals and objectives for children's development and learning, and to plan experiences that facilitate individual children's growth and development."

To review or download a copy of the Effective Practices Brief on Assessment of Children in Pre-Kindergarten (August 2010), Office of Early Learning (PreK – Grade 3), http://www.ncprek.nc.gov/MoreFour/effectivePractices.asp.

ASSESSMENT

One of the most critical elements in designing effective early childhood programs is the inclusion of a process for documenting benefits to the children who are enrolled. High-quality early childhood programs employ well trained professionals who are knowledgeable of child growth and development and able to implement developmentally appropriate practices. These practices include assessment strategies that document the child's progress in skill and concept development in the following domains (*Foundations*, 2005):

- Approaches to Learning
- Emotional and Social Development
- Health and Physical Development
- Language Development and Communication
- Cognitive Development

Assessment tools designed to document the developmental progress of young children must collect information that is reliable (consistent), valid (measuring what it is supposed to measure), sensitive to language and culture, and free of bias (McAfee, Leong, & Bodova, 2004). Such information should lead to useful interpretations and actions that benefit families and children. The purpose of assessment determines the choice of assessment tools and ways for collecting information. The following purposes are emphasized in early education:

- To guide children's learning and inform instruction.
- To identify children's special needs.
- To assess the strengths and needs of programs and to judge the worth of the effort.
- To hold programs accountable for academic achievement.

To review or download a copy of the Effective Practices Brief on Assessment of Children in Pre-Kindergarten (August 2010), Office of Early Learning (PreK – Grade 3), http://www.ncprek.nc.gov/MoreFour/effectivePractices.asp.

SECTION IV

Resources for the Evaluation Process

Children begin to make and check predictions through observations and experimentation.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section IV | Resources for Professionals Involved in the Evaluation Process

I. GUIDELINES FOR PRE KINDERGARTEN AND KINDERGARTEN IN NORTH CAROLINA:

A. Office of Early Learning, Pre-K through Grade 3 web site
NC Department of Public Instruction
http://www.ncpublicschools.org/earlylearning/

B. Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success (2005)
NC Department of Public Instruction
http://www.ncprek.nc.gov/Foundations/index.asp

– The North Carolina Department of Public Instruction, in collaboration with early childhood colleagues across the state, developed *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success*. *Foundations* provides a core set of age appropriate expectations for children, three, four, and PreK five, as well as ideas for early educators and families to use as they support children's development in these areas. (2005)

C. Foundations – Online Training, Effective Practices Brief and other resources
Office of Early Learning, NC Department of Public Instruction
http://www.ncprek.nc.gov/Foundations/index.asp

D. NC Standard Course of Study, K-12
NC Department of Public Instruction
www.ncpublicschools.org/curriculum/

E. Learning Through the Eyes of a Child: A Guide to Best Teaching Practices in Early Education (2002)
NC Department of Public Instruction
http://www.ncprek.nc.gov/Foundations/pdf/learning.through.the.eyes.pdf

F. North Carolina Guide for the Early Years – 2nd Edition (2009)
NC Department of Public Instruction
http://www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf

G. The Power of K, North Carolina Position Statement on Kindergartens of the 21st Century (2006)
NC State Board of Education
http://www.ncreadyschools.org/documents/1PowerofK.pdf

Children begin to plan and create their own drawings using various art materials.

H. North Carolina Professional Teaching Standards (2007)
NC Teaching Standards Commission
http://www.ncptsc.org/Standards.htm

I. NC Birth-Kindergarten Teaching Standards (Teaching Specialty)(2009)
NC State Board of Education
http://www.ncprek.nc.gov/TLU/pdf/tIuBKStandards.pdf

J. NC Teacher Evaluation Process (2009)
NC Department of Public Instruction
http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf

K. PreK-K Teachers' Performance Appraisal Instrument (PKKTPAI)
University of North Carolina, Charlotte
http://education.uncc.edu/pkktpai/

– The PKKTPAI is a holistic rating system aligned with Professional Teaching Standards, Birth-through-Kindergarten Licensure Standards, and NAEYC Standards used to reinforce effective practices and to improve the teaching of young children. It is used to inform the development and/or the revision of a teacher's Professional Development Plan (PDP).

L. Office of Early Learning, Teacher Licensure Unit
NC Department of Public Instruction
http://www.ncprek.nc.gov/TLU/TLUindexNEW.asp

– The Teacher Licensure Unit (TLU) within the Office of Early Learning, NC Department of Public Instruction, provides mentoring and evaluation services in nonpublic schools to support More at Four pre-kindergarten teachers throughout the licensure process (NC State Board of Education approved, January 2007).

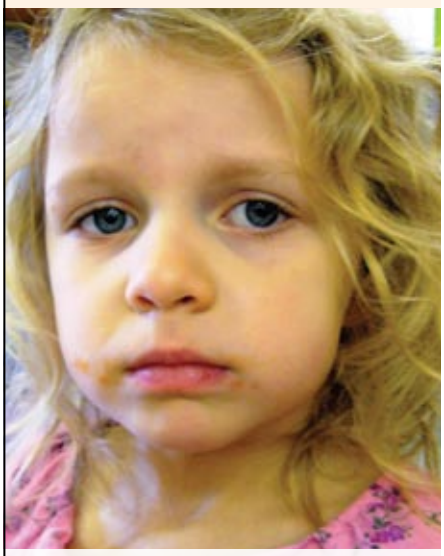
M. Pre-Kindergarten Curricula – Effective Practices Brief
Office of Early Learning, NC Department of Public Instruction
http://www.ncprek.nc.gov/MoreFour/effectivePractices.asp

– Pre-kindergarten classrooms in NC are required to use a comprehensive curriculum that is based on principles of child development and learning; on educational effectiveness as measured by evidence-based research; and is developmentally appropriate. The following list has been approved by the North Carolina State Board of Education and the North Carolina Division of Child Development (DCD). The list is the result of a comprehensive and rigorous curriculum review process conducted by a panel of experts in 2007-08. *This list does not constitute an endorsement of any program using the curriculum*:

1. The Creative Curriculum for Preschool, 4th Edition, Teaching Strategies, Copyright 2002
2. The Empowered Child, Childtime, 2nd Edition, Copyright 2007 (Approved for use in Childtime programs.)
3. Explorations with Young Children: A Curriculum Guide from the Bank Street, College of Education, Gryphon House, Copyright 1992
4. HighScope Preschool Curriculum, HighScope Press, Copyright 2002
5. Opening the World of Learning (OWL), Pearson Early Learning, Copyright 2007 (Approved with the stipulation that full-year programs have a plan to supplement or extend the curriculum since OWL is designed to cover a school year.)
6. Passports: Experiences for Pre-K Success, HighReach Learning, Copyright 2007 (Approved with the stipulation that programs purchase the Compass and at least one set of study/theme materials.)
7. Tutor Time LifeSmart, Copyright 2005 (Approved for use in Tutor Time programs.)

"The intended purpose for the NC Teacher Evaluation Process is to assess the teacher's performance in relation to the NC Professional Teaching Standards and to design a plan for professional growth"

NC Teacher Evaluation Process Manual, 2009, p.17



Children begin to express and manage anger appropriately.

N. Instructional Assessment

More at Four Pre-Kindergarten Program Requirements, Section 5-2
Office of Early Learning, NC Department of Public Instruction
http://www.ncprek.nc.gov/MoreFour/pdf/MAFRequirements2010-11.pdf

– Pre-kindergarten teachers in NC are required to conduct ongoing assessment to gather information about each child's growth and skill development, as well as inform instruction. The following instruments meet this requirement:

1. HighScope Preschool Child Observation Record (COR) (second edition)
2. Work Sampling System (Meisels)
3. Creative Curriculum Developmental Continuum, Ages 3-5
4. Galileo On-line Assessment System
5. Learning Accomplishment Profile – Third Edition (LAP-3)
6. Learning Care System (for use with Tutor Time LifeSmart™ and The Empowered Child™ Childtime)

O. Assessment of Children in Pre-Kindergarten – Effective Practices Brief

Office of Early Learning, NC Department of Public Instruction
http://www.ncprek.nc.gov/MoreFour/effectivePractices.asp

P. Indoor and Outdoor Learning Environments

More at Four Pre-Kindergarten Program Requirements, Section 5-3
Office of Early Learning, NC Department of Public Instruction
http://www.ncprek.nc.gov/MoreFour/pdf/MAFRequirements 2010-11.pdf

– Classrooms have to provide high-quality indoor and outdoor learning environments that support the implementation of Foundations: Early Learning Standards for North Carolina's Preschoolers and Strategies for Guiding Their Success, as well as the chosen curriculum. The outdoor classroom is considered an extension of the learning environment.

Q. Outdoor Learning Environments – Resources for Teachers and Administrators

- Office of Early Learning, NC Department of Public Instruction http://www.ncprek.nc.gov/OLE/OLEhome.asp
- Natural Playscapes by Rusty Keeler (Child Care Exchange Press) http://www.earthplay.net/store_book_nat_playscapes.html
- Lens on Outdoor Learning, by Wendy Banning and Virginia Sullivan (Redleaf Press) http://www.learningbytheyard.com/pages/book.html

R. Tools for Assessing Quality Practices and Environmental Supports in Early Childhood and Early Elementary Classrooms

- Early Childhood Environment Rating Scales-Revised (ECERS-R) – 1997, http://www.fpg.unc.edu/%7Eecers/
- Early Language and Literacy Classroom Observation (ELLCO) – 2002, http://ccf.edc.org/profdev/ellco.asp
- Preschool Outdoor Environment Measurement Scale (POEMS) – 2005, http://www.poemsnc.org/
- Assessment of Practices in Early Elementary Classrooms (APEEC) – 2001, http://store.tcpress.com/0807740616.shtml
- Assessing Quality in the Early Years (ECERS-E) – 2006 http://www.ecersuk.org/4.html

II. GUIDELINES FOR NATIONAL STANDARDS FOR EARLY CHILDHOOD PROGRAMS:

A. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd Edition
(2009) Copple, C. & Bredekamp, S. (Eds.)
National Association for the Education of Young Children
www.naeyc.org

B. National Institute for Early Education Research (NIEER)
http://nieer.org/

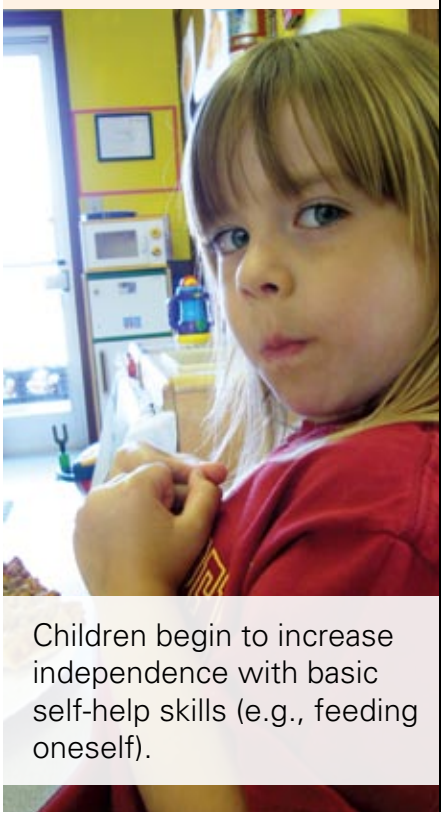
– The State of Preschool 2009 (State Preschool Yearbook) Executive Summary, The National Institute for Early Education Research – W. S. Barnett et al
http://nieer.org/yearbook/pdf/yearbook_executive_summary.pdf
National Preschool Quality Standards Checklist (NIEER, 2009)

POLICY	BENCHMARK
1. Early Learning Standards	1. Comprehensive
2. Teacher degree	2. BA
3. Teacher specialized training	3. Specializing in PreK
4. Assistant teacher degree	4. CDA or equivalent
5. Teacher in-services	5. At least 15 hours/year
6. Maximum class size	6. Twenty (20) or lower
a. 3-yr. olds	
b. 4-yr. olds	
7. Staff-child ratios	7. One to Ten (1-10) or better
a. 3-yr. olds	
b. 4-yr. olds	
8. Screening/referral	8. Vision, Hearing, Health, & at least 1 support service
9. Meals	9. At least 1/day
10. Monitoring	10. Site visits

Children begin to plan and create their own drawings, paintings, and models using various art materials.

"The early childhood years, birth through age 8, are the most powerful years for learning, growth, and development in the life of a child"

Jensen, 1998



Children begin to increase independence with basic self-help skills (e.g., feeding oneself).

III. NATIONAL PROFESSIONAL ORGANIZATIONS AND RESOURCES

A. Professional Organizations

1. NAEYC – National Association for the Education of Young Children, www.naeyc.org/
2. NCaeyc – North Carolina Association for the Education of Young Children, www.ncaeyc.org/
3. NAESP– National Association of Elementary Principals, www.naesp.org/
4. DEC – Division for Early Childhood, www.dec-sped.org/, a subdivision of CEC – Council for Exceptional Children, www.cec.sped.org/
5. NHSA - National Head Start Association, www.nhsa.org/
6. National Black Child Development Institute, www.nbcdi.org/

B. Professional Publications

1. NAEYC – *Young Children*: http://www.naeyc.org/yc/
2. NCaeyc – *Milestones*: http://www.ncaeyc.org/ServicesPrograms/Milestones/Milestones.html
3. NAESP – *Principal* magazine and *Communicator*: http://www.naesp.org/publications-0
4. DEC – Y*oung Exceptional Children*: http://yec.sagepub.com/content/by/year
5. NHSA - *NHSA Dialog: A Research-To-Practice Journal for the Early Intervention Field*

IV. OTHER RESOURCES

A. Getting it right from the start: The principal's guide to early childhood education

(2009) Kostelnick, M. J. & Grady, M. L. Thousand Oaks, CA: Corwin Press. (www.corwinpress.com)

– Selected resources for persons needing clarity and specifics of the elements and indicators for Pre-k and K children and teachers. Resources selected from the book are:

- Tool A – p. 291 Learning Center Checklist
- Tool G – p. 302 Early Childhood Safety and Health Checklist
- Tool H – p. 305 Physical Requirements of Small-Group Activity Centers
- Tool I – p. 307 Early Childhood Education Classroom Equipment List
- Tool J – p. 310 Indoor Environment Checklist

– Administrators and Principals should pay particular attention to Ch. 6, "What Principals Need to Know About How Young Children Develop and Learn" which focuses on:

- The Essential Nature of Young Children
- How Young Children Develop
- How Young Children Learn
- What Young Children are Learning
- Principals/Administrators Roles: Supporting Development and Learning

B. Play in the Early Years: Key to School Success – Policy Brief (2007)
Bay Area Early Childhood Funders, California
http://www.4children.org/images/pdf/play07.pdf

C. Center on the Developing Child – Harvard University
http://developingchild.harvard.edu/

– A cross-disciplinary academic center at Harvard University, was founded in 2006 to generate, translate, and apply knowledge in the service of closing the gap between what we know and what we do to support positive life outcomes for children.

D. Pre-K Now – Project of the Pew Center on the States
http://www.preknow.org/

– Pre-K Now – a public education and advocacy campaign that advances high-quality, voluntary pre-kindergarten for all 3 and 4 year olds. Its mission is to collaborate with advocates and policy makers to lead a movement for high- quality voluntary pre-kindergarten.

E. Coaching-Based Evaluation Tools
North Carolina Department of Public Instruction
http://www.ncpublicschools.org/profdev/resources/coaching/?&print=true

– Resources for administrators, teachers, mentors, and evaluators for use with the NC Teacher Evaluation Instrument for moving towards Coaching-Based Evaluations.

F. Teaching Strategies GOLD
www.teachingstrategies.com/GOLD/

– Easy-to-use, seamless assessment system for all children from Birth – age 6 (July, 2010). The objectives are predictors of school success and aligned to state standards. The measure is designed to work with any developmentally appropriate curriculum.

G. FPG Child Development Institute, University of North Carolina at Chapel Hill

http://www.fpg.unc.edu/

– As one of the nation's largest organization for studying young children and their families, the FPG Child Development Institute of The University of North Carolina at Chapel Hill conducts research and provides outreach services. Find online evaluations of public programs.

H. Early Childhood Environments Rating Scale-R (ECERS-R)

http://www.fpg.unc.edu/%7Eecers/

– The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) provides an overall picture of the surroundings that have been created for the children and adults who share an early childhood setting. The ECERS-R consists of 43 items that assess the quality of the early childhood environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision. This 43 item scale covers seven categories:

- Personal Care Routines
- Space and Furnishings
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Families and Staff

SECTION V

Samples to Help Illustrate the Standards and Elements for Early Childhood Classrooms

Children begin to take on pretend roles and make believe with objects.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section V | Sample Teacher Behaviors, Child Behaviors, Classroom Conditions, & Artifacts that Help Illustrate the Standards & Elements for Early Childhood Classrooms

This section of the resource manual contains a detailed breakdown of each of the Standards and Elements. Particular attention has been paid to how the standards and elements may manifest themselves in early childhood classrooms. Before introducing the element-specific information, it is important to review some of the concepts we present in this manual. The teacher behaviors, child behaviors, classroom conditions, and artifacts that are presented in this section are organized by the Standards and Elements of the evaluation system for ease of reference only. However, they are not intended in any way to fully define a comprehensive list of sample teacher behaviors for any Element.

This document is not intended to replace or substitute for any part of the rubric in any way. Evaluation ratings can only be made using the evaluation rubric. Furthermore, the teacher behaviors, child behaviors, classroom conditions, and artifacts that are introduced in this section of the manual are not intended to be transformed into checklists of any kind. Rather, administrators, evaluators, mentors, and teachers can use this section of the manual to prepare for observations and to more completely understand the Standards and Elements as they may manifest themselves in early childhood classrooms.

This section of the manual may also be useful for teachers as they plan the contents of their Professional Learning Community meetings and set professional development goals for themselves with the assistance of their administrators, evaluators, mentors, and peers. Similarly, early childhood teachers may find this section useful as they interpret the ratings they receive on the rubric and attempt to translate those ratings into specific actions they can take in their early childhood classrooms to continue the process of professional growth and development.

It is important to remember that the NC TEP is intended to be used as a growth-oriented system that facilitates a process by which teachers and administrators reflect on the professional growth and development of teachers. It is not intended to communicate to teachers that they have achieved a level of compliance with a set of minimum competencies, or to indicate that their job performance is proficient. Rather, this system is intended to facilitate holistic ratings of teachers on each of the professional teaching Standards. These holistic ratings are made by considering the preponderance of the evidence experienced by evaluators across the range of Elements and principles contained in the rubric. The system is based on the assumption that all teachers can reflect about their professional practice and fully engage in a career long process of professional growth. High-quality teachers consistently reflect on the professional teaching standards and student learning standards for their teaching specialty, all of which are specific to grade level and subject area. Similarly, and in order to make this process of reflection most helpful for early childhood teachers, we offer this section of the manual as one strategy to help them make the Standards and Elements meaningful and relevant to their practice in early childhood classrooms.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

IA. TEACHERS LEAD IN THEIR CLASSROOMS – Teachers demonstrate leadership by facilitating the developmental progress of all children (with and without special needs) to ensure they have the foundational understanding and knowledge needed to succeed at all levels of schooling. Teachers communicate the vision of the 21st century by using a variety of learning experiences and strategies focusing on the holistic development of young children. They incorporate in their programs various types of informal and formal assessment and make adaptations for individual children as needed. They establish a safe, nurturing and responsive environment, and create a culture that empowers children to collaborate and become lifelong learners.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands how they contribute to young children graduating from high school.

- Teacher understands how he/she contributes to young children graduating from high school by fostering self regulation and instilling a sense of curiosity and supporting the needs of the whole child.
- Teachers provide choices for children as they take responsibility for their own learning.
- Teacher has knowledge of child development and of how young children learn and think.
- Teacher has a general knowledge of and uses *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study in planning instruction.
- Teacher has a lesson plan.
- Teacher has developed a Professional Development Plan (PDP).
- Teacher implements discovery activities.
- Children are engaged in play-based learning.

Teacher uses data to understand the skills and abilities of young children.

- Teacher keeps anecdotal notes and collects other forms of assessment data (e.g., portfolios) to understand the skills and abilities of young children and is beginning to develop plans for individual children.
- Teacher listens to children's comments and collects information about their interests.
- Teacher is aware of data sources and information gathered during the screening process.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher takes responsibility for the progress of young children to ensure that they graduate from high school.

- Teacher uses children's prior knowledge, skills, experiences and personal interests in introducing topics, themes and/or units.
- Teacher encourages the verbalization of discoveries and provides appropriate feedback (open-ended questions) to facilitate these learning opportunities.
- Teacher responds appropriately and positively when children share their activities, experiences, thoughts and opinions.
- Teacher informs substitute teachers of what to do at center time.
- Teacher assists children to make connections from a story to the world around us.
- Teacher involves children in non-stereotypical learning opportunities.

- Classroom is designed to respond to children's needs and interests.
- Teacher has a solid understanding of *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study and consistently uses them in planning for instruction and assessing children's learning and development.

Teacher provides evidence of data driven instruction throughout all classroom activities.

- Teacher's lesson plans reflect evidences gathered.
- Teacher makes spontaneous modifications as needed.
- Teacher makes modifications to both indoor and outdoor activities.
- Teacher uses data to plan for individual children.
- Teacher develops plans for individual children.
- Teacher provides evidence of data driven instruction throughout all classroom activities.

Teacher establishes a safe and orderly classroom.

- Classroom reflects discovery and use of materials, but is generally clean or well maintained.
- Harmful cleaning supplies and other hazardous materials are not accessible to children.
- First-aid kit and emergency contact information is readily accessible to the teacher.
- Teacher anticipates and takes action to prevent injuries/accidents.
- Teacher stops inappropriate behaviors promptly, consistently and appropriately while maintaining the dignity of the children.
- Teacher provides an appropriate level of adult intervention and direction with children.
- Teacher assists children in choosing alternative resolutions to problems and conflicts.
- There is an easy traffic flow within the classroom.
- Furnishings are arranged in such a manner that allows the teacher to supervise the children at all times.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher communicates to young children the vision of being prepared for life in the 21st century.

- Teacher can articulate how the *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study are addressed through instruction and assessed to families, colleagues, and administrators.
- Teacher uses knowledge of child development to evaluate and implement classroom practices.
- Teacher consistently uses 21st century interdisciplinary themes such as environmental awareness, good health practices, and positive sense of self in daily practices and procedures.

Teacher evaluates student progress using a variety of assessment data.

- Teacher includes child portfolio evidence as part of classroom plan.
- Teacher evaluates child progress using a variety of assessment data.
- Teacher-child interactions are built on previous experiences.
- Teacher assesses frequently through visual, audio, and tactile child experiences and evidences.
- Children can manage themselves and are self-disciplined.

Teacher creates a classroom culture that empowers young children to collaborate.

- Teacher provides opportunities for young children to collaborate and work together (e.g., field trips, class projects).
- Teacher provides opportunities for young children to participate in collaborative dramatic play.
- Children demonstrate leadership skills.
- Children demonstrate problem-solving skills.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher encourages young children to take responsibility for their own learning.

- Children follow their interests, investigate new ideas, and extend their learning beyond the themes in the lesson plan.
- Children keep journals that document their learning and their interests.
- Children develop their own rubric for assessment purposes.
- Children choose what goes into their portfolio.
- Teacher communicates with colleagues special projects developed by children's interests and discoveries.

Teacher uses classroom assessment data to inform program planning.

- Teacher uses classroom assessment data to teach colleagues about using assessment for planning and individualized instruction.
- Teacher conducts research projects related to assessment strategies and program planning.
- Teacher uses classroom assessment data in program planning.
- Teacher uses classroom assessment data to evaluate the whole program.

Teacher empowers and encourages young children to create and maintain a safe and supportive school and community environment.

- Children are involved in making and reviewing classroom procedures and in understanding new ways to collaborate with others throughout the school year.
- Children participate in classroom meeting and make suggestions about ways to modify the environment and show respect for one another.
- Children create a 21st Century Handbook for dissemination to other preschool classrooms based on their activities and activities.

Artifacts

- Teacher takes and keeps anecdotal notes.
- Teacher has copies of lesson plans.
- Teacher has photographs of children during class activities and center arrangements.
- Teacher has a professional development plan (PDP).

IB. TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL – Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances young children's learning and teacher working conditions. Teachers provide input in concerning the school budget and in the selection of professional development that meets the needs of young children and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their classrooms, center, and/or school.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher attends professional learning community meetings.

- Teacher attends planning sessions to determine direction of projects and events.
- Teacher becomes aware of external supports that are available and recommends this information to families.
- Teacher becomes aware of areas that other teachers in the center can use as resources.
- Teacher attends workshops that enhance young children's learning and teacher working conditions.
- Teacher uses self assessment strategies.
- Teacher has a copy or knows about of the center's goals, policies, and procedures.
- Teacher attends professional learning community meetings.
- Teacher knows about *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study.
- Teacher recognizes that families are their child's first teacher.
- Teacher is a member of a professional organization and attends its annual conference (e.g., NAEYC, NCaeyc, NCHSA).

Teacher displays awareness of the goals of the school improvement plan.

- Teacher is beginning to question practices with other teachers about shared goals, interests, and needs.
- Teacher understands the mission and philosophy of program.
- Teacher begins to ask questions about the agencies that collaborate with the center.
- Teacher listens to and seeks input from families about their child individually.
- Teacher participates in center planning meetings related to goal setting and policies and procedures.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher participates in the Professional Learning Community (PLC) to discuss research needs, resources, and children.

- Teacher discusses with their Professional Learning Community (PLC) the unique characteristics and needs of specific children.
- Teacher is aware of cultural differences that may be present when engaging with diverse families and is flexible about ways they can meet with families and accommodate family needs when scheduling and organizing family workshops and meetings / family conferences, etc.
- Teacher has evidence of intentionally using *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study.
- When appropriate and/or necessary, the teacher collaborates with school colleagues to enhance children's learning and development.
- Teacher assists colleagues with planning and implementing school projects. Examples include field days, PTA projects, and family education sessions.
- Teacher has created a plan for professional development and demonstrates participation in professional growth opportunities.
- Teacher demonstrates that he/she is a reflective practitioner who continually evaluates the effects of his/her decisions and actions on children, families, and other professionals in the educational community.
- Teacher shares thoughts and ideas about their role based on evidence-based practices.
- Teacher provides opportunities for families to participate in the classroom.
- Teacher includes families as partners in their child's education.
- Teacher provides supporting evidence/research about best practices for young children and implements them in the classroom.

Teacher participates in developing and/or implementing the school improvement plan.

- Teacher establishes a family network to support projects.
- When appropriate and/or necessary, the teacher effectively utilizes a network of school and community resources for providing assistance and information to families.
- Teacher participates in school-related activities in support of the vision/mission of the institution.
- Teacher provides input into the center/school plan, may start something new, and comes up with new ideas.
- Teacher goes beyond the basic expectations.
- Teacher uses multiple opportunities to implement the improvement plan.
- Teacher contributes to resources outside of her/his program.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher assumes a leadership role in the professional learning community.

- Teacher leads professional learning community activities that focus on the needs of young children.
- Teacher designs events to educate families about good practices for children.
- Teacher serves on committees.
- Teacher develops a family program.
- Teacher develops research project related to professional development.

Teacher collaborates with school personnel on school improvement activities.

- Teacher assists colleagues with resources and expertise.
- Teacher initiates collaboration for greater understanding of developmentally appropriate practices.
- Teacher works in teams in the center/school on center events.
- Teacher collaborates with school personnel on center improvement activities.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher collaborates with colleagues to improve the quality of learning in the school.

- Teacher shares materials and ideas to create a Professional Learning Community (PLC).
- Teacher conducts workshops for other teachers.
- Teacher may train other professionals.
- Teacher is perceived as a "go-to" person to assist in problem solving and locating resources.
- Teacher fosters the development of the center/school as a demonstration center.

Teacher assumes a leadership role in implementing school improvement plan throughout the building.

- Teacher becomes a mentor for other teachers.
- Teacher assumes a leadership role in implementing a school improvement plan throughout the building.
- Teacher assumes a leadership role in the professional learning community.
- Teacher conducts workshops for families with regard to the center's/school's role in relationship to high-quality education for young learners.

Artifacts

- Teacher creates a family bulletin board.
- Teacher has a handbook available for families.
- Teacher creates a monthly newsletter for families.
- Teacher creates a place for families to communicate with each other.
- Teacher has some methods in place for communication with families.
- Teacher has a teaching portfolio.
- Teacher has anecdotal notes.
- Teacher has records of educational activities.
- Teacher has notes regarding communications and collaborations with colleagues.
- Family/volunteer notebook or schedule.
- Teacher keeps a calendar of professional events and projects.
- Teacher keeps a copy of his/her self-assessment.
- Teacher has copies of lesson plans.

IC. TEACHERS LEAD THE TEACHING PROFESSION – Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.

- Teacher has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.
- Teacher is aware of needs to set personal goals for improving his/her profession.
- Teacher is aware of online resources and training events.
- Teacher develops a PDP.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher contributes to the improvement of the profession through professional growth.

- Teacher attends professional organization meetings.
- Teacher participates in PLC's and belongs to professional organizations and applies knowledge learned to the classroom.
- Teacher participates in staff development workshops and seminars.

Teacher contributes to the establishment of positive working relationships.

- Teacher plans weekly with colleagues.
- Teacher meets with center staff and director for goal setting and event planning.
- Teacher intentionally shares his/her new understandings and ideas with colleagues.

Teacher contributes to the school's decision-making processes as required.

- Teacher contributes his/her ideas in center special event planning.
- Teacher takes responsibilities for managing center-wide family events.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher promotes positive working relationships through professional growth activities and collaboration.

- Teacher mentors other teachers.
- Teacher leads discussions that center on collaborative problem-solving and community concerns.
- Teacher takes the lead in identifying professional growth opportunities and activities for colleagues.
- Teacher creates a PLC opportunity reflecting colleagues' interests and needs.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher seeks opportunities to lead professional growth activities and decision-making processes.

- Teacher offers workshops to other professionals.
- Teacher serves on committees or holds a leadership position in a professional organization.
- Teacher develops a model classroom.
- Teacher teaches others how to be effective mentors.
- Teacher organizes and facilitates professional development events.
- Teacher creates a professional development handbook for Pre-K and/or K teachers.

Artifacts

- Teacher has self assessment.
- Teacher has a reflective journal.
- Teacher has photos of workshops and events.
- Teacher has special event notices and photos.
- Teacher has PDP.
- Teacher has certificate of workshop completion.
- Teacher keeps photographs of a family event.

ID. TEACHERS ADVOCATE FOR SCHOOLS AND CHILDREN – Teachers advocate for developmentally appropriate practices and policy formation that reflect the specialized knowledge and skills that are needed for professionals who work with children from birth through kindergarten. They participate in the implementation of initiatives that improve the education of all children.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher knows about the policies and practices affecting young children's learning.

- Teacher knows Teacher Handbook of Policies.
- Teacher includes policies and practices in professional development plan.
- Teacher attends workshops and professional learning community to expand knowledge of effective policies and practices in early education.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher supports positive change in policies and practices affecting young children's learning.

- Teacher knows the rules and implements them in a positive way.
- Teacher works as a member of a center/school team to effect teaching practices.
- Teacher expresses his/her ideas of practices that enhances the learning of children.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher participates in developing policies and practices to improve young children's learning.

- Teacher volunteers to be part of the process of developing new rules/policies/practices.
- Teacher belongs to and participates in professional organizations that deal with early education policies (e.g., NAEYC, NCHSA).
- Teacher leads discussion groups and PLC's about needed policies and procedures.
- Teacher intentionally presents policies and practices that are developmentally appropriate.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.

- Teacher identifies problem areas with regard to policies and procedures and attains resources for solutions.
- Teacher uses new ideas and shares them in demonstrated efforts.
- Teacher serves on Task Forces and Professional Organization Boards which determine policies and procedures for early education.
- Teacher collects evidence to evaluate what policies are working and not working.
- Teacher advocates on a local and state level for high-quality Pre-K and K programs.

Artifacts

- Teacher has a sample from School or Center Teacher Handbook of Policies.
- Teacher serves on a task force and has a record of events.
- Teacher has advocacy certificates.
- Teacher has a task force service record.
- Teacher has a list of memberships on committees that he/she has served upon.
- Teacher has copies of advocacy position papers.

IE. TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS – Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.

- Teacher is aware of, and has read the NC Code of Ethics.
- Teacher has received a training component on the NC Code of Ethics.
- Teacher discussed the NC Code of Ethics with Center Director.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms.

Teacher demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.

- Teacher adheres to established laws, policies, rules and regulations, including the Code of Ethics for NC Educators.
- Teacher adheres to the Professional Code of Ethics.
- Teacher discusses the NC Code of Ethics with colleagues.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher adheres to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.

- Teacher adheres to and models the Professional Code of Ethics for other teachers, professional colleagues, networking agency representatives, and the community.
- Teacher models ethical behavior.
- Teacher shares ideas with colleagues about the role of teacher and ethical standards.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.

- Teacher serves on professional standards committee.
- Teacher conducts a PLC on the NC Code of Ethics.
- Teacher models code of ethics and professional conduct behavior.

Artifacts

- Teacher provides lesson plans.
- Supervisor has information regarding the ethical principle of the teacher.
- Teacher has information regarding the professional learning community.
- Children's dictations and comments are recorded by the teacher.
- Teacher protects confidentiality and personal information of children and families in his/her record keeping process.

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF CHILDREN

IIA. TEACHERS PROVIDE AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS – Teachers establish and maintain an environment that is inviting, respectful, inclusive, flexible, and reflects knowledge of young children with and without disabilities.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher appreciates and understands the need to establish and embrace nurturing relationships.

- Teacher uses supportive facial expressions (e.g., smiling) and body language.
- Teacher is beginning to incorporate strategies to support children's development of nurturing relationships with their peers.
- Teacher provides materials that are developmentally appropriate for children.
- Teacher sets up basic centers and interest areas.
- Teacher is aware of themes and conventional books.
- Teacher understands the need to establish relationships with young children.
- Teacher understands the need to have rules and limits in place.
- Teacher has space for each child to participate and work with the group.
- Teacher has classroom arranged so that there is space for a large group.
- Teacher has space available for small groups and independent work.

- Teacher works to minimize inappropriate language (e.g., "Good Job") and other praise that has been used to recognize positive behavior (e.g., stickers, praise language).
- Teacher begins to learn less external and superficial strategies and begins to use encouragement etc.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms.

Teacher establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.

- Teacher uses authentic responses to children's conversation that relate specifically to what children are sharing.
- Teachers consistently and intentionally use a wide array of facial expressions / body language and verbal and nonverbal language to communicate to children that they are valued.
- Teacher consistently and intentionally supports children to contribute ideas to resolve conflict and maintain a respectful environment.
- Classroom is arranged and equipped to allow for children to use areas independently.
- Teacher has well defined interest areas (centers) such as blocks, art, dramatic play, science, music, sand and water, writing, book reading, and celebration station.
- Teacher has materials in the classroom that are easily accessed by the children.
- Teacher adds new materials to centers that are connected with current themes or children's interests.
- Teacher intentionally connects the centers to ongoing instruction.
- Teacher creates a classroom culture that connects the home and community culture.
- Teacher pays attention to the room arrangement so that the placement of the centers is planned.
- Teacher incorporates centers into an appropriate and balanced schedule (e.g., quiet / active, indoor / outdoor, individual / small group / large group).
- Classroom rules are respected and support the learning environment.
- Teacher provides space with small, comfortable furnishings to allow children time to be alone.
- Teacher plans some activities that require children to interact with each other throughout the day (e.g., cooperative games both indoors and outdoors, cooperative art projects).
- Teacher encourages children to not only respond to questions asked by the teacher, but to pose their own questions and answer each other's questions.
- Teacher encourages positive communication and interaction between children and adults.
- Teacher models being respectful and exhibits proper behaviors toward others including culturally diverse populations.
- Teacher supports children during social problem solving.
- Teacher consistently shows affection toward all children through appropriate verbal and non-verbal communication.
- Teacher creates an environment where children feel comfortable to express themselves.
- Program is designed for children to interact with each other during meals, center time, and outside time.
- Teacher acknowledges positive behavior in an authentic and meaningful way.
- Children make choices and work cooperatively with other children.
- Children interact and share and take turns.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher maintains a positive and nurturing learning environment.

- Teacher extends children's sharing by including and facilitating others' responses as well as teacher's extensions.
- Teacher adds new materials to centers that are data driven and routed in assessment.
- Teacher plans center contents with the children based on the children's interests.
- The learning goals for each center are shared and displayed and are visible on centers.
- Most activities require input from children and encourage children to interact.
- Children contribute freely to discussions with teachers and other young children.
- Children are observed working together to solve problems without teacher prompts.
- Teacher intentionally and continuously involves children in planning.
- Teacher recognizes the importance of social interactions and opportunities to develop and enhance social skills.
- Teachers are reflective about children's social development.
- Teacher provides a family handbook.
- Teacher uses individualized plans for children.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher encourages and advises others to provide a nurturing and positive learning environment for all young children.

- Teacher models and provides support to other teachers who seek his/her guidance in incorporating strategies to develop nurturing and mutually respectful relationships with children.
- Teacher leads PLC meetings in centers.
- Teacher helps other teachers with strategies for creating a positive learning environment.
- Teacher adds appropriate furnishings and materials either from supplemental funds or other.

Children begin to express interest in and show respect for the creative work of others.

- Teacher assists other teachers with room arrangement.
- Teacher provides information for families and other professionals.
- Teacher supports other teachers and families in developing strategies for helping children develop self regulation.
- Teacher collaborates with other teachers in the next grade level to understand the social development of individual children and families.
- Teacher shares ways to provide information to others.

Artifacts

- Teacher has a monthly newsletter.
- Teacher has pictures of children's engagement in their portfolio and the classroom.
- Lesson plans with evidence that they reflect new knowledge and understandings.
- Teacher has PLC plans for leading other colleagues.
- Teacher has photos of projects and of community visitors.
- Teacher has a reflection journal.
- Teacher has a copy of research interests.
- Teacher has copies of lesson plans.

IIB. TEACHERS EMBRACE DIVERSITY IN THE COMMUNITY AND IN THE WORLD – They incorporate in their experiences and activities a sense of global issues by connecting events with the children's world and the world around them. The materials they select counteract stereotypes and they build on the cultures the children represent. Teachers recognize the influences of race, ethnicity, gender, and religion on children and their families. Teachers strive to broaden their understanding of how a child's culture and background may influence their growth and development and their behaviors.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher acknowledges that diverse cultures impact the world.

- Children select nontraditional centers and play activities.
- There are some books that are culturally-based in the classroom.
- Teacher has an awareness that books and pictures from diverse cultures need to be made available to children.
- Teacher has occasional guest speakers or family sharing about another culture.
- Teacher's classroom cultural materials are not stereotypical or surface level.
- Teachers are aware of local resources for ESL young children.

Teacher demonstrates awareness of the diversity of young children in the classroom.

- Teacher begins to understand the needs of children in the classroom.
- Teacher has a variety of materials for children with various abilities.
- Teacher is aware of prevalent cultures in his/her community.
- Teacher demonstrates an awareness of how culture/diversity affects the classroom.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.

- Teacher incorporates multicultural materials into the learning environment.
- Teacher labels in multiple languages and points to labels during activities.
- Teacher has a variety of pictures representing different cultures, not just stereotypical pictures of people from different races.
- Teacher has specific activities and lessons planned that incorporate diverse cultures.
- Teacher seeks out resources to learn more about culturally diverse populations.
- Teacher incorporates and encourages multicultural and non-stereotypical experiences.
- Teacher searches for information and resources about different cultures.

Teacher acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes.

- Teacher displays examples of children's individual culture throughout the classroom.
- Teacher sends notes home in the native language of the family.
- Teacher uses labels in the native language of the child.
- Teacher validates individual children's home and background.
- Teacher makes adaptations for individual learning needs of children.
- Teacher makes a conscious effort to find out about child's family.
- Children are comfortable sharing about their background and home.
- Children assist their peers with special needs.
- Teacher asks families to help share with the children about their own culture.
- In most of the centers there is evidence that diversity is incorporated (pictures of children, families, menus from different restaurants, ceremonial and cultural clothes, etc.).
- Print and non-print concrete materials are available that children can interact with that represent diverse cultures, music is included in the day that comes from diverse cultures.
- Teacher allows children to experience non-stereotypical gender roles.
- Teacher helps families volunteer in the classroom.
- Teacher provides opportunities for children to bring in things from home and talk about them.
- Teacher uses outside experts to learn more about culturally diverse populations.
- Teacher collaborates and consults with English as a Second Language (ESL) coordinators.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.

- Multicultural materials are used by the teacher to facilitate awareness of different cultural traditions and beliefs.
- Teacher is sensitive to cultural differences.
- Teacher participates in special projects to promote the diverse community in which they work.
- Teachers hold special meetings and conferences with groups and families to discuss diversity.
- Teacher participates in advocacy efforts and works with other professionals and organizations to support diversity.
- Teacher is a model for implementing of multicultural experiences in the classroom and demonstrates this to other teachers.
- Teacher has families from diverse backgrounds in the classroom.
- Teacher consistently studies and improves his/her knowledge of culturally diverse backgrounds.

Teacher consistently incorporates different points of view in instruction.

- Teacher incorporates elements of the home cultures of each child in daily activities.
- Teacher plans small group activities for identified skills.
- Teacher uses ongoing assessment to tailor instructional activities.
- Young children may collaborate with other classrooms to work on projects related to multicultural awareness.
- Teacher implements family education in the classroom (e.g., the teacher talks with families about what the children are learning with respect to attitudes toward children different from themselves).
- Teacher assesses children in their native language.
- Teacher meets with families and talks about ways they can support their child's learning in the classroom.
- Teacher takes advantage of staff development opportunities to learn about cultures.
- Teacher takes into account the individual learning styles of children from diverse cultural backgrounds.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.

- Teacher promotes the acceptance of diversity through many topics of study and shares them with colleagues.
- Teacher celebrates cultural differences and includes community members and families in classroom plans.
- Teacher participates in advocacy efforts and working with professional organizations to promote understanding diversity.
- Young children in this classroom demonstrate a respect for their peers.
- Young children in this classroom consistently learn from each other.
- Young children in this classroom role play conflict resolution strategies.

Teacher capitalizes on diversity as an asset in the classroom.

- Children show respect for one another and also have good friendships across cultured lines.
- Teacher shares his/her knowledge with other professionals through articles, presentations, etc.
- Teacher has an impact on the community.
- It is known that this teacher serves in the community on committees, etc.
- Teacher does research to learn about other cultures.
- Teacher brings information from staff development back to other teachers.

Artifacts

- Teacher labels classroom materials, areas in the native language of young children.
- Teacher sends notes home in the child's native language.
- Teacher incorporates culturally diverse music/movement activities in the classroom.
- Teacher has culturally diverse computer software for children in the classroom to explore.
- Teacher posts pictures of families in the classroom.
- Teacher has culturally diverse foods in centers and incorporates experiences with these foods in the classroom.
- Teacher has culturally diverse baby dolls for children to engage with during imaginary play.

IIC. TEACHERS TREAT CHILDREN AS INDIVIDUALS – Teachers maintain high expectations for all children with and without special needs. Teachers value the unique differences and contributions of each child in the learning environment and foster positive and appropriate relationships with individuals and within the group as a whole.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher holds high expectations of young children.

- Teacher has expectations for behavior that are appropriate for the child's age and developmental level.
- Teachers are aware that they should use a kind voice, show respect for the children and their families, and hold age and individually appropriate expectations for behavior.
- Teacher is beginning to realize that some behavioral management strategies do not work with specific children.
- Teacher is aware of strategies to foster cooperation, negotiation and friendships between children.
- Teacher is aware of the individual differences and needs among the young children.
- Teacher makes efforts to differentiate instruction or expectations.
- Teacher recognizes when children are developmentally ready for specific whole or small group activities.
- Teacher modifies expectations for social behavior in learning activities based on an understanding of individual differences.
- Teacher searches for alternative activities to meet individual needs of the children.
- Teacher displays children's work related to themes and units.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher communicates high expectations for all children.

- Teacher makes efforts to differentiate instruction or expectations.
- Teacher searches for alternative activities for children.
- Teacher uses authentic and meaningful encouragement that reinforces child work and behavior.
- Teacher redirects behavior into other activities.
- Teacher helps children resolve problems.
- Teacher helps children recognize and express their own feelings and the feelings of others.
- Teacher provides opportunities that help children develop internal self-regulation.
- Teacher listens attentively and responds appropriately and respectfully at child's developmental level.
- Teacher treats children as individuals.
- Teacher values children's contributions.
- Teacher knows when to intervene and when to allow children to resolve their own disagreements, misunderstandings, and conflicts.
- Teacher uses multiple strategies that are appropriate for the child and circumstance.
- Teacher intentionally reflects upon the effectiveness of behavioral strategies.
- Teacher has created developmentally appropriate expectations and developed them with the children.
- Teacher maintains the dignity of children.
- During child directed activities in the classroom, the teacher provides individual experiences for children to meet their interests.
- Teacher appropriately follows Individual Education Plans (IEPs) for young children with disabilities.
- Teacher demonstrates the value of each child through experiences. Examples include special day acknowledgements, displaying children's work, acknowledging children's contributions.
- Children have learned and demonstrate social problem solving skills and support each other.
- Children naturally follow classroom rules and routines without having to be reminded.
- Children show interest in their displayed work.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher encourages and values contributions of young children regardless of background or ability.

- Teacher holds children responsible for negotiating and solving conflicts with peers and supports/encourages children throughout the process.
- Teacher reflects on children's accomplishments.
- Teacher consistently creates and maintains a positive classroom climate where children and adults respect and care for each other.
- Teacher provides opportunities to develop and enhance the social skills of children.
- Teacher knows what the children can do independently.
- Teacher has created a community of learners with the children.

- Teacher asks children to share their thoughts, ideas, and creations with the rest of the children regardless of their ability.
- Teacher encourages children in their interests.
- Teacher publishes books of children's work.
- Children are encouraged to select work samples for their portfolios and children can be seen suggesting the same to other children.
- Children are encouraged to self regulate and work out problems independently.
- Children are respectful of one another.
- Children are able to save structures such as blocks, legos, or other small building structures.
- Children show enthusiasm in showing teachers, families, and other adults their displayed work.
- Children have input in how their work will be displayed.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher helps young children hold high expectations for themselves and their peers.

- Teacher reflects on children's engagement and behaviors to determine effectiveness of activities and classroom arrangement.
- Teacher teaches and advises others in a variety of ways the importance of providing a nurturing and positive living and learning environment.
- Teachers support other teachers and families in developing strategies for helping children develop self-regulation.
- Teacher collaborates with teachers in the next grade level to understand the social development of individual children and families.
- Teacher serves as a model for other teachers and families.
- Teacher researches challenging behaviors and works with outside resources to learn more about working with children with special needs.
- Teacher uses displays to highlight children's learning to visitors and families.

Artifacts

- Teacher provides choices for children of how to solve problems, and these choices are posted.
- Teacher keeps and refers to conference plans and summaries.
- Teacher implements a "Work it out" center.
- Teacher conducts a workshop for families (photo evidence).
- Teacher provides a PLC for colleagues focusing on a population of diverse children.

IID. TEACHERS ADAPT THEIR TEACHING FOR THE BENEFIT OF CHILDREN WITH SPECIAL NEEDS – Teachers accommodate individual learning styles, needs, and interests of ALL children. They use appropriate technology to support and enhance the learning of children with and without disabilities. Teachers implement and evaluate IFSPs and IEPs in partnership with families and other professionals. Through inclusion and other models of practice, teachers engage children to ensure that their needs are met.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher recognizes that children have a variety of needs.

- Teacher's lesson plans reflect various center activities and whole group planning.
- Teacher's classroom materials represent different developmental levels.
- Teacher has basic knowledge of children with special needs.

Teacher is knowledgeable of effective practices for children with special needs.

- Teacher is aware that they should be involved in the development and administration of IEP's.
- Teacher is aware that he/she should be making adaptations for individual children.
- Teacher is aware of assistive technology and adaptations needed for children with special needs.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms.

Teacher collaborates with specialists who can support the special learning needs of young children.

- Teacher is observed informally making modifications for individuals.
- Teacher refers children for evaluation as needed.
- Teacher includes some individual modifications and notes these on lesson plans.
- Teacher creates a flexible classroom and allows children time to complete tasks and acknowledges child contributions.
- Teacher actively collaborates with resource personnel and participates in the development and administration of IEPs for children with disabilities.

Teacher provides unique learning opportunities such as inclusion and research based effective practices for young children with special needs.

- Teacher provides individual modifications when needed.
- Teacher's materials not only represent different skills levels, but some materials, including technology, are further modified by teachers to meet children's individual needs.
- When appropriate, the teacher provides opportunities for community agency members to work with individuals or groups of children.
- Teacher works collaboratively with support specialists who serve children in the classroom.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher understands the roles of and collaborates with the full range of support specialists to help meet the special needs of young children.

- Teacher actively contributes when working with other professionals and families to develop the child's IEP.
- Teacher seeks out input from other professionals (Occupational Therapist, Physical Therapist, Speech Therapist).
- Teacher attends workshops and seminars on the needs of all children with and without disabilities.
- Teacher applies principles and learning strategies appropriate for children with and without disabilities.

Teacher effectively engages with young children with special needs in learning activities and ensures their unique learning needs are being met.

- Teacher increasingly plans for individual modification.
- Teacher notes when unplanned modifications are made.
- Teacher reflects on the effectiveness of all modifications.
- Teacher demonstrates unique capabilities in working with assistive technology needed for specific children.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher anticipates the unique learning needs of young children and solicits assistance from within and outside the school to address those needs.

- Teacher communicates effectively with families and other service providers about children's progress towards IEP goals in the classroom.
- Teacher encourages families to advocate for their children.
- Teacher takes a leadership advocacy position for children with special needs.

Teacher adapts instruction for the benefit of young children with special needs and helps colleagues do the same for their young children.

- Teacher shares ideas with other teachers and professionals.
- Teacher links family and service provider practices to ongoing instructional practices.
- Teacher shares and demonstrates special strategies used with children with special needs with colleagues and community.

Artifacts

- Lesson plans that implement instructional strategies to accomplish IEP goals.
- Assessment portfolios that indicate evidence of the unique needs of individual children.
- IEPs that reflect a link between goals and objectives and early classroom practices.
- Teacher has a copy of an advocacy plan.
- Teacher has a copy of lesson plans.
- Teacher has evidence of daily interactions with support specialists.
- Teacher has samples of children's work.

IIE. TEACHERS WORK COLLABORATIVELY WITH THE FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR YOUNG CHILDREN – Teachers recognize that educating children is a shared responsibility involving the school, families or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their young children.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher responds to family and community concerns.

- Teacher listens to families comments about children's interests.
- Teacher understands and responds to family concerns.
- Teacher recognizes possible contributions of volunteers and uses them.
- Teacher knows the appropriate resources to use to assist families. Some of children's work is displayed to share with significant adults.
- Teacher begins to ask questions about the agencies that collaborate with the center.
- Teacher becomes aware of external supports that are available to be recommended to families.
- Teacher is aware of areas that other teachers use in the center as a place for families to communicate with each other.
- Teacher has some methods in place for communicating with families and other adults working with children.
- Teacher recognizes that families are their child's first teacher.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher communicates and collaborates with the home and community for the benefit of young children.

- Teacher plans centers/circle time and actively involves family members in planning strategies for enhancing children's progress.
- Teacher listens and actively reciprocates families' ideas into the classroom.
- Teacher encourages families to participate in classroom activities.
- Teacher consistently communicates with families about the needs, strengths, and progress of the child.
- Teacher provides families with ideas to help children with specific skills.
- Teacher understands needs of families and sources of assistance to make necessary connections and referrals.
- Teacher is flexible about when and how they can meet with families using multiple communication strategies (e.g., newsletters, daily notes, communication bulletin, website, phone, face-to-face conversations, emails).
- Teacher gives opportunities for families to be involved.
- Teacher accommodates family needs when scheduling and organizing family workshops and meetings, parent conferences, etc.
- Teacher is aware of the barriers that are present for family engagement and tries to overcome them.
- Teacher relies on other teachers for support.
- Teacher consistently and clearly communicates with families regarding children's progress.
- When appropriate and/or necessary, the teacher effectively utilizes a network of school and community resources for providing assistance and information to families.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.

- Teacher clearly explains to families how the classroom uses children's interests and input to accomplish specific goals.
- Teacher enlists community resources to help the family and child.
- Teacher consistently provides information in the families native language.
- Teacher has an ongoing process for training classroom volunteers.
- Teacher has goals and objectives that relate volunteer work to class activities.
- Teacher leads professional learning community activities that focus on the needs of young children.
- Teacher regularly explains activities to families.
- Teacher has sustained trust with families.
- Teacher provides specific home activities that support classroom learning and families' goals for their children.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher promotes trust and understanding throughout the school/center community.

- Teacher writes grants to build partnerships with all segments of the school community.
- Teacher conducts workshops for families (e.g., make-n-take).
- Teacher uses volunteers' strengths in the classroom in an effort to work towards the school vision.
- Teacher collects samples of childrens work and uses them to demonstrate to others how to use childrens work to assess abilities.
- Teacher delegates to families opportunities to organize and lead social gatherings.
- Teacher listens to families and views families as partners in their child's education.
- Teacher provides supporting evidence about best practices for young children.

Artifacts

- Monthly newsletter to families.
- Summary progress report to families.
- Teacher provides a list of resources for families.
- Teacher has sign in sheets for volunteers that are posted in the classroom.
- Teacher holds family conferences / home visits.
- Teacher holds workshops for families.
- Teacher posts a bulletin board in the classroom for families.
- Teacher provides a handbook for families.
- Authentic and real materials are brought in from families and displayed and used in the classroom.
- Family input is identified on the lesson plan with adult signatures.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

IIIA. TEACHERS ALIGN THEIR INSTRUCTION WITH *FOUNDATIONS* EARLY LEARNING STANDARDS AND/OR THE KINDERGARTEN STANDARD COURSE OF STUDY (KSCOS) AND USE IT AS THEIR NC STANDARD COURSE OF STUDY – Teachers investigate the content standards developed by professionals and professional organizations in their specialty area. They are trained in and use *Foundations:* Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success and/or Kindergarten Standard Course of Study. They develop and apply strategies that promote the development of the whole child and emphasize the importance of play. Early childhood teachers employ teaching practices that reflect how young children develop and learn and incorporate the long-term benefits of high-quality early childhood programs.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher demonstrates an awareness of Foundations Early Learning Standards and/or the Kindergarten Standard Course of Study and references it in the preparation of lesson plans.

- Teacher understands the role of adults in facilitating children's learning and discovery.
- Teacher recognizes that there are many ways to give children self-initiated learning opportunities.
- Teacher has begun new ways of interacting with children.
- Teacher demonstrates an awareness of *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study and references the appropriate standards when preparing lesson plans.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher understands the Foundations Early Learning Standards and/or the Kindergarten Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.

- Teacher guides exploration and investigation without adult demonstration.
- Teacher guides exploration and investigation through asking children open-ended questions.
- Teacher does not use templates and worksheets for class projects.
- Teacher intentionally plans for classroom events and activities that promote connections between past events, home events, and current events.
- Teacher intentionally plans activities and learning experiences that are relevant to child's interests, abilities, and the child's own world.
- Teacher integrates materials and tools for linguistic development into centers around the room (e.g., writing center, library, media/technology).
- Teacher understands *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study and applies it in lesson plans.
- Teacher allows children to take charge of their own learning.
- Children engage in conversation as a result of literacy experiences.
- Children use materials in creative ways.
- Children demonstrate knowledge concepts through artwork, conversations, choices, and discovery practices.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher develops and applies strategies based on the Foundations Early Learning Standards and/or the Kindergarten Standard Course of Study and other standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.

- Teacher observation and active listening is an integral part of ongoing assessment as part of a focus on child activities.
- Teacher develops and applies strategies based on the *Foundations* Early Learning Standards, the Kindergarten Standard Course of Study and the NC BK Specialty Standards as approved by the State Board of Education to make the curriculum balanced, rigorous, and relevant.
- Teacher consistently uses assessments of individual children during planning.
- Teacher spontaneously adjusts lessons based on child's interests and address "teachable moments."
- Teacher intentionally checks for rigor and balance in the curriculum units and themes.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher assists colleagues in applying such strategies in their classrooms.

- Teacher implements innovative strategies thoroughly and completed so that they can be analyzed, reflected upon, shared, and replicated by others (complete with connections to children's developmental levels, developmental theory, and child's interests).
- Teacher researches topics and shares with other teachers.
- Teacher assists colleagues in applying strategies in their classrooms.
- Teacher is involved in developing materials, websites and resource books.
- Teacher uses technological connections (webinars, blogs, chat rooms).

Artifacts

- Teacher utilizes charts and posters in the classroom to indicate children's interests and choices.
- Teacher keeps a reflection log.
- Teacher keeps webbing examples of children's planning.
- Teacher has a professional portfolio.
- Lesson plan exhibit connections to and evidences of *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study the NC BK Specialty Standards.
- Classroom arrangement and center designs and materials reflect *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study focus on developmental domains.

IIIB. TEACHERS KNOW THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY – Teachers bring a richness and depth of understanding to the classroom about how young children with and without disabilities develop and learn. Early childhood teachers bring specialized knowledge and skills that are required of professionals who work with children from birth through kindergarten. They are guided by NC Standards for Birth-Kindergarten Teachers (NC BK Specialty Standards), and Kindergarten Standard Course of Study. Competent teachers create responsive environments where they model and affirm acceptance of differences and work in partnerships with family members.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher demonstrates a basic level of content knowledge in the teaching specialty to which assigned.

- Teacher is aware that there needs to be space for messy and active work.
- Teacher listens to children's conversations to determine interests.
- Teacher asks follow-up questions to establish areas of children's expressed interests.
- Teacher uses assumed knowledge of children in general to introduce topics.
- Teacher uses concrete examples of concepts.
- Teacher is aware of his/her own language and is aware of inappropriate wording and descriptions.
- Teacher models correct grammar for children.
- Teacher uses standard English word usage and grammar in verbal and written language.
- Teacher has a lesson plan.
- Teacher is aware of the NC BK Specialty Standards and uses that information to design his/her classroom and teaching/learning strategies.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher demonstrates an appropriate level of content knowledge in the teaching specialty in which assigned.

- Teacher is knowledgeable of the components of the NC BK Specialty Standards as evidenced in lesson plans, activities, and experiences.
- Teacher provides messy and active spaces (indoors and outdoors) that include materials that encourage messy or active play.
- Teacher schedules reflect unstructured blocks of time for child-choice and child-directed activities.
- Teacher lesson plans show child's interests as topics with areas/centers equipped to support exploration of the topic.
- Teacher will implement literacy, science, and math in children's centers.
- Teacher uses prior knowledge and experiences of children to plan activities.
- Teacher is consistent and intentional when using appropriate descriptions with children.
- Teacher uses detailed lesson plans based on analysis and data collection.
- Teacher implements spontaneous and planned small group activities.
- Teacher activities follow child interests and are evident during child directed activities.
- Teacher regularly uses children's interests in planning lessons.

- Teacher intentionally arranges some small groups.
- Teacher adds materials to centers based on things children are working on and are interested in.
- Teacher modifies activities for individual needs and interests.
- Teacher involves children in planning.
- Teacher knows how children form thoughts and learn and is able to apply this knowledge.
- Teacher is reflective.
- Teacher creates the children's physical environment to include space for messy and active work/play.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher applies knowledge of subject beyond the content in assigned teaching specialty. Motivates young children to investigate the content area to expand their knowledge and satisfy their natural curiosity.

- Teacher offers in-depth investigation into all domains of learning.
- Teacher creates learning experiences as children suggest emerging interests and modify existing materials and plans.
- Teacher uses his/her children's specific prior knowledge, skills and experiences to foster interest and encourage investigation on the part of the young children into the topic of study.
- Teacher demonstrates attributes of a life-long learner.
- Teacher searches for new and innovative ways to share material or to supplement a story that the children are reading and are interested in, then shares that information with colleagues.
- Teacher uses flexibility to modify lessons based on children's interests and discoveries.
- Teacher is aware of current research to improve teaching/learning strategies.
- Teacher provides information to families concerning children's learning at home.
- Teacher creates learning experiences that are unique and expand children's basic knowledge of everyday happenings.
- Teacher plans intentionally for projects that are within and outside of the classroom that encourage interaction with children and the community.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher extends knowledge of subject beyond content in their teaching specialty and sparks the curiosity for learning of young children.

- Teacher develops the classroom into a demonstration site.
- Teacher does research to equip himself/herself to extend children's interests in an appropriate way.
- Teacher uses technology to support research and presentation.
- Teacher shares expertise with others by conducting workshops on the importance of using understandable language.
- Teacher articulates his/her own practice to other adults.
- Teacher shares with other teachers through PLCs.
- Teacher publishes articles about teaching practice.
- Teacher allows videotaping of his/her classroom in order to show model practices to other teachers.

Artifacts

- Teacher creates lesson plans.
- Teacher posts a copy of the physical floor plan.
- Teacher keeps photos of classroom modifications and rationales for making changes.
- Teacher writes reflections in a reflective journal.
- Teacher keeps children's writing samples.
- Teacher writes and keeps anecdotal notes.
- Teacher keeps and displays children's work.
- Teacher keeps descriptions of projects.
- Teacher notes demonstrating intentionality (e.g., videotaping).

IIIC. TEACHERS RECOGNIZE THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES – Teachers use *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study to demonstrate the links and vertical alignments of an integrated curriculum that facilitates each child's construction of knowledge and provides a strong foundation for lifelong learning. The integrated curriculum is derived from *Infant-Toddler Foundations*, *Foundations* Early Learning Standards, NC BK Specialty Standards, and the Kindergarten Course of Study.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands the links between the pre-kindergarten/kindergarten classroom and the Kindergarten Standard Course of Study, Foundations Early Learning Standards, and the NC BK Specialty Standards.

- Teacher understands the links between specialty areas and *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study.
- Teacher articulates that there is a link between specialty areas and *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study.
- Teacher begins to be aware that the integrated curriculum in PreK-K includes socio-emotional development; physical development, health, nutrition, and safety; cognitive development (literacy, math, science, social studies, and the arts); emergent science; emergent social studies; and emergent creative arts.
- Teacher begins to become aware that there are multiple content areas in an activity.
- Teacher has lesson plans that reflect the interconnectedness of the PreK-K curriculum.

Teacher displays global awareness.

- Teacher displays global awareness in the classroom (e.g., books, photographs, activities).
- Teacher selects software that describes other children and their cultures.
- Teacher has books and stories about environmental needs.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher demonstrates knowledge of links between pre-kindergarten/kindergarten classroom and Foundations Early Learning Standards and/or the Kindergarten Standard Course of Study.

- Teacher utilizes knowledge of the links between specialty areas and *Foundations* Early Learning Standards and/or the Kindergarten Standard Course of Study.
- Teacher expands upon the previous learning experiences of the children.
- Teacher understands the concrete relatedness of young children's experiences to interconnecting of content areas.
- Teacher intentionally makes connections to content in activities and previous experiences.
- Teacher knows how to create an integrated web that connects different domains of development within the same lessons.
- Teacher involves children in reviewing what was learned during the day (or week).
- Teacher implements scaffolding activities that build on young children's prior learning and support their ongoing development.
- Teacher successfully writes lesson plans that make explicit and intentional revealing intentional connections to developmental domains.

Promotes global awareness and its relevance to PreK-K curriculum.

- Teacher and children intentionally create a recycle program for paper and cardboard.
- Teacher invites families and community partners to visit the classroom and share their experiences.
- Teacher plans projects for children that are environmentally conscience.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Demonstrates knowledge of the links and vertical alignment of the pre-kindergarten/kindergarten classroom and the North Carolina Standard Course of Study. Relates content to other disciplines.

- Teacher uses integrated curriculum as described in the NC BK Specialty Standards as the foundation for the goals and objectives of the lesson plans.
- Teacher builds on children's previous learning and experiences.
- Teacher uses anecdotal notes of children to plan experiences for individuals.
- Teachers create and adapt environments and intentionally plan to implement an integrated curriculum.
- Teacher provides a comprehensive and effective curriculum across developmental domains.
- Teachers adapt environments and curriculum for children with special needs.

Teacher integrates global awareness activities throughout lesson plans and classroom instructional practices.

- Teacher displays global awareness and its relevance to the content by individualizing instruction.
- Teacher calls attention to concepts that are connected.
- Teacher demonstrates knowledge of the links and vertical alignment of the specialty area and Foundations.
- Teacher spontaneously relates content to other disciplines.
- Teacher integrates global awareness activities throughout the lesson plans and classroom instructional practices.
- Teacher consistently reflects and improves upon making and revealing connections.
- Teacher understands that webbing may be expanded beyond the obvious to show connections.
- Teacher makes connections to components of context with greater frequency.
- Teacher connects multiple domains of development in the same lesson by consistently implementing in-depth lesson plans that connect multiple types of content.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide/center-wide curriculum and teaching practice.

- Teacher continues to research links between developmental domains.
- Teacher collaborates with colleagues from other grades or subjects areas to establish links between disciplines and influence school-wide curriculum and teaching practice for the benefit of young children.
- Teacher shares lesson plans with colleagues that includes intentional connections to developmental domains when planning activities for young children.
- Teacher is involved in teaching others information learned.
- Teacher conducts a PLC on the integration of PreK-K curriculum.

Teacher promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the center/school.

- Teacher promotes global awareness through study and research and its relevance to all young children.
- Teacher shares curriculum and teaching practices throughout the school for the benefit of young children.
- Teacher conducts a PLC for colleagues focusing on global awareness activities in the classroom.
- Teacher participates in advocacy efforts and intentionally includes families in classroom activities.
- Teacher intentionally plans collaboratively with other centers and schools for global awareness activities.

Artifacts

- Teacher writes reflections in a journal.
- Teacher keeps children's writing samples.
- Teacher writes and keeps anecdotal notes.
- Teacher keeps and displays children's work.
- Teacher has PLC presentation outline.
- Teacher has lesson plans.
- Teacher has environmental conscience goals for the classroom.
- Teacher has photos of children's and activities and experiences.

IIID. TEACHERS MAKE INSTRUCTION RELEVANT TO YOUNG CHILDREN – Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies. They build strong foundations in the Pre-K classroom for 21st century life. They use *Foundations: Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success* as their standard course of study. Young children are primed to develop new understandings and skills that will influence future functioning.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher identifies relationships between Foundations Early Learning Standards and/or the Kindergarten Standard Course of Study and life in the 21st century.

- Teacher seeks opportunities for expanding basic knowledge and for career development.
- Teacher understands *Foundations* Early Learning Standard as the framework for appropriate instruction and is beginning to implement it.
- Teacher begins to correlate instruction to the experiences and developmental levels of the children.
- Teacher employs basic knowledge of child growth and development.
- Teacher begins to investigate 21th century goals and relevant childhood experiences and practices.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher identifies relationships between the core content and the 21st century content.

- Teacher creates an environment that includes appropriate materials and experiences that facilitate constructive play and learning.
- Teacher builds upon the interests and experiences of the children when planning instruction.
- Play experiences are intentionally designed to help young children expand learning in all domains and content areas.
- Teacher provides opportunities for young children to use technology in ways that make instruction authentic, functional, engaging, and relevant for young children.
- Teacher reviews with young children and encourages them to share ideas and learning.
- Teacher bases goals and objectives of planned activities on children's developmental domains.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher integrates core content and 21st century content throughout lesson plans and classroom instructional practices.

- Samples of children's work indicate that they understand the concepts and topics that are part of instructional activities.
- Teacher routinely uses information during review to plan further instruction.
- Teacher connects instruction to the world that young children experience outside the classroom.
- Teacher routinely includes children in the planning and development of instruction.
- Teacher provides a wide range of experiences that focus on the process of scientific inquiry and the relationship between science and daily life.
- Teacher facilitates children's construction of basic principles of data analysis which includes probability, experimentation, and observations to make predictions.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher deepens the understanding of 21st century skills of young children and helps them make their own connections and develop new skills.

- Teacher invites other classes, families, and groups so that young children can share their work.
- Teacher presents child work samples so that they are instructive to other teachers and demonstrate what the children are learning.
- Teachers can analyze and reflect about daily classroom experiences to determine whether they are relevant, interesting, and engaging for young children.
- Teachers provide opportunities and experiences that encourage young children to creatively explore and discover.

Artifacts

- Lesson Plans (e.g., Evidence of emergent science, emergent mathematics, in lesson plans, and activities).
- Organized child work samples.
- Topic/interest has related materials.
- Developmentally appropriate learning centers.

STANDARD IV. TEACHERS FACILITATE LEARNING FOR THEIR YOUNG CHILDREN

IVA. TEACHERS KNOW THE WAYS IN WHICH LEARNING TAKES PLACE AND THEY KNOW THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THEIR YOUNG CHILDREN – Teachers know how young children think and learn. They use developmental domains as defined in Foundations to intentionally plan on-going experiences for groups and individuals. Teachers understand the influences that affect children's learning and development, the impact of cultural values, and the child's sense of self and self-esteem and make modifications and adaptations as needed. They seek out resources to address the strengths and limitations of the children in their classroom.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands developmental levels of young children and recognizes the need to differentiate instruction.

- Teacher is becoming aware of his/her own actions, words, and methods and are able to reflect on their meaning.
- Teacher demonstrates familiarity with developmentally appropriate environmental planning in classroom design.
- Teacher establishes standard areas for exploration and interests (e.g., blocks, housekeeping, sand/water, reading, discovery, art, etc.).
- Teacher provides resources for a variety of activities.
- Teacher knows developmental principles and is beginning to learn how to implement them.
- Teacher provides choices for children.
- Teacher provides a print rich environment.
- Teacher asks open-ended questions.
- Children are able to express their needs/feelings.
- Children interact and problem solve with their peers.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher understands developmental levels of young children and appropriately differentiates instruction.

- Teacher uses centers to facilitate learning based on children's choices and prior knowledge and skills.
- Teacher provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time.
- There is communication between children and teachers during free choice time in the schedule and during all activities.
- Teacher embeds what are widely held expectations for developmental milestones.
- Teacher embeds concepts within discussions with children that relate to the skills that are being worked on and that relate back to curricular goals and *Foundations* Early Learning Standards and/or Kindergarten Standard Course of Study.

- Teacher makes time for children to process, experience and respond.
- Teacher intentionally plans on-going experiences for individual and small groups that enhance the cognitive, social, emotional, linguistic, and physical development of young children.
- Teacher develops an environment designed for active learning which includes well equipped areas for linguistic development. Examples include books, writing materials, and media technologies.
- Teacher develops an environment designed for active learning which includes well equipped areas for social, emotional, and physical development. Examples include art supplies, creative or dramatic play supplies, music/ movement/dance materials, gross motor development experiences (outdoor), media technology, and other materials related to children's special interests.
- While working with small groups of children, the teacher (independently or with an assistant) supervises all other children in the classroom.
- Teacher moves from area to area within the classroom during individual and small group experiences and evokes conversation and questioning.
- Children exhibit positive interactions with peers and adults.
- Children work individually and in small and large groups.

Teacher assesses resources needed to address strengths and weaknesses of young children.

- Teacher creates a classroom with a community atmosphere and reaches outward to community resources.
- Teacher creates centers to allow children to build on prior knowledge and skills.
- Teacher helps children reflect on their own learning and behavior.
- Teacher utilizes proper assessment tools.
- Teacher attends workshops to assist students in an area of need.
- Teacher conducts screenings and used information to connect to referral sources.
- Teacher works collaboratively with agency personnel.
- Teacher conducts individual assessments in order to plan class activities.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher identifies appropriate developmental levels of young children and consistently and appropriately differentiates instruction.

- Teacher provides authentic learning activities that can be applied to real world experiences.
- Teacher advocates for appropriate practices and policies.
- Teacher is willing to educate principals.
- Teacher understands that curricular continuity focuses on domain and skill development.
- Teacher shares with members of the school learning community about how classroom activities relate to *Foundations* Early Learning Standards and/or Kindergarten Standard Course of Study and curricular goals.
- Teacher communicates and collaborates with administrators and supervisors.
- Teacher consistently plans for the needs and interests of individual children.

Teacher reviews and uses alternative resources or adapts existing resources to take advantage of young children's strengths or address weaknesses.

- Teacher routinely reflects and makes significant changes to teaching practices including areas of the physical environment and child expectations.
- Teacher has supportive interactions with families.
- Teacher recognizes when adaptation of environments and materials is necessary for some children.
- Teacher can analyze and articulate differences between fads and inappropriate marketing materials from those that are appropriate.
- Teacher is aware of multiple resources and seeks new ways of using materials and equipment.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher encourages and guides colleagues to adapt instruction to align with young children's developmental levels.

- Teacher advocates for and supports other teachers in making necessary accommodations.
- Teacher advocates for developmental appropriate practices in a larger community, larger venue.
- Teacher presents at conferences and serves on task forces and committees.
- Teacher leads PLCs among other teachers.
- Teacher creates curriculum modules for dissemination.

Teacher stays abreast of current research about young children's learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all young children.

- Teacher uses media and research strategies to incorporate global learning.
- Teacher serves on curriculum committees and school leadership teams.
- Teacher engages in action research with colleagues on Best Practices on PreK-K.
- Teacher uses technology to current research studies and findings related to high-quality PreK-K classrooms.

Artifacts

- Teacher keeps a journal on reflections.
- Teacher keeps lesson plans.
- Teacher has documentation of professional development kept in a professional binder.
- Teacher keeps pictures of children /activities
- Teacher has copies of schedules and daily routines.
- Teacher keeps updated portfolios of the children in the classroom.
- Teacher conducts formal and informal observations.
- Teacher posts center goals.

IVB. TEACHERS PLAN INSTRUCTION APPROPRIATE FOR THEIR YOUNG CHILDREN – Teachers collaborate and plan with their colleagues and use a variety of information, (observational data, samples of children's work, anecdotal records, etc.), both informal and formal, to determine the effects of the learning experiences on young children's domains of development. Weekly and daily lesson plans reflect an understanding of how children learn. The teacher engages the children in activities to assess their developmental progress. They understand that they must provide an environment that promotes growth and learning in which individual children make progress. Teachers make the environment/curriculum responsive to cultural differences and individual learning needs.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher recognizes data sources important to planning instruction.

- Teacher is aware of IEPs and how they are to be used.
- Teacher begins to use authentic assessment approaches to develop effective intervention plans and improve child outcomes.
- Teacher asks colleagues for and acknowledges interests in planning topics and themes for his/her classroom.
- Teacher communicates with families to discover children's interests.
- Teacher is becoming aware of the importance of using open-ended questions.
- Teacher attends workshops and begins to select professional development opportunities.
- Teacher references the Office of Early Learning, Teacher Licensure Unit supplemental manual to clarify expectations and policies for meeting the NC Professional Teaching Standards.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher uses a variety of data for short-and long-range planning of instruction. Monitors and modifies instructional plans to enhance the learning of young children.

- Teacher encourages family participation.
- Teacher implements assessment of children and establishes short and long term goals and objectives based on results of the assessment.
- Teacher plans responsive curriculum to meet individual needs.
- Teacher meets with the IEP team and contributes to the meeting.
- Teacher bases themes and activities around the interests of the children.
- Teacher consistently uses open-ended questions that lead to critical thinking and problem solving.
- Teacher uses the prior knowledge, skills, experiences and personal interests of young children in their classroom planning and developing topics, themes, and/or units.
- Teacher alters lesson plans to accommodate the emerging interests of the children.
- Teacher participates regularly in professional development opportunities.
- Teacher uses recommended NCDPI curriculum for planning.
- Teacher modifies the classroom environment based on the needs of young children.
- Young children are engaged in learning centers based on interests and role playing.
- Young children show interest and curiosity by talking about experiences and asking questions.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher monitors the performance of young children and responds to individual learning needs in order to engage young children in learning.

- Teacher uses multiple experiences based on child interests and developmental level.
- Observation and assessment is a daily, ongoing, part of the instructional process.
- Teacher monitors and modifies instructional plans to enhance the development of individual young children.
- Teacher frequently leads children through processes necessary to think critically, analyze, and problem solve.
- Teacher documents the process and direction of activities including: initial plan, materials, children's work, new interests, and assessment.
- Children's progress towards goals is measured by observational data, portfolios, anecdotal records, work samples, etc.
- Children feel a sense of success and accomplishment in response to activities that are at their level.
- Children are engaged and interested in challenging classroom activities.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher monitors young children's performance and responds to cultural diversity and learning needs through the center/school improvement process.

- Teacher participates in IEP team meetings to advocate for the unique needs of young children.
- Teacher stays abreast of emerging research related to children with special needs.
- Teacher conducts workshops on the importance of and strategies used to support critical thinking, analyzing and problem solving skills (e.g., higher order thinking, representational or symbolic thought).
- Teacher helps to formulate the center/school's improvement plan and process.
- Teacher provides a PLC on the diverse needs of the children and families in their community in his/her community.

Children begin to show self-confidence as they develop abilities and potential.

Artifacts

- Teacher keeps professional development log notes.
- Teacher keeps meeting log notes.
- Teacher uses appropriate assessments in evaluating children's progress.
- Teacher keeps IEP forms.
- Teacher has completed lesson plans.
- Teacher has documentation of referral data.
- Teacher takes and keeps anecdotal notes.
- Teacher documents child-directed experimentation.
- Teacher keeps children's work samples.
- Teacher has copies of classroom newsletters.
- Teacher keeps portfolios of children.
- Teacher has photographs of children participating in class.

Children begin to use one or more of the senses to observe and learn about the environment

IVC. TEACHERS USE A VARIETY OF INSTRUCTIONAL METHODS – Teachers choose the strategies and materials that are most effective in meeting the needs of their children as they strive to support children's development and learning. Teachers employ a wide range of activities including information and communication technology, recognition of varied learning styles, and age-appropriate stimulating environments. They take into account children's individual differences and interests.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher demonstrates awareness of the variety of methods and materials necessary to meet the needs of all young children.

- Teacher recognizes that the physical space is divided into interest areas.
- Teacher creates a physical environment that is accessible to all children and adults.
- Teacher recognizes that their class schedule can be spontaneous and flexible.
- Teacher understands that effective transitions provide guidance and learning opportunities.
- Teacher is aware of children and their developing skills and areas needed for developing practice.
- Teacher has relevant resources available (e.g., *Foundations* Early Learning Standards, the Kindergarten Standard Course of Study, Creative Curriculum, BK Specialty Standards).

- Teacher has access to classroom materials that meet different needs of young children (e.g., picture labels, puzzles of varying difficulty, variety of books).
- Teacher uses photographs to display classroom activities.
- Teacher posts an inquiry based question poster/display.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all young children.

- Teacher understands the purpose and appropriate use of each type of material and puts them to use.
- Teacher ensures that there is an appropriate staff/child ratio at all times.
- Teacher intentionally plans arrangements and furnishings to allow supervision of all children.
- Teacher intentionally designs the physical environment to ensure safety.
- Teacher makes sure materials are easily accessible to children.
- Teacher provides a variety of materials reflecting child's age, developmental level, interest, and topic.
- Teacher provides regular and appropriate opportunities for large group, small group, and individual work/ play.
- Children are supervised at all times.
- Children work in a variety of supervised interest areas.
- Children remain engaged in activities because of their interest and a sufficient variety of materials and methods.
- Teacher creates centers that are well equipped for successful learning.
- Teacher arranges the physical environment to facilitate growth, development, and learning, while providing the safety and well-being of children.
- Teacher makes provisions for children with special needs.
- Teacher supervises and facilitates children's play.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher ensures the success of young children through the selection and utilization of appropriate methods and materials.

- The physical environment is intentionally planned to meet the developmental needs of children.
- Teacher uses assessment information to make decisions about planning small group activities necessary for effective learning.
- Teacher provides additional materials that encourage in-depth explorations by the children.
- Teacher adjusts time (schedule) as needed for completion of investigations, projects, etc.
- Teacher researches new information to use in the classroom and implements the new information in the classroom.
- Teacher observes how individual children learn best and uses that information during planning.
- Young children reflect the teacher's consistency in their daily choices.
- Young children exhibit more interest and are more engaged during classroom activities.
- Children help and encourage their peers.
- Children can work collaboratively with others.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

- Teacher assists colleagues in room arrangement and awareness of organizing the physical environment to facilitate learning.
- Teacher helps peers in arranging their classrooms to allow for easy traffic flow.
- Teachers critique their own performance and learn new techniques.
- Teacher articulates and shares knowledge and practices through workshops, mentoring others, PLCs, and writing articles for newsletters and journals.
- Teacher has a printed list of websites that children have visited.
- Teacher devises lesson plans with individualized methods for children with and without disabilities that include a variety of materials.
- Children are knowledgeable about the capabilities of technology (e.g., child may ask teacher to google topics) and make use of this knowledge daily.

Artifacts

- Lesson plan
- Charts are used depicting the use of technology.
- A Professional Development Plan is used.
- A portfolio of children's work is kept.
- Teacher keeps professional log notes.
- Teacher posts a schedule in the classroom.
- Teacher conducts workshops on supervision and maintaining safety in the classroom.
- Teacher takes and keeps anecdotal notes.
- Teacher has evidence of using recommended curriculum.

IVD. TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION – Teachers know when and how to use technology in an age-appropriate way. They make media technologies available to children and incorporate them into developmentally appropriate learning experiences. These media may include, but are not limited to pictures, books, art media, games, audio-players, and computers. Teachers make necessary modifications to media and technology to accommodate all children's needs. Appropriate assistive technology products are made available to children with disabilities. Teachers help children use technology to learn content, gain information, to discover and reflect, and for exploration.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher assesses effective types of technology to use for instruction.

- Teacher observes children's ability to use technology.
- Teacher reviews software with developmental guidelines to determine appropriateness.
- Teacher begins to use media for specific purposes to meet identified goals.
- Teacher understands the possibilities for student learning through the use of various media.
- Teacher knows how to operate technology in their classroom.
- Children ask about using computers, digital camera, record players, and CD players.
- Teacher seeks information about the use of technology and PreK-K classrooms.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher demonstrates knowledge of how to utilize technology in instruction.

- Teacher has objectives for using various forms of media and makes adjustments as needed to ensure successful use.
- Teacher selects appropriate software that supports learning goals.
- Teacher has a variety of media for children to explore.
- Teacher appropriately integrates multiple media within learning experiences. These media may include, but are not limited to: pictures, big and small books, fish tanks and other living media, games, audio-players, computers, digital cameras, photos.
- If a computer is available in classroom, teacher chooses well-designed developmentally (e.g., age, individually, and culturally, etc.) appropriate software.
- Teacher uses computer/websites for research.
- Teacher has library books with CD for use in computer.
- Teacher utilizes multiple electronic resources (e.g., iPod, youtube.com, etc.) during class activities (e.g., circle time, music).
- Children use adaptive technology.
- Children are aware of and ask to look for information on the computer or on CDs.
- Children are able to use the computer independently.
- Children create projects individually and with peers (e.g., books, art, etc.).
- Young children explore the internet while supervised.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher integrates technology with instruction to maximize student learning.

- Teacher has a variety of media to offer children based on demonstrated needs and shares with colleagues.
- Children demonstrate learning by using and developing software projects.
- Teacher develops media for specific needs.
- Teacher intentionally makes modifications to meet children's abilities and specific goals reflecting observations and assessments of children's needs.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher provides evidence of young children's engagement in higher level thinking skills through the integration of technology.

- Teacher works with Information Technology (IT) professionals and other teachers to provide opportunities for children.
- Teacher reviews and critiques software with other professionals.
- Teacher identifies and reviews new offerings in materials (CDs, books, computer programs).
- Teacher uses technology to document (audio and video) child progress for portfolios.
- Teacher implements the classroom computer programs to accompany classroom themes/books.
- Teacher utilizes skype in the classroom with young children and their families (e.g., community communication, etc.).
- Young children utilize IT to communicate in their community and world-wide (e.g., skype) in a similar capacity as children in kindergarten.
- Young children utilize DVD's to accompany the classroom theme (e.g., uses 15 minutes with books, etc.).

Artifacts

- Teacher has lesson plans.
- Photographs of technology projects.
- Teacher has multi-media (e.g., pictures, books, digital cameras, telephones, iPods, computers) in the classroom.
- Teacher has software and CDs which are appropriate for PreK-K.
- Categorized software according to theme and curriculum.
- Read-along, big books, student journals.
- Classroom books depicting experiences with technology and multi-media.

IVE. TEACHERS HELP YOUNG CHILDREN DEVELOP CRITICAL THINKING SKILLS AND PROBLEM-SOLVING SKILLS – Teachers encourage children to ask questions, to engage in and become responsible for their own learning, to help plan experiences, and to review what has been learned daily. Teachers encourage the children to think creatively and follow their interests and ideas. They help children process information and use children's prior knowledge, skills, experiences, and personal interests in introducing topics, themes and/or units.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands the importance of developing critical-thinking and problem solving skills in young children.

- Teacher responds to what children are doing in centers.
- Teacher has an awareness of strategies involving assessing children.
- Teacher knows that children's conversations provide information for planning and/or assessment.
- Teacher maintains the physical safety of children
- Teacher asks for help when needed with conflict resolution.
- There is a mutual respect among the teacher and children.
- Teacher's behavioral expectations are appropriate for the age and developmental level of individual children.
- Teacher introduces topic during circle time by reviewing previous ideas.
- Teacher posts examples of open-ended questions at adult level around the classroom.
- Teacher asked open-ended questions to young children.
- Young children learn from each other.
- Young children learn on their own (their interest has been sparked).
- Children feel safe emotionally and physically in the classroom.
- Children share what they learn during circle time.
- Children are aware of who and where to get help.
- Children are beginning to know appropriate/inappropriate actions and behaviors.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher demonstrates knowledge of processes needed to support young children in acquiring critical thinking skills and problem solving skills.

- Teacher poses questions and responses so that children can reflect and discover.
- Teacher uses (inquiry-based) questioning techniques to apply, expand, extend, compare, contrast, synthesize and evaluate student learning.
- Teacher uses content goals.
- Teacher establishes rules with input from the children.
- Teacher models appropriate behavior.
- Teacher allows time for children to problem solve and does not intercede in their activities too quickly.
- Teacher creates and develops developmentally appropriate expectations concerning conflict resolution and problem solving.
- Teacher uses appropriate language in facilitating alternative resolutions.
- Teacher is aware of appropriate expectations for individual children.
- Teacher has resources and strategies available for addressing challenging behaviors, self regulation, and problem-solving skills.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher teaches young children to think creatively and critically, develop and test innovative ideas, synthesize knowledge, draw conclusions, exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems.

- Teacher relates content goals back to children's needs and interests.
- Teacher focuses on meaningful activities, experiences, thoughts, and opinions during circle time and center time and uses this information to determine and expand children's thinking.
- Teacher plans with other teachers to help children develop critical thinking skills.
- Teacher is consistent regarding expectations of children.
- Children are responsible for their own feelings and behavior.
- Children participate in resolving issues and resolving problems.
- Children help make a plan for conflict resolution and teacher acts as a facilitator in the process.
- Teacher consistently follows through with implementation plan.
- Teacher uses a consistent planning and review process with each child as he/she works in centers to develop purposes and direction.
- Teacher applies innovative ideas and strategies in daily activities and experiences.
- Teacher utilizes complex choices for meeting individual needs of children related to problem solving.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher encourages and assists teachers throughout the center/school to integrate critical thinking and problem solving skills into their instructional practices.

- Teacher conducts training opportunities which demonstrates instruction and assessment strategies performed simultaneously by the teacher on a daily basis.
- Teacher provides assistance to others regarding conflict resolution.
- Teacher encourages and assists other teachers to integrate with problem solving and conflict resolution skills into their instructional practice.
- Teacher documents topics studied to include in planning processes, materials, samples of children's work, and ideas for future extensions.
- Teacher models/demonstrates for other teachers in the school environment.
- Teacher writes an article or creates handouts for other teachers during staff meetings.
- Children help peers develop charts and graphs.
- Children are demonstrating the use of self-regulation tools.

Artifacts

- Rules posted where children can refer to them (preferably with visual cues).
- Resources which are used to support conflict resolution/problem solving are listed.
- Lesson plans document the project approach, KWL chart (e.g., plans built on ability levels, interests)
- Evidence documenting children's involvement in planning and developing units (e.g., voting opportunities, drawings, dictations)
- Teacher takes and keeps photographs of children during classroom activities.
- Teacher has a solution box in the classroom with both pictures and words.
- Teacher has a list of open-ended questions.
- Teacher takes anecdotal notes.

Children begin to play and interact cooperatively with other children.

IVF. TEACHERS HELP YOUNG CHILDREN WORK IN TEAMS AND DEVELOP LEADERSHIP SKILLS – Teachers help children identify themselves as unique individuals and as members of different groups. They design the classroom in a way that stimulates and challenges children and gives them choices that are appropriate for a range of ages, developmental stages, and abilities. They promote an atmosphere of cooperation and collaboration and use small groups to foster entry into social/study groups with their peers. They help children to see the effect of their behavior, ideas, and interests on others and thereby a foundation for future leadership qualities. They promote respect and appreciation for each child's culture and the cultures of others.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher provides opportunities for cooperation, collaboration, and leadership through student learning teams.

- Teacher recognizes that cooperation is a skill that is learned over a period of time.
- Teacher is sensitive to the needs of the individual child.
- Teacher creates opportunities for social interaction and working together.
- Teacher demonstrates tolerance and respect for children.
- Teacher has classroom rules posted which children and teacher have created together.
- Teacher supervises all children.
- Teacher provides a learning environment that facilitates cooperation and turn taking.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher organizes learning teams for young children for the purpose of developing, cooperation, collaboration, and student leadership.

- Teacher has a plan in place for teaching cooperative skills.
- Teacher implements a plan for negotiation, cooperation, and establishing friendships.
- Teacher is proactive in teaching modes of behavior.
- Teacher models and teaches friendship skills.
- Teacher offers activities that children can lead.
- Teacher focuses on teaching problem solving skills.
- Teacher involves children in planning learning experiences.
- Teacher teaches children how to cooperate, negotiate, make and keep friends.
- Provides play experiences that foster self regulation, cooperation, negotiation, and friendship.
- Young children express feelings in words.
- Young children participate in group routines.
- Young children take turns.
- Young children share ideas and ask questions.
- Young children exhibit leadership qualities.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher encourages young children to create and manage learning teams.

- Teacher acknowledges a child for what he/she has done and explains why it is important.
- Children maintain friendships and are protective of one another.
- Children share, take turns, and problem solve together.
- Teacher allows children to make choices to enlist cooperation.
- Teacher looks for positive intent in social conflicts.
- Teacher uses positive strategies to reframe conflict situations.
- Teacher intentionally plan projects that call for children working in teams over a period of time.
- Young children exhibit respect and caring for one another.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher fosters development of young children's leadership and teamwork skills to be used beyond the classroom.

- Teacher models teamwork and social competence with peers.
- Teacher serves on school and state-wide committees.
- Teacher advises peers concerning social skills in children.
- Teacher role models appropriate collaborative skills in the school environment and in the community.
- Teacher creates a community wide project which enables children to serve the community in a developmentally appropriate way (e.g., cards for the elderly, make decorations for school/center luncheon).

Artifacts

- Teacher keeps observational data.
- Teacher has resources for teaching cooperation.
- Teacher has evidence of planning.
- Teacher has lesson plans.
- Teacher keeps evidence of children's dictations.
- Teacher keeps a reflective journal.
- Teacher keeps evidence of meetings with colleagues documenting the sharing of ideas.
- Teacher keeps anecdotal notes
- Teacher keeps portfolios of children.

IVG. TEACHERS COMMUNICATE EFFECTIVELY.

Teachers communicate with children in an appropriate and effective manner. They encourage verbalization of discoveries and provide appropriate feedback (open-ended questions) to facilitate learning opportunities. Teachers listen attentively and treat all children with respect and in a fair and equitable manner. They help children think and talk through different approaches to problems. Teachers communicate with families to support children's learning and well-being and consistently and clearly communicate with families regarding children's progress.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher demonstrates the ability to effectively communicate with young children.

- Teacher has conversations with children during center time as well as throughout the day.
- Teachers know how to communicate effectively with the young children.
- Teacher acknowledges birthdays, star of the day.
- Teacher places labels on objects throughout the classroom.
- Teacher is aware of or knowledgeable of multiple languages in his or her classroom.
- Teacher models proper grammar with young children.

Teacher provides opportunities for young children to articulate thoughts and ideas.

- Teacher involves the children during conversations in circle time.
- Teacher displays work samples and portfolio information that contains special day acknowledgements.
- Teacher is aware of special roles for individual children within the daily routines.
- Teacher uses open-ended comments and questions to expand children's thoughts and ideas.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher uses a variety of methods for communication with young children.

- Teacher intentionally interacts and uses child-friendly words both individually and in small groups.
- Teacher uses follow-up questions when interacting with children.
- Teacher analyzes children's work samples.
- Teacher develops an environment designed for active learning which includes well equipped areas for cognitive development. Examples include blocks, exploration and/or science supplies, math-related materials, sand/water, and technology.
- Teacher uses a variety of strategies to expand story endings and complete activities and experiences.
- Teacher uses a wide range of learning experiences to facilitate children's development of expressive and receptive oral language.
- Teacher provides opportunities for emergent written expression.

Teacher consistently encourages and supports young children to articulate thoughts and ideas clearly and effectively.

- Teacher poses questions that encourage children to express their own ideas.
- Teacher acknowledges the meaning of work samples to children.
- Teacher displays children's work samples attractively.
- Children have a space to put up their own work.
- Teacher interacts with the child regarding the meaning of the child's work.
- Children identify what is valuable and meaningful.
- Teacher lets the child participate in his/her own conference with families.
- Child takes the leadership role to present his/her own work in the family conference.
- Teacher shows children how to use resources in the classroom to investigate more about an area of interest.
- Teacher knows how to modify or vary the classroom activities depending on the child's interests and understandings.
- Children are encouraged to use inquiry.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher creates a variety of methods to communicate with all young children.

- Teacher takes a child's work and does a personalized assessment of it with the child.
- Teacher used nonverbal cues and body language to communicate with young children.
- Teacher uses picture cards to accompany the daily schedule.
- Teacher posts positive classroom rules developed by the teacher and children.
- Teacher improves abilities in both English and the native language of individual children in the classroom.
- Young children exhibit nonverbal cues and body language to communicate with teachers and other children.
- Teacher uses proper grammar with young children.
- Teacher consistently uses a variety of communication strategies for children with and without disabilities.
- Teacher, when needed uses assistive technology to communicate with children having diverse needs.

Teacher establishes classroom practices, which encourage all students to develop effective communication skills.

- Teacher's lesson plans show content to be achieved with language essential to Pre-K learners.
- Teacher guides children to listen to one another and adults.
- Teacher helps children find information and research a topic of interest on a regular basis.
- Teacher redirects individual children in special studies based on interests within a study or theme.
- The schedule allows for exceptionalities and is flexible enough to allow for new discoveries and alternative plans.
- Young children remind peers of classroom rules.
- Young children exhibit turn taking with others.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher anticipates possible misunderstandings of young children and proactively develops teaching techniques to mitigate concerns.

- Teacher models appropriate communication during activities with children.
- Teacher plans for possible misunderstandings and is equipped with teaching techniques to reduce the harshness of concerns and problems.

Teacher establishes school-wide/center-wide and grade appropriate vehicles to encourage young children throughout the school/center to develop effective communication skills.

- Teacher conducts workshops for teacher/families and models how to listen attentively and respond positively to children.
- Teacher uses questioning, wait time, and knowledge of content goals to implement effective circle times and center work.
- Teachers participate in inquiry and lifelong learning.
- Teacher shares discoveries with other teachers.
- Teacher and children role play classroom dilemmas and possible solutions.

Artifacts

- Language experience charts
- Classroom pictures with explanations of what the children are learning and doing in the photographs
- Assessment portfolios which demonstrate student learning over time
- 3-D projects with specific quotes from young children
- Newsletters
- Family information boards
- Emails to families
- Communication logs
- Teacher chats / blogs
- Classroom schedule accompanied by pictures.
- Class rules accompanied by pictures.

IVH. TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH CHILD HAS LEARNED – Teachers use authentic, ongoing assessment of children's abilities to plan, implement and evaluate programs that build upon each child's unique strengths. They use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, portfolios, work samples) and sources of information (e.g., families, teachers, caregivers, relatives) collected over time to support individualized learning and instruction. They use the assessment process to make decisions about eligibility for program services. Teachers use 21st century assessment procedures to improve their teaching practices and children's learning.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher uses indicators to monitor and evaluate the progress of young children.

- Teacher observes and records anecdotal notes of children's interactions.
- Teacher encourages peers interactions.
- Some staff guidance is used to facilitate positive interactions.
- Teacher recognizes that children learn best in the context of relationships.
- Teacher acknowledges diverse domain needs of children.
- Teacher demonstrates an awareness of indicators that represent development within children's language.
- Children interact with each other.
- Children have some skills for interaction.
- Teacher is aware of assessment procedures and practices.
- Teacher begins to learn about a variety of authentic assessment procedures.

Teacher assesses young children's attainment of 21st century knowledge, skills, and dispositions.

- Teacher keeps samples of children's work.
- Teacher enters information into child's portfolio.
- Teacher knows a social assessment of children is needed.
- Teacher uses data based on observations to create individual activities for each child on lesson plans.
- Teacher begins to use results of assessment to determine classroom plans and practices.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher uses multiple indicators, both formative and summative, to monitor and evaluate young children's progress and inform instruction.

- Teacher reviews notes to see patterns of behavior.
- Teacher determines the meaning of information gathered.
- Teacher creates lesson plans that indicate planning for a variety of learning activities that encourage interaction.
- Teacher consistently records children's language as evidence of child development.
- Teacher maintains a portfolio with samples of children's work
- Teacher records observed progress in journals, anecdotal records, checklists, or other instruments.
- Teacher uses observational data and samples of children's work for diagnostic purposes. Uses information gathered to plan individualized learning experiences
- Teacher assesses children's social interactions in order to evaluate social developmental, growth, and learning.
- Teacher uses assessment data to determine goals and objectives and teaching strategies on a daily basis.

Teacher provides evidence that young children attain 21st century knowledge, skills, and dispositions.

- Teacher establishes a classroom community where children feel safe and happy.
- Children are respected by adults.
- Teacher is sensitive to the feelings of children.
- Children feel safe, help one another, and see themselves as part of a group.
- Children work together positively and learn from one another.
- Teacher incorporates an intentional curriculum that encourages interaction among children.
- Teacher develops a classroom community that nurtures social competence.
- Classroom is a positive environment and exhibits respectful teacher-child relationships.
- Teacher develops an environment designed for active learning which includes well equipped areas for linguistic development. Examples include books, writing materials, and media technologies.
- Teacher demonstrates that he/she listens attentively to children as they talk about activities, experiences, thoughts and opinions and uses this information to assess children's progress.
- Teacher consistently asks open-ended questions and comments as children engage in activities in order to assess understanding.
- Teacher demonstrates flexibility and responsiveness to all children's needs: Teacher continually assesses children's abilities, interactions, responses, and reactions and uses this information to adjust activities as necessary.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher uses the information gained from the assessment activities to improve teaching practice and student learning.

- Teacher uses lesson plans that indicate planning time with children (based on their prior knowledge, skills and interests).
- Teacher assesses children's growth and development in social situations.
- Teacher refers to anecdotal notes and documentation of children's conversations to develop appropriate plans.
- Teacher conducts an authentic assessment of social development on children.
- Teacher includes individual goals and activities for individual children in his/her lesson plans.
- Teacher uses the assessment process to make decisions about eligibility for additional program services for individual children.

Teacher provides opportunities for young children to assess themselves and others.

- Teacher builds positive relationships with children and professionals.
- Teacher assists children with social skills needed to build friendships.
- Children feel confident in their learning.
- Children use higher order thinking skills in collaborative play.
- Teacher actively involves children in planning and learning activities.

- Teacher provides many opportunities for children to make friends and practice the skills they need to keep them.
- Teacher encourages children to reflect on what they have previously said and what they are currently saying (with their own words).
- Teacher encourages children to set goals and make plans related to their interests and needs.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher teaches young children and encourages them to use peer and self-assessment feedback to assess their own learning.

- Teacher encourages children to examine their portfolio and make comments related to their entries and progress.
- Teacher plans for group projects which includes ongoing assessment of children's contributions to the project and its outcomes.
- Teachers have monthly conversations with individual children with regard to their daily choices, personal goals, and relationships with peers.
- Children share their portfolios with one another as they discuss their accomplishments.
- Teacher provides feedback on a daily basis, to children which encompasses their strengths, accomplishments, and their new understandings.
- Teacher shows on a daily basis, respect and caring for every child.

Teacher encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

- Teacher has examples of evaluations and observations that demonstrate to other teachers how to collect and interpret children's progression.
- Teacher works with other professionals to recognize and implement learning environments that support peer learning and assessment.
- Teacher collaborates with colleagues to improve classroom communities and assessment of social skills.
- Teacher models and supports others in using children's language to determine developmental progress.
- Teacher models the use of an inquiry-based model.
- Teachers actively and consistently share information with other teachers.
- Teachers lead workshops and PLCs.
- Teachers email colleagues information relevant to their classroom.
- Young children exhibit scaffolding behavior (e.g., child might coordinate a block building project, a child may "play teacher" and instruct peers, a child may "read" books to peers or help others with art/writing).
- Young children may develop a KWL chart.

Artifacts

- Teacher keeps a professional log.
- Teacher keeps completed lesson plans.
- Teacher utilizes assessment tools.
- Teacher has evidence of small and large group activities.
- Teacher has materials to promote learning.
- Teacher takes and keeps anecdotal notes of children's language linked with developmental objectives.
- Teacher has evidence of observations of young children.
- Teacher keeps work samples of young children.
- Teacher keeps photographs of young children during class activities.
- Teacher keeps copies of progress reports.
- Teacher keeps notes regarding the classroom environment.
- KWL chart

STANDARD V. TEACHERS REFLECT ON THEIR PRACTICE

VA. TEACHERS ANALYZE YOUNG CHILDREN'S LEARNING – Teachers recognize that initially children's learning is informal, concrete, and exploratory. Over time, it can become more formal, abstract, and outcome oriented. Teachers create a stimulating and developmentally appropriate environment based on children's learning processes that move from the known to the unknown, from simple to complex. They think systematically and critically about children's learning in their classroom, how learning occurs, and what can be done to facilitate knowing and understanding. They collect and analyze children's performance data (work samples, drawings, writings, anecdotal records, checklists, etc.) and use their findings to make instruction relevant to the growing developing child. They use evidence-based research to improve their teaching practices to best meet the needs of the young children.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher recognizes the need to improve young children's learning in the classroom.

- Teacher begins to understand the importance of collecting assessment data and how the data relates to planning for children's learning.
- Teacher discusses what makes an appropriate assessment for young children.
- Teacher recognizes that artifacts and data can be used to assess children's development.
- Teacher makes open-ended statements to children and is beginning to ask open-ended questions to assess learning.
- Teacher begins to understand that assessing can be done formally and informally (e.g., listening, daily observing, understanding, interacting).

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher provides ideas about what can be done to improve young children's learning in the classroom.

- Teacher's lesson plans include assessment strategies for all children.
- Teacher sets up classroom to collect artifacts for children's portfolios.
- Teacher uses children's open-ended responses for assessment purposes.
- Teacher uses systematic data collection.
- Teacher reflects on previous assessment results.
- Teacher explains how different objectives were accomplished and demonstrated.
- Teacher uses strategic data collection (e.g., collect drawings, writings).
- Teacher intentionally responds to children's approaches to learning (e.g., child's attitudes, learning style, spirit of inquiry, and choices).
- Teacher discusses with the child the selection of portfolio content.
- Young children are self-directed and engaged in learning experiences.
- Children demonstrate behaviors that build a caring community.
- Children respect each other's ideas.
- Children are engaged with appropriate rigor and relevance.
- Children are secure and creative.
- Children are willing to take risks.
- Children reflect on their own work.
- Teacher shares assessment results with families and gets input from families.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher thinks systematically and critically about learning in his/her classroom: Why learning happens and what can be done to improve the achievement of young children.

- Teacher understands the structure of the content areas and knows how to apply this structure to developmental stages and children's interests.
- Teacher consistently assesses children's interests and builds upon them for classroom learning experiences.
- Teacher knows children's interests are relevant and uses these interests to plan daily activities and experiences.
- Teacher demonstrates the use of research and information in planning for daily activities.
- Teacher collaborates with peers to discuss and reflect on practice.
- Teacher designs classroom research to analyze and improve the facilitation of learning.
- Teacher intentionally plans certain experiences/activities for individual children based on assessment data.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher provides a detailed analysis about what can be done to improve young children's learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school/center level.

- Teacher encourages the children to share artifacts of their learning with adults.
- Teacher makes contributions to colleagues and professional learning communities with regard to using children's performance data to improve pre-K and kindergarten effectiveness.
- Teacher engages in evidenced-based research on program and long term effectiveness for preschool children.
- Teacher leads colleagues in planning and implementing school/center projects.
- Children independently create artifacts (not teacher directed).
- Teacher leads a PLC on "How Young Children Learn" for colleagues.
- Teacher creates a seminar and materials designed to encourage families to engage in home-based activities.

Artifacts

- The lesson plan contains evidence of differentiated instruction.
- Children's portfolio content has evidence of differentiation.
- Teacher collects a variety of artifacts.
- Teacher takes and keeps informal (e.g., anecdotal notes) or formal assessment data.
- Teacher has evidence of family conferences and contacts.
- Teacher uses brain development findings and implications for facilitating learning.
- Teacher's lesson plans include assessment component.
- Child portfolio content – authentic artifacts created by children
- Teacher displays children's work (e.g., child recognition vs. assessment purposes).
- Teacher shows children's development through portfolio collection.
- Teacher takes and keeps notes from home visits with families.

VB. TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS – Teachers participate in continued, high-quality professional development that reflects a global view of educational practices: includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of children and the teacher's own professional growth.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher understands the importance of professional development.

- Teacher creates, with assistance, a professional development plan (PDP) with goals and timelines for personal improvement and effectiveness.
- Teacher attends a professional learning community and begins to focus on professional growth needs and interests.
- Teacher attends workshops focusing on personal growth and needs.
- Teacher seeks input from colleagues to further his/her understanding of importance of professional development.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms.

Teacher participates in professional development aligned with professional goals.

- Teacher incorporates global views of educational practices into the pre-K and kindergarten classrooms.
- Teacher intentionally links stories, activities, and classroom projects with 21st Century ideas and skills.
- Teacher reaches out for internet global opportunities to bring persons and experiences from around the world into the classroom.
- Teacher creates a PDP that is comprehensive and incorporates strategic and measureable annual goals based on the North Carolina Professional Teaching Standards.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms.

Teacher participates in professional development activities aligned with the goals and needs of young children.

- Teacher seeks a higher level of education in the Child and Family Development field.
- Teacher participates in professional development activities that are aligned with children's needs and interests.
- Teacher maintains a professional portfolio to evaluate and reflect upon his/her teaching performance and to communicate and collaborate with colleagues.
- Teacher has evidences demonstrating how he/she is a continuous, collaborating learner.
- Teacher exceeds professional goals throughout the school year.
- Teacher's professional goals reflect teacher's knowledge of child growth and development.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher applies and implements knowledge and skills attained from professional development consistent with its intent.

- Teacher leads in professional learning community (PLC) formation to reflect the needs of the center or school.
- Teacher advocates for children, families, and the profession by serving in leadership roles in professional organizations and committees.
- Teacher establishes connections and links cultures to facilitate the instructional process.
- Teacher's classroom could be used as a demonstration site.
- Teacher holds monthly meetings with center/school staff to share information learned at professional development opportunities in order to guide colleagues in developing PDPs.

Children begin to understand that people communicate in many ways.

Artifacts

- Professional development log
- Professional Development Plan
- Reflective Journal
- Classroom newsletter
- Class books (e.g., evidences of student projects, field trips, & student use of technology).
- Charts, posters, and graphic learning experiences which depict student focus on global learning
- Completion of PDP with future goals identified.
- Formative and Summative assessment data.

VC. TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT – Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their children.

Developing – Some sample teacher behaviors that may be present in Developing ECE classrooms:

Teacher is knowledgeable of current research-based approaches to teaching and learning.

- Teacher is aware of current evidence-based practices regarding developmentally appropriate practices.
- Teacher attends workshops and professional learning communities to gain new and expanded ideas to improve teaching and learning.
- Teacher is sensitive to the cultural context of the children.
- Teacher listens to suggestions from mentor teachers.
- Teacher includes in his/her PDP goals that are directed toward the use of current research-based approaches.

Proficient – Some sample teacher behaviors that may be present in Proficient ECE classrooms:

Teacher considers and uses a variety of research-based approaches to improve teaching and learning.

- Teacher collaborates with families, concerning child's progress and interests.
- Teacher actively seeks new ideas and practices relevant to young children.
- Teacher makes modifications and adaptations based on children's needs and interests, and on evidence-based research.
- Teacher uses a network of school and community resources for providing assistance and information to families.
- Teacher reflects on own teaching practices and children's learning.
- Teacher uses research-based approaches in daily lesson plans.

Accomplished – Some sample teacher behaviors that may be present in Accomplished ECE classrooms:

Teacher actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.

- Teacher participates in school-wide committees and teams and advocates for the needs of young children based on research and evidence based practice.
- Teacher intentionally establishes new connections with outside resources and collaborators that can help the school or center meet the unique needs of young children.
- Teacher leads in school or center activities that support the mission of the institution.
- Teacher consistently seeks new ways (through study and research) for knowing and understanding the needs of children important for the 21st century.

Distinguished – Some sample teacher behaviors that may be present in Distinguished ECE classrooms:

Teacher adapts professional practice based on data and evaluates impact on the learning of young children.

- Teacher engages in action research and uses the findings to improve ECE in the classroom, the center, the school, and the system.
- Teacher models being a lifelong learner by pursuing advanced and intellectually stimulating activities that extend his/her own learning.
- Teacher disseminates his/her findings concerning professional practices to colleagues and the community.
- Teacher establishes Classroom Webpage accessible to families and colleagues.

Artifacts

- Teachers keep a reflective journal.
- Teachers complete lesson plans.
- Teachers have a professional development plan.
- Teachers have a parent/family collaboration plan.
- Childrens portfolio and work.
- Family communication log.
- Professional development log.
- Digital data is kept on children.
- Webpage is accessible to families.

SECTION VI

The Big Picture: Tips for Observers & Evaluators

Children begin to demonstrate increasing self-direction and independence.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section VI | The Big Picture: Tips for Observers and Evaluators

GETTING STARTED

The primary purpose of Evaluator observations is to provide useful data for teachers and mentors. Observational data provide an objective overall picture of the classroom, a basis for teacher reflection and self-assessment, and input into the development and refinement of the PDP. Evaluators can have an important impact on professional practice in our state by providing relevant data, which in the context of quality mentoring and support, help create high-quality and responsive classroom environments served by high-quality Pre-K-K teachers.

In order to have the maximum positive impact on the quality of early childhood teaching, evaluators need to fully engage in training, preparation, and practice to develop their own professional skills as observers and evaluators. For example, before conducting the first observation, review the Standards, Elements, and Descriptors. Practice using the instrument in a variety of settings. Practice using the Evidences Summary Sheet or other documentation aides that you find helpful. Evaluators have found it helpful to have a summary of the Elements on one page to use as a quick reference. Many evaluators have found it helpful to take notes next to the respective Elements on the summary sheet as they observe relevant positive evidences. Using plus and minus signs next to the Elements have also been found to be helpful to gain a sense of the frequency of positive and problematic behaviors in a given area.

The Evidences Summary page brings together in one place a short hand version of the Standards and Elements. At the bottom of the page, the evaluator has the opportunity to indicate the specific elements that will be the focal points for a given observation. It may be helpful to be reminded of the components that help define each element, including focal evidences. This manual offers element-specific Element Summary Sheets which can be combined with the overall evidences summary page to form a packet to facilitate note taking. This manual also includes references to a variety of other observation aides which can facilitate the documentation process.

THE FIRST OBSERVATION

On the day of the first observation, evaluators should introduce themselves again to the Director or Assistant Director as well as to the teacher. It is often helpful to ask permission from the teacher to look around the room before beginning the observation. You can also ask to see the daily and weekly schedule, lesson plans, and class roster at the start of each visit. At some point during the observation, child assessments, portfolios of children's work, and any other supporting documentation or evidence needed in order to complete the ratings, can be reviewed.

DOCUMENT WHAT YOU OBSERVE

Make sure to do the hard work necessary to produce thorough notes as they can be very useful when making your ratings and discussing your impressions and observations with the teacher. The notes also serve as an objective record of what took place during the visit. It can be useful to begin the post observation conference by going over the notes with the teacher. It can be helpful to ask the teacher if the notes are an accurate reflection of the observation period and if there is anything to add. Remember that notes may support ratings on one set of Elements during the first observation and a different set of Elements during subsequent observations. The notes are meant to simply record what was observed during a particular observation and it is expected that the focal Elements will change across observations in response to progress on the PDP, the teacher's identified strengths and areas for improvement, and classroom activities on a given day of observation.

MAKE SURE YOUR PRESENCE DOES NOT DISRUPT THE CLASSROOM

It is helpful if a particular place in the classroom is selected and the evaluator remains relatively stationary and unobtrusive for extended periods of time during the observation. The goal is to be the least disruptive to the usual educational process as possible. It is difficult, if not impossible at times, to resist interactions with the children. Often children in the classroom will ask for a visitor's name, etc. One of the things that can help decrease distractions is having the teacher let the children know, prior to the evaluation that someone is coming to do "teacher work" and they need to be able to do so without interruptions.

OBSERVE A VARIETY OF ACTIVITIES AND RELY ON A VARIETY OF EVIDENCES

It is important to see as many different types of activities as possible. The time of day for the observation may vary across the visits. It may be important to make a concerted effort to observe various parts of the daily schedule across the different observations. Utilize the NC TEP to document and identify the good teaching practices that already exist in the classroom. Recognize that while the teacher is the center of the evaluation activity, the children and their behaviors and artifacts provide some of the most important evidences. It is important to use multiple data sources: teacher behaviors, child behaviors, classroom conditions, and artifacts. Examples include: observational notes, child engagement levels, child social interactions, child artifacts, interactions between children and adults, pre and post conferences, video and still photographs, portfolios and other assessment information, lesson plans, daily schedules, and communication with families and other teachers.

PHOTOGRAPHIC EVIDENCE CAN BE HELPFUL

Some evaluators have found that taking photos and videos can help communicate strengths and areas for improvement to teachers. They can be particularly useful during the post observation conference. If using photographic evidence, permission needs to be granted by families and the director/teacher needs to have the corresponding current consent forms on file.

STAY IN THE CLASSROOM AS LONG AS NEEDED TO MAKE ACCURATE RATINGS

The evaluator is free to use professional judgment when determining how long to spend in a particular classroom during observations. For example, it is natural to spend relatively more time in the classroom during the first observation. You may also be able to spend relatively less time in the classroom during the subsequent observations, particularly for teachers who have demonstrated at least Proficient levels of performance on the rubric. Over time, attention will naturally shift to more fine grained observations of those Elements related to a teacher's particular areas of focus as driven by the PDP. It will always be important to spend enough time during the observations to fully justify, with evidences, ratings on the rubric. One of the central roles of the evaluator is to gather evidence that can be easily understood by the teacher and mentor and can be directly tied back to the PDP. Such evidence will stimulate reflection about salient pedagogical issues and promote meaningful interaction between the mentor and teacher.

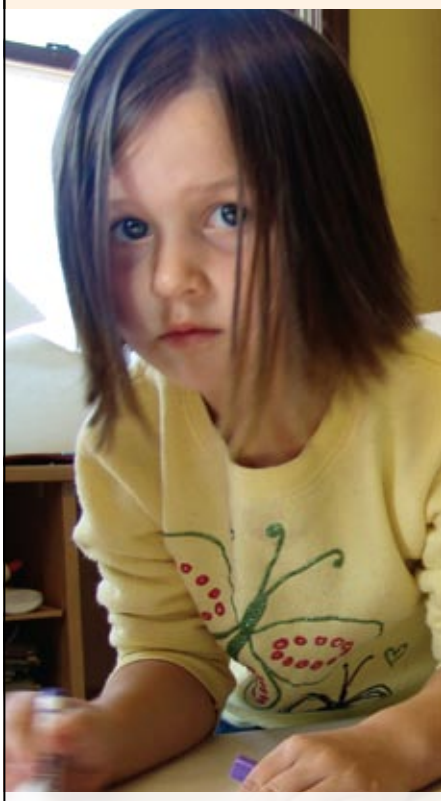
THE ROLE OF EVALUATOR AND MENTOR

Initially licensed teachers, through the BTSP, are provided with both an evaluator and mentor. Career teachers are supported by a single person who plays both roles. Early career teachers benefit greatly from having a mentor with whom they can share all of their struggles, and process through their initial adjustments to teaching. It is helpful for them to form a different kind of relationship with their mentor than they have with an observer, evaluator, or administrator. Career teachers, however, are able to take more responsibility for their own professional development and need less support.

Remember that the NC TEP is not an encouragement system, it is an evaluation system. The focus is on professional development and growth. However, for early career teachers, the mentor and evaluator have different roles. The evaluator's role is to document performance and make meaningful and accurate ratings. The mentor's role is to provide technical assistance to the teacher with a focus on professional development and improvement. The mentor can also provide encouragement, motivation, and acknowledgement of growth, and support. The evaluator may witness growth in the teacher's practice but that growth may not be reflected in the ratings of the Standards on the rubric. Each step on the rubric encompasses a range of professional practice. The rating scale is only a coarse classification system and may not be sensitive to all of the small changes that can occur in teacher performance. The evaluator needs to resist the temptation to reflect growth in the ratings simply to show growth.

"Although the 21st Century brings new experiences for young children, their developmental patterns, rates and ways of learning have not changed"

Power of K Report, 2009



Children begin to represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.

PREPARE FOR THE POST OBSERVATION CONFERENCE

After the observation has ended, be sure to take adequate time to reflect, review, and record your impressions before conducting the Post Observation conference. Do not make your final ratings on the rubric during the observation as the classroom situation is dynamic and ever changing. Make a note regarding the Elements that need to be discussed or clarified during the conference.

You can refer to the suggested questions for post observation conferences as a guide. You may need to postpone making your ratings on some of the Elements until after the clarification discussion during the Post Observation conference. After the post conference, both the evaluator and the teacher should sign the ratings form. Teachers should then make copies for their own files, the mentor, the director, and the evaluator.

RATE AS MANY ELEMENTS AS NEEDED

Remember that the ratings help inform reflection, mentoring, and effective practice. Therefore, try to observe evidences for as many of the Elements as possible during each visit. The mentors and teachers will find the ratings useful. However, there will often be some Elements that you will not be able to observe during a given visit to the classroom. Make sure that across all of your contacts with the teacher within one academic year (observations, pre-conference interviews, and post conference interviews) you have at least some evidence for each of the Elements. Remember to make ratings on all of the Elements following the fourth observation. Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference.

BE CONSISTENT AND OBJECTIVE

Ratings need to be made in the same way by all evaluators, and all evaluators need to be using the same criteria. It is extremely important that our ratings are independent of the location of the center, the ethnicity or socioeconomic status of the children and families, personal background characteristics of the teacher, teacher licensure level, etc. Evaluators are responsible to be culturally sensitive to the unique conditions in every classroom, including the cultural background of the teacher, children, and families. However, as you become familiar with the evaluation process, you will find your own style and what works for you in terms of how you collect evidences and document what you observe. For example, different evaluators construct their notes differently. Some use the Evidences Summary Sheet and others make ratings and notes on other forms, or simply on blank sheets of paper. Documenting salient evidences that inform practice remains the ultimate goal.

OBSERVATIONS AS FORMATIVE EVALUATIONS

Keep the distinction between Formative and Summative evaluation in mind as you make your observations. Observations made during the academic year are formative observations, meaning they are designed to collect evidences and inform practice. The teacher, by working with the assigned mentor, is expected to improve throughout the academic year. The teacher does not "pass" or "fail" an observation. While some teachers may push you during the post observation conference to make stronger statements about their teaching quality than you may be able to make from a given observation, the focus needs to be on strengths and areas for improvement, reflection and openness for professional growth, and the mentoring process.

During the academic year when formative observations are being made, this is a time for colleting evidences. The final ratings are made only at the end of the year when the Summary Evaluation Conference is conducted. During the formative evaluation visits, it is important to document what evidences were collected and to make tentative ratings that are meant to be ongoing, revisited, and updated during subsequent interactions with the teacher. Remember too that the rubric is designed to be used in a cumulative fashion. All of the elements for one standard must be satisfied at least at a given level on the rubric before a teacher can be given the corresponding rating on the rubric for that standard. For example, a teacher does not move from Proficient to Accomplished on Standard I until all of the ratings on Standard I are at least at the level of Accomplished.

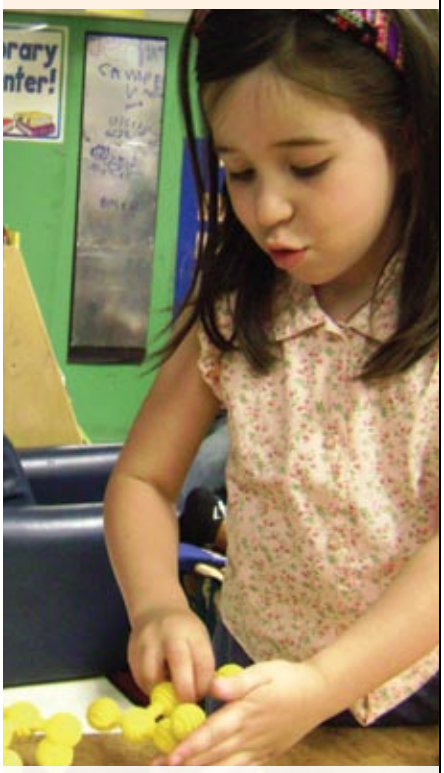
KEEP A POSITIVE TONE

Assume a non-threatening relationship with the teacher. Be sure to record what is positive as well as those areas that need improvement. During the post observation conference, share both the positives as well as the areas for improvement. Try to use friendly, supportive, constructive, and helpful language during the post observation conference. You can make a difference as an evaluator in the professional development of the teachers with whom you work. At the same time, as an evaluator you need to remain objective and independent and be careful not to overly identify with the teachers.

COMMENTS CAN HELP FILL IN THE GAPS

Make sure that your forms are complete, understandable, and helpful. You are expected to expand upon your ratings with comments. These will be helpful to the mentor and teacher. You may choose to expand upon your comments with additional documentation and suggestions as needed. Make sure the teacher understands your ratings, comments, and recommendations. You may also choose to communicate with the mentor as needed. Phone calls, emails, and meetings can help to amplify and clarify the ratings. The mentor and evaluator are most effective when they work as a team.

Albert Einstein had a sign hanging in his office at Princeton that read "Not everything that counts can be counted, and not everything that can be counted counts." The most important tasks you perform as an evaluator are making holistic ratings on the rubric. The ratings are intended to be rooted in a holistic synthesis of the total evidences gathered, based on professional judgment and training, and not a simple mathematical formula or summation of points on a checklist.



Children begin to make estimates based on experiences with objects.

USE HOLISTIC RATING STRATEGIES

The NC TEP is designed to encourage and facilitate professional growth. Unlike earlier evaluation systems used in NC, this system is not focused on compliance with a set of minimum competencies. The focus is not on identifying teachers who exhibit "At Standard" performance.

The NC TEP is designed to be a flexible and fair measurement of teacher performance. The ratings on the rubric, in the context of meaningful mentoring and support, provide a basis for instructional improvement, provide a foundation for planning and establishing professional goals, and facilitate teacher self-assessment.

Albert Einstein had a sign hanging in his office at Princeton that read "Not everything that counts can be counted, and not everything that can be counted counts." The most important tasks you perform as an evaluator are making holistic ratings on the rubric. The ratings are intended to be rooted in a holistic synthesis of the total evidences gathered, based on professional judgment and training, and not a simple mathematical formula or summation of points on a checklist. Remember that the NC TEP is based on holistic scoring, not analytic scoring. An analytic scoring system would require the evaluator to add up or average across indicator ratings to create a total quantitative score. Holistic scoring considers all of the evidence simultaneously and in total, and leads to a summary qualitative judgment about the current state of performance using the rubric.

The Elements serve as a vehicle and structure for collecting evidences to support the ratings on the Standards. Make sure your ratings on the Standards are based on the preponderance of the evidence across all of the Elements within each Standard. This does not mean that the evaluator uses a subjective or idiosyncratic process. Rather it means that professional judgment is applied, based on the evaluator training and the whole of the evidences, for the purpose of making valid and useful summary judgments that promote professional growth.

When using holistic judgment within each Standard, remember that many teachers will distinguish themselves in one area while reaching proficient status in others. The rubric is intended to be used to make holistic ratings for each teacher at the level of the specific standard. It is expected that teachers may be rated at different levels on different standards and elements. It is helpful to develop an intuitive sense of the full meaning of each level on the rubric. Let's review the overall meaning of each level.

DEVELOPING

Developing teachers are generally early in their careers. However, teachers may reach proficiency for each of the standards at different rates. Teachers functioning at the developing level on a particular standard are expressing **Awareness** and **Interest** concerning relevant areas of professional functioning and effectiveness. Successful teachers at the developing level ask questions, think about what they do not yet know enough about, and pursue resources that can help them expand their knowledge and skills.

PROFICIENT

Proficient teachers have made it through the initial adjustments to the teaching profession and have achieved an easily recognized level of **Intentionality** and **Consistent Implementation** of the broad principles contained in the professional teaching standards. These teachers understand how to plan instructional activities, manage the classroom, facilitate child development, and direct child learning. All teachers are expected to reach the proficient level across all of the standards within the early stages of their career.

ACCOMPLISHED

Accomplished teachers demonstrate **Greater Depth** and **Frequency** in their implementation of curricula, assessment, and pedagogical strategies. They have set reasonable and relevant PDP goals, made substantial progress, and even accomplished some of their goals. These teachers have begun to achieve a higher level of functioning on particular focal standards, have set higher PDP goals, and have begun to specialize and become known for their particular skills and abilities on specific standards. They are role models for early career teachers and demonstrate a high level of accomplishment in their specialty area. Early career teachers can visit the classroom of a teacher who has reached the accomplished level on a particular standard, and the NC Birth-to-Kindergarten specialty standards will come to life for the visitor.

DISTINGUISHED

Distinguished teachers regularly participate in **Leadership** and **Dissemination** activities in the profession. They hold leadership positions in their schools, systems, and professional organizations. They develop and demonstrate model and innovative practices and may serve as mentors or model demonstration classrooms for other teachers.

NOT ALL EVIDENCES ARE CREATED EQUAL

The importance of holistic scoring to the validity and accuracy of the information provided by this evaluation system can easily be demonstrated by a review of the Elements. Within a given Standard, some Elements address basic safety and health issues, some refer to fundamentals of good educational practice, and some refer to more advanced teacher behaviors that we hope will be realized by all teachers, but can expect to be observed

in varying degrees. Some Elements involve "minimum competencies" and others involve behaviors that teachers can learn to more fully integrate into their practice as they grow and develop as professionals. You will develop an intuitive sense of the weighting of different evidences as you become a more experienced evaluator. For example, if you observe particularly problematic behavior on some Elements that are fundamental to creating and maintaining a healthy and nurturing classroom, naturally those Elements will acquire more weight as you rate the Standard. Furthermore, some evidences will reflect a fleeting "state" of activity in a classroom on a given day, while other evidences may help form a stable pattern, or "trait", across time. The latter will of course be given more weight in the ratings process.

KEEP COPIES FOR YOUR FILES

Be sure to keep a file on each teacher you evaluate. This file should contain copies of all the observations, Pre- and Post- Observation Conferences, and any other relevant evidences. You need to accumulate evidence across the whole school year in order to complete the Summary Evaluation Conference and the Teacher Summary Rating Form. Make sure to review your observations and all the information in your file before the summative review. It will be important to attend specifically, during the final observation of the year, to any Elements that have not been observed during at least one of the observations. Consider past ratings from the formative observations as evidence during the final observation and make ratings on every Element and Standard. The only exception to this rule will be the situation where a particular descriptor truly does not apply to a particular teacher and has not been applicable all year. For example, if a given teacher has no children in the classroom with an IEP, then this should be commented upon and noted under the applicable Elements.

EVALUATOR BEST PRACTICES

Develop a thorough understanding of the NC Teacher Performance Evaluation System, its intended use, and proper interpretation of the information gathered. Understand the evaluation system and all its processes and components, and ensure that the process is followed. This includes a thorough understanding of the team agreement and the roles and responsibilities of each team member: teacher, evaluator, mentor, and administrator. Rely heavily on your evaluator training and on your overall knowledge of child growth and development. Think about what you bring to the evaluation process and use your self-awareness to be as objective as possible. The measure is an authentic assessment tool and is designed to help develop reflective practitioners and show respect for teachers and their professional development. Remember, evaluation is a 3 year process initially and then a 5 year process for career teachers. There is plenty of time to provide a complete picture of the teacher's professional practice and professional growth. Finally, be specific, valid, and thorough, while also keeping it simple, accessible, understandable, and useful for both teachers and mentors.

NORTH CAROLINA TEACHER EVALUATION PROCESS - EVIDENCES SUMMARY SHEET

Standard 1 Demonstrates Leadership	Standard 2 Respectful Environment	Standard 3 Content	Standard 4 Facilitates Learning	Standard 5 Reflective Practice
a. Leads in the classroom	a. Nurturing relationships	a. Aligns with NCSCOS (*Foundations* Early Learning Standards and/or Kindergarten SCOS)	a. Knows learning & development	a. Analyzes student learning
b. Leads in the school	b. Embraces diversity	b. Knows teaching speciality	b. Plans instruction	b. Professional growth goals
c. Leads in the profession	c. Treats students as individuals	c. Interconnectedness of content	c. Variety of instructional methods	c. Adapts to change
d. Advocate for students/schools	d. Adapts for special needs	d. Makes instruction relevant	d. Uses technology	
e. High ethical standards	e. Works with families		e. Critical-thinking	
			f. Students work in teams	
			g. Communicates effectively	
			h. Assessment methods	
Focal Elements for Observation	Focal Elements for Observation	Focal Elements for Observation	Focal Elements for Observation	Focal Elements for Observation

Rubric - Developing ***Proficient*** ***Accomplished*** ***Distringhished*** ***Evidences - Student Behaviors*** ***Teacher Behaviors*** ***Artifacts*** ***Classroom Conditions***

SECTION VII

Evidence Summary Sheets

Children begin to recognize that they are members of different groups.

Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Section VII | Evidence Summary Sheets

This section includes sample sheets to illustrate appropriate ways to help the teacher, principal, evaluator, and other observers collect evidences across the range of elements and descriptions contained in the Rubric. Teacher behaviors, child behaviors, classroom conditions, and artifacts are delineated to help observers identify evidences that might be used to indicate each level of a teacher's performance on any given element of any given standard.

Children begin to trust and cooperate in a comfortable, safe environment.

Standard I: Teachers demonstrate leadership.

Ia. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all young children to ensure that they graduate high school and are prepared for the 21st century. They use a variety of assessment data to evaluate the progress of young children and to adjust the teaching and learning process. They establish a safe, orderly, and nurturing environment.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Understands how he/she contributes to young children graduating from high school by fostering self regulation. • Provides choices for children as they take responsibility for their own learning. • _____ • _____ • _____ *Child Behaviors* • Engages in play-based learning. • _____ • _____ *Classroom Conditions* • Discovery activities are evident in the classroom. • _____ • _____ • _____	*Teacher Behaviors* • Uses children's prior knowledge, skills, experiences and personal interests in introducing topics, themes and/or units. • Encourages verbalization of discoveries and provides appropriate feedback. • _____ • _____ *Child Behaviors* • Makes connections from a story to the world around them. • _____ • _____ *Classroom Conditions* • Reflects discovery and use of materials. • _____ • _____	*Teacher Behaviors* • Articulates how the ELS or K-SCOS are addressed through instruction. • Consistently uses knowledge of child development to evaluate and implement classroom practices. • _____ • _____ *Child Behaviors* • Demonstrates self-management and self-discipline. • _____ • _____ *Classroom Conditions* • Portfolio evidence is part of classroom plan. • _____ • _____	*Teacher Behaviors* • Teaches colleagues a variety of strategies (PLC) for helping children learn to collaborate and work together. • Develops a model of a "Child Developmental Profile" and disseminates to colleagues. • _____ • _____ *Child Behaviors* • Keeps journals that document his/her learning and interests. • _____ • _____ *Classroom Conditions* • Collaborative dramatic play is exhibited by the children. • Website for world connections. • _____ • _____

Artifacts: Anecdotal Notes, Lesson Plans, Photos of Children Doing Class Activities, Teacher's PDP, Classroom Website.

Standard I: Teachers demonstrate leadership.

Ib. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan. They collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their classrooms, center, and/or school.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Attends planning sessions to determine direction of projects and events. • Becomes aware of external supports that are available and recommends this information to families. • _____ • _____ *Child Behaviors* • Makes choices that reflect his/her unique culture. • _____ • _____ *Classroom Conditions* • There is a family bulletin board and handbook for all families. • _____ • _____	*Teacher Behaviors* • Discusses the unique characteristics and needs of specific children with his/her Professional Learning Community (PLC). • Aware of differences that exist when engaging with culturally diverse families. • _____ • _____ *Child Behaviors* • Interacts with teacher and expands individual interests. • _____ • _____ *Classroom Conditions* • Photos of children's families are displayed in the classroom. • _____ • _____	*Teacher Behaviors* • Leads professional learning community activities that focus on the needs of young children. • Designs events to educate families about good practices for children. • _____ • _____ • _____ *Child Behaviors* • Helps to plan center/school event. • _____ • _____ *Classroom Conditions* • Schedule is posted and includes special events by the center/school. • _____ • _____	*Teacher Behaviors* • Has knowledge of the need for professional growth and establishes relationships with colleagues. • Aware of the need to set personal goals for improving his/her profession. • _____ *Child Behaviors* • Helps develop content and format for the monthly newsletter. • _____ • _____ *Classroom Conditions* • Classroom is equipped and designed moving toward demonstration site caliber. • _____ • _____ • _____

Artifacts: Family bulletin board, newsletter, family handbook, teaching portfolio, notes regarding communications and collaborations with colleagues, family/volunteer notebook or schedule, anecdotal notes, records of educational activities.

Standard I: Teachers demonstrate leadership.

Ic. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues. • Aware of needs to set personal goals for improving their profession. • _____ • _____ *Child Behaviors* • Aware of the teacher's role in the professional community. • _____ • _____ *Classroom Conditions* • Teacher has a copy of professional development goals for the children to see. • Charts are displayed depicting events and projects. • _____ • _____	*Teacher Behaviors* • Participates in PLCs and belongs to professional organizations and applies knowledge learned to the classroom. • _____ • _____ *Child Behaviors* • Engages in planning classroom activities. • _____ • _____ • _____ *Classroom Conditions* • Schedule and centers are based on Developmentally Appropriate Practices and *Foundations*. • _____ • _____ • _____	*Teacher Behaviors* • Mentors other teachers. • Leads discussions that center on collaborative problem-solving and community concerns. • _____ • _____ • _____ *Child Behaviors* • Plans with teacher components of his/her PLC presentation. • _____ • _____ *Classroom Conditions* • Multiple choices are available for all children with or without disabilities. • _____ • _____	*Teacher Behaviors* • Seeks opportunities to lead professional growth activities and decision-making processes. • Offers workshops to other professionals. • _____ • _____ *Child Behaviors* • Develops a Family/School Project. • _____ • _____ • _____ *Classroom Conditions* • Classroom messages on walls and boards depict events and projects beyond the immediate classroom planned by children and teacher. • _____ • _____

Artifacts: Teacher Self Assessment, Reflective Journal and Photos of Family Event.

Standard I: Teachers demonstrate leadership.

Id. Teachers advocate for schools and children. Teachers advocate for developmentally appropriate practices and policy formation that reflect the specialized knowledge and skills that are needed for professionals who work with children from birth through kindergarten. They participate in the implementation of initiatives that improve the education of all children.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Includes policies and practices in professional development plan. • Attends workshops and professional learning community to expand knowledge of effective policies and practices in early education. • _____ • _____ *Child Behaviors* • Uses centers to express their thinking. • _____ • _____ *Classroom Conditions* • Learning Centers are well-equipped and reflect DAP. • _____ • _____	*Teacher Behaviors* • Supports positive change in policies and practices affecting student learning. • Knows the rules and implements them in a positive way. • _____ • _____ • _____ *Child Behaviors* • Has helped develop and knows classroom rules. • _____ • _____ *Classroom Conditions* • Classroom rules are posted. • Learning centers are carefully constructed to address specific educational goals. • _____ • _____	*Teacher Behaviors* • Belongs to and participates in professional organizations policies (i.e., NCaeyc). • Volunteers to be part of the process of developing new rules/policies/practices. • _____ • _____ *Child Behaviors* • Engages in innovative practices which reflect More at Four educational goals. • _____ • _____ *Classroom Conditions* • Environment is stimulating and geared to the unique ways all children learn. • _____ • _____	*Teacher Behaviors* • Serves on task forces and professional organization boards which determine policies and procedures for early education. • Identifies problem areas in regard to policies and procedures and attains resources for solutions. • _____ • _____ *Child Behaviors* • Engaged in purposeful planning for special classroom projects. • _____ • _____ • _____ *Classroom Conditions* • Charts are displayed which document project planning design, implementation, design, and dissemination. • _____ • _____

Artifacts: Evidence (Certificates) of Advocacy and Task Force Efforts, Classroom Rules, Assistive Technology.

Standard I: Teachers demonstrate leadership.

Ie. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998. (www.ncptsc.org)

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Aware of, and has read the NC Code of Ethics. • Received a training component on the NC Code of Ethics. • _____ • _____ • _____ *Child Behaviors* • Respects and cares for one another. • _____ • _____ • _____ *Classroom Conditions* • Classroom is designed to facilitate children's choices and safe movement. • _____ • _____	*Teacher Behaviors* • Adheres to established laws, policies, rules and regulations, including the Code of Ethics for NC Educators. • Adheres to the Professional Code of Ethics. • _____ • _____ • _____ *Child Behaviors* • Strives toward self motivated behavior. • _____ • _____ *Classroom Conditions* • Reflects knowledge of how children learn (through activity and doing). • _____ • _____	*Teacher Behaviors* • Adheres to and models the Professional Code of Ethics for other teachers, professional colleagues, networking agency representatives, and the community. • _____ • _____ *Child Behaviors* • Responds in his/her unique way to information and activities. • _____ • _____ *Classroom Conditions* • Reflects unique learning styles and patterns of individual children's thinking (8 Intelligences, Gardner, 1993). • _____ • _____	*Teacher Behaviors* • Serves on professional standards committee. • Conducts a PLC on the NC Code of Ethics. • _____ • _____ • _____ *Child Behaviors* • Engages in activities that foster learning, knowledge, skills, feelings, and dispositions. • _____ • _____ *Classroom Conditions* • Classroom program and policies enhance curiosity, cooperation, problem solving, and friendliness. • _____ • _____

Artifacts: Lesson plans, Teacher's PLC Presentation Plan, Anecdotal Records, Photos of Children Using Centers, Classroom Website.

Standard II: Teachers establish a respectful environment for a diverse population of young children.

IIa. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers establish and maintain an environment that is inviting, respectful, inclusive, and flexible and reflects knowledge of children with and without special needs.

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Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Provides materials that are developmentally appropriate for children. • Sets up basic centers and interest areas. • _____ • _____ *Child Behaviors* • Asks questions and explores the classroom environment. • _____ • _____ *Classroom Conditions* • Classroom arrangement provides space for small and large groups. • _____ • _____	*Teacher Behaviors* • Uses authentic responses to children's conversation. • Uses a wide array of verbal and nonverbal language to communicate to children that they are valued. • _____ *Child Behaviors* • Makes choices and works cooperatively with other children. • _____ • _____ *Classroom Conditions* • Classroom is equipped to allow children to use areas independently. • _____ • _____	*Teacher Behaviors* • Extends children's sharing by including and facilitating others' responses as well as teacher's extensions. • Maintains positive interactions with children. • _____ • _____ *Child Behaviors* • Contributes freely to discussions with teachers and peers. • _____ • _____ *Classroom Conditions* • Furnishings are arranged to accommodate flexibility depending on activity. • _____ • _____	*Teacher Behaviors* • Models strategies for other teachers to maintain a nurturing and positive learning environment. • Provides information about "Responsive Learning Environments" for families and other professionals. • _____ • _____ *Child Behaviors* • Exhibits independence during problem-solving. • _____ • _____ *Classroom Conditions* • Furnishings and materials have been added from supplemental funds to meet special needs. • _____ • _____

Artifacts: Monthly Newsletter, Pictures of Children's Engagement in their Portfolio and the Classroom, Lesson Plans, Photos and Community Visitors.

Standard II: Teachers establish a respectful environment for a diverse population of children.

IIb. Teachers embrace diversity in the community and in the world. They incorporate in their experiences and activities a sense of global issues by connecting events with the children's world and the world around them. The materials they select counteract stereotypes and they build on the cultures the children represent. Teachers recognize the influences of race, ethnicity, gender, and religion on children and their families.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Aware that books and pictures from diverse cultures are available to children. • Aware of local resources for ESL young children. • _____ *Child Behaviors* • Selects nontraditional centers and play activities. • _____ • _____ *Classroom Conditions* • There are some books that are culturally-based in the classroom. • _____ • _____ • _____ • _____	*Teacher Behaviors* • Incorporates multicultural materials into the learning environment. • Labels objects in multiple languages and points to labels during activities. • _____ • _____ *Child Behaviors* • Comfortable sharing about their background and family. • _____ • _____ *Classroom Conditions* • Picture books that represent multicultural backgrounds are available. • _____ • _____	*Teacher Behaviors* • Sensitive to cultural differences. • Participates in special projects to promote the diverse community in which they work. • _____ • _____ • _____ *Child Behaviors* • Collaborates with other classrooms to work on multicultural awareness. • _____ *Classroom Conditions* • Ongoing improvement of culturally diverse activities is exhibited. • _____ • _____	*Teacher Behaviors* • Promotes the acceptance of diversity through many topics of study. • Celebrates cultural differences and includes community members and families in these plans. • _____ • _____ *Child Behaviors* • Exhibits respect and have good friendships across cultured lines. • _____ *Classroom Conditions* • Diversity is infused in all topics of study. • _____ • _____ • _____

Artifacts: Classroom Materials are Labeled in the Native Language of Young Children, Culturally Diverse Music/Movement, Culturally Diverse Foods in Centers, Children's Family Pictures are Posted in the Classroom.

Standard II: Teachers establish a respectful environment for a diverse population of young children.

IIc. Teachers treat children as individuals. Teachers maintain high expectations for all children with and without special needs. Teachers value the unique differences and contributions of each child in the learning environment and foster positive and appropriate relationships with individuals and within the group as a whole.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Has expectations for behavior that are appropriate for the child's age and developmental level. • Avoids negative statements. • _____ • _____ *Child Behaviors* • Helps to develop classroom rules. • _____ • _____ *Classroom Conditions* • Work related to themes and units is displayed. • _____ • _____	*Teacher Behaviors* • Searches for alternative activities for individual children. • Uses authentic and meaningful encouragement that reinforces child work and behavior. • _____ • _____ *Child Behaviors* • Learns and demonstrates social problem solving skills and supports one another. • Shows interest in his/her and others' displayed work. • _____ *Classroom Conditions* • Centers are designed with ample space for small group play. • _____ • _____	*Teacher Behaviors* • Holds children responsible for negotiating and solving conflicts with peers and supports/encourages children throughout the process. • Has created a community of learners with the children. • _____ • _____ *Child Behaviors* • Selects work samples for his/her portfolios. • _____ • _____ • _____ *Classroom Conditions* • There are published books of children's work. • _____ • _____	*Teacher Behaviors* • Works with families to help them understand how to use positive guidance with a behavior they may be addressing. • Advises colleagues of a variety of ways of providing a nurturing and positive environment. • _____ • _____ *Child Behaviors* • Takes responsibility for his/her own behavior and works to support his/her peers. • _____ • _____ *Classroom Conditions* • Classroom projects are displayed for visitors and parents. • _____ • _____

Artifacts: Photos of Workshop/PLC Presentations, Lesson Plans, Children's Published Books, Photos of Classroom Projects.

Standard II: Teachers establish a respectful environment for a diverse population of young children.

IId. Teachers adapt their teaching for the benefit of children with special needs. Teachers accommodate individual learning styles, needs, and interests of *ALL* children. They use appropriate technology to support and enhance the learning of children with and without disabilities. Teachers implement and evaluate IFSPs and IEPs in partnership with families and other professionals.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Lesson plans reflect various center activities and whole group planning. • Classroom materials represent different skill levels. • _____ • _____ *Child Behaviors* • *ALL* children are able to function in the classroom. • _____ • _____ *Classroom Conditions* • Adaptations are made for individual children as needed. • _____ • _____	*Teacher Behaviors* • Refers children for evaluation as needed. • Creates a flexible schedule and allows children time to complete tasks. • _____ • _____ *Child Behaviors* • Children with IEPs work with related services personnel (e.g., Speech therapist). • _____ • _____ *Classroom Conditions* • Materials and technology reflect children's unique individual learning needs. • _____	*Teacher Behaviors* • Attends workshops and seminars on the needs of all children. • Seeks input from other professionals (e.g., Occupational Therapist). • _____ • _____ *Child Behaviors* • Engages in activities based on his/her developmental and skill level. • _____ • _____ *Classroom Conditions* • Room arrangement is designed to reflect special needs of individual children (e.g., assistive technology). • _____	*Teacher Behaviors* • Conducts workshops and seminars on the needs of all children. • Takes an advocacy position for children with special needs. • _____ *Child Behaviors* • Plans and presents to families special projects representing the uniqueness of children in the classroom. • _____ • _____ • _____ *Classroom Conditions* • Classroom is on the level of a demonstration center for children with special needs. • _____

Artifacts: Lesson Plans, Assessment Portfolios, Example of Children's Work, Teacher's Advocacy Plan, Evidence of Teacher-Directed Workshops.

Standard II: Teachers establish a respectful environment for a diverse population of young children.

IIe. Teachers work collaboratively with the families and significant adults in the lives of their young children. Teachers recognize that educating children is a shared responsibility involving the school, families or guardians, and the community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their young children.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Listens to family comments about children's interests. • Understands and responds to family concerns. • _____ • _____ • _____ *Child Behaviors* • Plays cooperatively with other children in learning centers. • _____ • _____ *Classroom Conditions* • Classroom has a Family Information Area. • _____ • _____ • _____	*Teacher Behaviors* • Plans centers/circle time and actively involves family members in planning strategies for enhancing children's progress. • Listens and actively reciprocates family's ideas into the classroom. • _____ *Child Behaviors* • Follows intentional planning of the teacher in class activities. • _____ *Classroom Conditions* • Evidence exists that the teacher uses multiple strategies for communicating with the families (e.g., newsletter, website). • _____	*Teacher Behaviors* • Clearly explains to families how the classroom uses children's interests and family input to accomplish specific goals. • Enlists community resources on a regular basis to help the family and child. • _____ *Child Behaviors* • Children's interests are reflected in learning centers and themes. • _____ • _____ *Classroom Conditions* • Volunteers help in the classroom on a regular basis (e.g., volunteer chart). • _____	*Teacher Behaviors* • Writes grants to build partnerships with all segments of the school community. • Conducts workshops for families (e.g., make-n-take). • _____ • _____ *Child Behaviors* • Selects examples of their work for the teacher to use in dissemination workshops. • _____ • _____ • _____ *Classroom Conditions* • There is a family and volunteer handbook available. • _____ • _____

Artifacts: Lesson Plan, Newsletter, Family Handbook, Family Bulletin Board, Volunteer Sign-In Sheet.

Standard III: Teachers know the content thev teach.

IIIa. Teachers align their instruction with *Foundations* or Kindergarten Standard Course of Study. Teachers investigate content standards developed by professionals and professional organizations. They are trained in and use *Foundations: Early Learning Standards for NC Preschoolers* or KSCOS. They develop and apply strategies that promote the development of the whole child and emphasize the importance of play.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Understands the role of adults in facilitating children's learning and discovery. • Uses *Foundations* in lesson planning. • _____ *Child Behaviors* • Engages in discovery and choice-play activities. • _____ • _____ • _____ *Classroom Conditions* • Indoor and outdoor spaces offer challenging and stimulating opportunities. • _____ • _____	*Teacher Behaviors* • Intentionally plans activities that are relevant to children's interests. • Guides exploration and investigation through asking children open-ended questions. • _____ • _____ *Child Behaviors* • Engages in conversation as a result of literacy instruction. • Engages in conversations with one another. • _____ • _____ • _____ *Classroom Conditions* • Schedule reflects a variety of experiences, both teacher and child directed. • _____	*Teacher Behaviors* • Uses assessments continuously in planning. • Spontaneously adjusts lessons based on child's interests and addresses "teachable moments". • _____ • _____ *Child Behaviors* • Responsive to the intentional teacher. • _____ • _____ *Classroom Conditions* • Materials, centers, tools, and equipment are age-appropriate. • _____ • _____	*Teacher Behaviors* • Research topics are shared with other teachers. • Assists colleagues in applying developmental appropriate practices in their classrooms. • _____ • _____ *Child Behaviors* • Initiates activities based on their personal interests. • _____ *Classroom Conditions* • Due to technological equipment, there is access to images and information world-wide. • _____ • _____ • _____

Artifacts: Lesson Plan, Reflection Log, Webbing Examples of Children's Planning, Schedule Posted.

Standard III: Teachers know the content they teach (B-K Teaching Specialty or KSCOS).

IIIb. Teachers know the content appropriate to their teaching specialty. Teachers bring depth of understanding to the classroom about how young children with and without disabilities develop and learn. Early Childhood Teachers bring specialized knowledge and skills that are required of professionals who work with children from birth through kindergarten. They are guided by NC Standards for Birth-Kindergarten Teachers or KSCOS.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Aware that there needs to be space for messy and active work. • Uses concrete examples of concepts. • _____ • _____ *Child Behaviors* • Raises questions. • Makes choices and decisions. • _____ • _____ • _____ *Classroom Conditions* • There are charts displayed depicting children's interests and choices. • _____ • _____	*Teacher Behaviors* • Schedules reflect unstructured blocks of time for child-choice and child-directed activities. • Lesson plans show child's interests as topic with areas/centers equipped to support exploration of the topic. • _____ *Child Behaviors* • Applies what they have learned to new situations. • _____ • _____ *Classroom Conditions* • There are integrated learning centers which reflect interests and skill levels. • _____	*Teacher Behaviors* • Creates learning experiences as children suggest emerging interests .and modify existing materials and plans. • Consistently uses children's specific prior knowledge, skills and experiences in planning. • _____ *Child Behaviors* • Talks about and expands his/her thoughts about individual experiences. • _____ • _____ *Classroom Conditions* • Classroom routines provide structure for the children and help to provide a sense of safety and support. • _____ • _____	*Teacher Behaviors* • Develops the classroom into a demonstration site. • Does research to equip him/herself to extend children's interests in an appropriate way. • _____ • _____ *Child Behaviors* • Proposes ideas for relating current experiences to prior learnings. • _____ • _____ *Classroom Conditions* • Classroom Documentation Boards reflect on what has happened in the classroom and what will happen next. • _____ • _____

Artifacts: Lesson Plans, Documentation Boards, Reflective Journal, Anecdotal Notes, Interest Charts.

Standard III: Teachers know the content thev teach.

IIIc. Teachers recognize the interconnectedness of content areas/disciplines. Teachers use the NC Standards for Birth-Kindergarten Teachers or KSCOS to demonstrate the links and vertical alignments of an integrated curriculum. The integrated curriculum is derived from Infant-Toddler Guidelines, Foundations for Early Learning, B-K Teaching Specialty, and the NC Kindergarten Course of Study.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Articulates that there is a link between specialty area and *Foundations* or KSCOS. • Begins to become aware that content can be connected (math, literacy, science). • _____ • _____ *Child Behaviors* • Begins to communicate thoughts and ideas. • _____ • _____ *Classroom Conditions* • Classroom schedule reflects routines and practices appropriate for young learners. • _____ • _____	*Teacher Behaviors* • Utilizes knowledge of the links between specialty areas and *Foundations* or KSCOS. • Expands upon previous learning experiences of the children. • _____ • _____ • _____ *Child Behaviors* • Is active and engaged, and reflects on previous learning and experiences. • _____ • _____ *Classroom Conditions* • Curriculum goals are clearly defined and displayed. • _____ • _____	*Teacher Behaviors* • Displays global awareness and its relevance to the content by individualizing instruction. • Spontaneously relates content to other disciplines. • _____ • _____ *Child Behaviors* • Exhibits social skills and resolve problems for themselves. • _____ • _____ *Classroom Conditions* • Planned to intentionally offer choices, accommodate individual children and build activities around children's interests. • _____ • _____	*Teacher Behaviors* • Shares lesson plans (and conducts a PLC) with colleagues and includes intentional connections to developmental domains when planning activities for young children. • _____ • _____ *Child Behaviors* • Compares his/her thinking with the thinking of others and constructs new understandings. • _____ *Classroom Conditions* • Center activities are designed to address state early learning standards and to be viewed by colleagues. • _____ • _____

Artifacts: Children's Writing Samples, PLC Presentation Outline, Lesson Plans, Photos of Children's Activities and Experiences, Schedule.

Standard III: Teachers know the content thev teach.

IIId. Teachers make instruction relevant to young children. Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies. They build strong foundations in the PreK –K classrooms for 21st century life. They use *Foundations: Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success* or KSCOS as their standard course of study.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Understands *Foundations* or KSCOS as the framework for appropriate instruction and is beginning to implement it. • Begins to correlate instruction to the experiences and developmental levels of the children. • _____ • _____ *Child Behaviors* • Recalls activities and stories that have been previously experienced. • _____ • _____ *Classroom Conditions* • Centers include planned activities and address different developmental domains. • _____	*Teacher Behaviors* • Creates an environment that includes appropriate materials that facilitate constructive play and learning. • Builds upon the interests and experiences of the children when planning instruction. • _____ *Child Behaviors* • Notices, observes, questions, and identifies a problem. • _____ • _____ *Classroom Conditions* • Centers include both planned and unplanned activities: materials that children can use on their own. • _____ • _____	*Teacher Behaviors* • Connects instruction to the world that young children experience outside the classroom. • Routinely includes children in the planning and development of instruction. • _____ *Child Behaviors* • Gathers information, makes predictions, and generates solutions to problems. • _____ • _____ *Classroom Conditions* • Learning centers are used by the teacher to integrate curriculum across disciplines. • _____ • _____	*Teacher Behaviors* • Invites other classes, families, and groups so that young children can share their work. • Present child work samples so that they are instructive to other teachers and demonstrate what the children are learning. • _____ • _____ *Child Behaviors* • Communicates knowledge through a Documentation Board for families. • _____ • _____ *Classroom Conditions* • Classroom supports universal (core-beliefs) early childhood practices and is available to colleagues. • _____

Artifacts: Documentation Board, Lesson Plans, Photos of Children Using Learning Centers, Schedule, Child-Work Samples, Charts.

Standard IV: Teacher's facilitate learning for their students.

IVa. Teachers know the ways in which learning takes place and they know the appropriate levels of intellectual, physical, social, and emotional development of their young children. Teachers know how young children think and learn. Teachers understand the influences that affect children's learning and development, the impact of cultural values, and the child's sense of self and self-esteem and make modifications and adaptations as needed.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Demonstrates familiarity with developmentally appropriate environmental planning in classroom design. • Establishes standard areas for exploration and interests (e.g., blocks, housekeeping, sand/water, reading, discovery, art, etc.). • _____ _____ _____ *Child Behaviors* • Able to express needs/feelings. • Demonstrates an awareness of areas of exploration (e.g., blocks, dramatic play). • Free to move around the classroom. • _____ _____ *Classroom Conditions* • Interest Centers are designed based on developmental domains as identified in *Foundations.* • _____	*Teacher Behaviors* • Provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time. • Uses centers to facilitate learning based on children' choices and prior knowledge and skills. • _____ _____ *Child Behaviors* • Child-directed activities take place consistently. • Begins to use an expanded vocabulary learned during planned lessons. • Utilizes gross motor skills in a variety of school settings. • _____ _____ *Classroom Conditions* • Both indoor and outdoor environments are used for teacher and child-directed activities. • _____ _____ _____	*Teacher Behaviors* • Has ongoing support and interactive relationships with families. • Recognizes when adaptation of environments and materials is necessary for some children. • _____ _____ _____ *Child Behaviors* • Regularly uses materials designed to enhance their learning experiences during classroom activities. • Utilizes adapted materials provided by the teacher. • _____ _____ _____ *Classroom Conditions* • The environment reflects the interests and needs of individual children with and without disabilities. • _____ _____ _____	*Teacher Behaviors* • Advocates for and supports other teachers in making necessary accommodations for *ALL* children. • Advocates for best practices in the community at large. • Presents at conferences and serves on task forces and committees. • _____ _____ _____ *Child Behaviors* • Uses teacher's research findings to create classroom projects. • Plans with classmates Community Presentations to tell their Classroom Story. • _____ _____ *Classroom Conditions* • Technology is available to explore current interests and world events. • _____ _____

Artifacts: Language Experience Charts, Reflective Journal, Lesson Plans, Schedules, Daily Routine, and Center Goals Posted.

Standard IV: Teachers facilitate learning for their students.

IVb. Teachers plan instruction appropriate for their young children. Teachers collaborate and plan with their colleagues and use a variety of information, both informal and formal. Lesson plans reflect an understanding of how children learn. The teacher engages the children in activities to assess their developmental progress. Teachers make the environment/curriculum responsive to cultural differences and individual learning needs.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Begins to use authentic assessment approaches to develop effective intervention plans and improve child outcomes. • Aware of IEPs and how they are to be used. • _____ *Child Behaviors* • "Reads" pictures and symbols representing objects and ideas in the classroom. • _____ • _____ *Classroom Conditions* • Centers are "ready" and appropriately equipped. • _____	*Teacher Behaviors* • Consistently uses open-ended questions that lead to critical thinking and problem solving. • Uses the prior knowledge, skills, experiences and personal interests of young children in their classroom planning and developing topics, themes, and/or units. • _____ *Child Behaviors* • Connects and sorts print to spoken language. • Sorts by characteristics. • _____ *Classroom Conditions* • Center activities are flexible and accommodate children's varying abilities and interests. • _____ • _____	*Teacher Behaviors* • Lesson plans are modified if necessary to meet specific goals. • Frequently leads children through processes necessary to think critically, analyze, and problem solve. • _____ • _____ *Child Behaviors* • Works cooperatively to complete a task. • _____ • _____ *Classroom Conditions* • Teacher use learning centers to integrate instruction across disciplines. • _____ • _____	*Teacher Behaviors* • Stays abreast of emerging research related to children with special needs. • Conducts workshops on the importance of and strategies used to support critical thinking, analyzing and problem solving skills (e.g., higher order thinking, representational or symbolic thought). • _____ *Child Behaviors* • Is imaginative, creative, interactive, caring, and represents elements of high-quality programming. • _____ *Classroom Conditions* • The environment is filled with children's creations and representations of their work. • _____

Artifacts: Professional Development Log Notes, Anecdotal Notes, Children's Work Samples, Lesson Plans, Children's Journals, CD Player and Headphones, Photos and Picture Labels, Observational Data, Samples of Children's Work, and Anecdotal Records.

Standard IV: Teachers facilitate learning for their students.

IVc. Teachers use a variety of instructional methods. Teachers choose the strategies and materials that are most effective in meeting the needs of their children as they strive to support children's development and learning. Teachers employ a wide range of activities including information and communication technology, recognition of varied learning styles, and age-appropriate stimulating environments.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Recognizes that their class schedule can be spontaneous and flexible. • Understands that effective transitions provide guidance and learning opportunities. • _____ • _____ *Child Behaviors* • Is beginning to learn how to maintain classroom organization (e.g., schedule, routines, clean-up). • _____ • _____ *Classroom Conditions* • The classroom has a sense of order. The children and teacher are responsible for clean-up. • _____	*Teacher Behaviors* • Understands the purpose and appropriate use of each type of material and puts them to use. • Intentionally designs the physical environment to reflect developmental needs and interests of the children. • _____ *Child Behaviors* • Works in a variety of supervised interest areas. • Remains engaged in activities because of interests and a variety of choices. • _____ *Classroom Conditions* • Evidences of emergent writing and numeracy are seen on walls, in journals, and in photos. • _____	*Teacher Behaviors* • Provides enriching materials and encourage in-depth exploration by children. • Uses assessment information to make decisions about planning small group activities necessary for effective learning. • _____ *Child Behaviors* • Works collaboratively with others. • Helps and encourages their peers. • _____ *Classroom Conditions* • Reflects individual children's needs and interests (e.g., children's journals, work samples, and choice charts). • _____	*Teacher Behaviors* • Assists colleagues in room arrangement and awareness of organizing the physical environment to facilitate learning. • Critiques his/her own performance and learn new techniques. • _____ • _____ *Child Behaviors* • Knowledgeable about the capabilities of technology and makes use of this knowledge daily. • _____ • _____ *Classroom Conditions* • Documentation Boards reflect classroom projects and are available for presentations. • _____ • _____

Artifacts: Picture Labels, Lesson Plans, Posted Class Schedule, Helper Chart, Children's Journals, Picture/Word Cards, Documentation Boards, PDP.

Standard IV: Teachers facilitate learning for their students.

IVd. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology in an age-appropriate way. They make media technologies available to children and incorporate them into developmentally appropriate learning experiences. These media may include, but are not limited to digital cameras, pictures, books, art media, games, audio-players, and computers and are modified to accommodate *ALL* children.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Observes children's ability to use technology. • Reviews with developmental guidelines to determine appropriateness of software. • _____ • _____ *Child Behaviors* • Takes turns with using the classroom computer. • _____ • _____ *Classroom Conditions* • Includes a variety of media/technology (e.g., books, games, computers, CDs, digital cameras, etc.). • _____	*Teacher Behaviors* • Appropriately integrates multiple media within learning experiences. • If a computer is available in classroom, teacher chooses well-designed developmentally (age, individually, and culturally) appropriate software. • _____ *Child Behaviors* • Uses adaptive technology when needed. • _____ *Classroom Conditions* • Media experiences have specific education goals (which are available to the observer). • _____	*Teacher Behaviors* • Develops media for specific needs. • Intentionally makes modifications to meet children's abilities and specific goals reflecting observations and assessments of children's needs/development. • _____ *Child Behaviors* • Demonstrates learning by using and developing software projects. • _____ *Classroom Conditions* • DVDs, software are available to accompany the classroom theme (some developed by the children and the teacher). • _____	*Teacher Behaviors* • Works with Information Technology (IT) professionals and other teachers to provide unique opportunities for individual children. • Creates a manual containing technology projects appropriate for PreK-K children. • _____ *Child Behaviors* • Uses SKYPE for community communication opportunities. • _____ *Classroom Conditions* • Contains examples of Classroom Projects that integrate and use technology and are available for dissemination. • _____

Artifacts: Lesson Plans, Multimedia, Software and CDs, Children's Journals, and Alternative Communication Methods, Charts are Used Depicting the Use of Technology.

Standard IV: Teachers facilitate learning for their students.

IVe. Teachers help young children develop critical thinking skills and problem-solving skills. Teachers encourage children to ask questions, to engage in and become responsible for their own learning, to help plan experiences, and to review what has been learned daily. Teachers encourage the children to think creatively and follow their interests and ideas. They help children process information and use children's prior knowledge, skills, and experiences.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Introduces topic during circle time by reviewing previous ideas. • Knows that children's conversations provide information for planning and/or assessment. • _____ • _____ *Child Behaviors* • Feels safe emotionally and physically in the classroom. • Shares what has been learned at circle time. • _____ *Classroom Conditions* • Centers are well developed and reflect the theme or topic being studied. • _____	*Teacher Behaviors* • Uses appropriate language in facilitating alternative resolutions. • Poses questions and responses that encourages children to reflect and discover. • _____ • _____ *Child Behaviors* • Helps make a plan for conflict resolution. • _____ • _____ *Classroom Conditions* • Open-ended questions are posted in centers throughout the room. • _____	*Teacher Behaviors* • Plans with other teachers to help children develop critical thinking skills. • Intentionally relates content goals back to children's needs and interests. • _____ • _____ *Child Behaviors* • Is responsible for his/her own feelings and behavior. • Uses appropriate strategies for conflict resolution and problem-solving. • _____ • _____ *Classroom Conditions* • Photos of children in centers aligned with Center Goals. • _____	*Teacher Behaviors* • Conducts training (PLC) which demonstrates instruction and assessment strategies performed simultaneously by the teacher on a daily basis. • Writes an article or creates handouts for other teachers about Conflict Resolution. • _____ *Child Behaviors* • Demonstrates the use of Self-Regulation Tools and Practices for other classrooms and parents. • _____ • _____ *Classroom Conditions* • A "climate of caring and respect" between children and teacher is evident in the classroom. • _____

Artifacts: Classroom Rules Posted, Copies of PLC Plan, Anecdotal Notes, Photos, and Lesson Plans.

Standard IV: Teachers facilitate learning for their students.

IVf. Teachers help young children work in teams and develop leadership skills. Teachers help children identify themselves as unique individuals and as members of different groups. They design the classroom in a way that stimulates and challenges children and gives them choices that are appropriate for a range of ages, developmental stages, and abilities. They use small groups to foster entry into social development groups with their peers.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Recognizes that cooperation is a skill that is learned over a period of time. • Sensitive to the needs of the individual child. • _____ • _____ *Child Behaviors* • Begins to work in small groups. • Helps to develop classroom rules. • _____ • _____ *Classroom Conditions* • Classroom is designed to accommodate small groups and circle time comfortably. • _____	*Teacher Behaviors* • Implements a plan for negotiation, cooperation, and establishing friendships. • Proactive in teaching modes of behavior. • _____ • _____ *Child Behaviors* • Expresses feelings in words. • Participates in group routines. • _____ • _____ *Classroom Conditions* • Atmosphere is one of trusting and a sense of belonging. Children sense being valued. • _____	*Teacher Behaviors* • Consistently allows children to make choices to enlist cooperation. • Looks for positive intent in social conflicts. • _____ • _____ *Child Behaviors* • Maintains friendships and are protective of each other. • Shares, takes turns, and problem solves with others. • _____ *Classroom Conditions* • Reflects children's interests and prior knowledge through photos, children's journals, etc. • _____	*Teacher Behaviors* • Advises peers concerning social skills in children. • Role models appropriate collaborative skills in the school environment and in the community. • _____ *Child Behaviors* • Helps develop Community-Wide Service Project (e.g., cards for the elderly, decorations for center luncheon). • _____ *Classroom Conditions* • Classroom is in A-1 condition. Materials are carefully placed throughout the room, and the children and teacher practice "on-going" Open House for visitors and volunteers. • _____

Artifacts: Photos, PDPs, Children's Journals, Lesson Plans, Schedules, Professional Development Log, and Anecdotal Records.

Standard IV: Teachers facilitate learning for their students.

IVg. Teachers communicate effectively. Teachers communicate with children in an appropriate and effective manner. They encourage verbalization of discoveries and provide appropriate feedback (open-ended questions) to facilitate learning opportunities. Teachers listen attentively and treat all children with respect and in a fair and equitable manner. They help children think and talk through different approaches to problems.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Aware and knowledgeable of multiple languages and diverse cultures in his/her classroom. • _____ • _____ *Child Behaviors* • Is aware of special role and responsibilities during daily routines. • Participates in conversation with peers and teacher during center time. • _____ *Classroom Conditions* • Work samples are displayed and portfolio information contains individual child's interests and goals. • _____	*Teacher Behaviors* • Shows children how to use classroom resources to investigate interests. • Encourages children to articulate thoughts and ideas • Uses follow-up questions and comments. • _____ *Child Behaviors* • Displays selected work in a designated location. • Interacts with teacher to identify the value and meaning of his/her work. • _____ *Classroom Conditions* • Well equipped areas for cognitive development (e.g., blocks, exploration and/or science supplies, math-related materials, sand/water, and technology – and also for other developmental domains. • _____	*Teacher Behaviors* • Completes a personalized assessment of a child's work with the child. • Consistently helps children find information and research a topic of interest. • _____ • _____ *Child Behaviors* • Explores and discovers content that is interesting and challenging to him/her. • Listens and responds to other children and adults during activities. • _____ • _____ *Classroom Conditions* • Has access to email for families and a website for further outreach. • _____	*Teacher Behaviors* • Conducts workshops for teaches/families and models how to listen attentively and respond positively to children. • Participates in inquiry and lifelong learning. • Shares discoveries with other teachers. • _____ *Child Behaviors* • Transforms and combines materials to create "innovative ideas about projects about the world and how it works". • _____ *Classroom Conditions* • Reflects individual learning styles of children with or without disabilities and assistive technology is available when needed. • _____

Artifacts: Assistive Technology, Language Experiences Charts, Photos, Newsletters, Emails to Families, Lesson Plans, and a Family Information Board.

Standard IV: Teachers facilitate learning for their students.

IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use authentic, ongoing assessment of children's abilities to plan, implement and evaluate programs that build upon each child's unique strengths. They use varied and multiple methods of appropriate assessment procedures (e.g. formal and informal evaluation) and other sources of information (e.g., families, teachers, caregivers, relatives) collected over time.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Observes and records anecdotal notes for each child. • Aware of assessment procedures and practices used in MAF programs. • _____ • _____ *Child Behaviors* • Interacts with others. • Begins to refine interactions and social skills. • _____ • _____ *Classroom Conditions* • Classroom offers many opportunities for teacher to observe and assess individual and group play. • _____ • _____ • _____	*Teacher Behaviors* • Creates lesson plans that indicate planning for a variety of learning activities that encourage interaction. • Consistently records children's language as evidence of child development. • _____ *Child Behaviors* • Feels safe, helps one another, and sees self as part of a group. • Works together positively and learn from one another. • _____ *Classroom Conditions* • Charts depicting children's choices, accomplishments, and interests are posted. • _____	*Teacher Behaviors* • Uses information to plan and interact with children to enhance their learning. • Uses lesson plans that indicate planning time with children (based on their prior knowledge, skills and interests). • _____ *Child Behaviors* • Feels confident in his/her learning. • Uses higher order thinking skills in collaborative play. • _____ *Classroom Conditions* • Child-Mini Conferences are held regularly on a one-to-one basis with teacher and child. • _____	*Teacher Behaviors* • Shares examples of evaluations that demonstrate children's progress. • Works with other professionals to implement learning environments that support peer learning and assessment. • _____ *Child Behaviors* • Exhibits scaffolding behaviors in choices and expressions of knowledge. • Develops a KWL Chart to set learning goals for self. • _____ *Classroom Conditions* • Evidence and artifacts created by the children are present in the classroom. • _____

Artifacts: Portfolios, Documentaion Boards, Dated Work Samples, Charts, Anecdotal Records, Photos of Children Working Together, and Lesson Plans.

Standard V. Teachers reflect on their practice.

Va. Teachers analyze student learning. Teachers recognize that initially children's learning is informal, concrete, and exploratory. Over time, it can become more formal, abstract, and outcome oriented. Teachers collect, analyze, and use children's performance data to create a stimulating and developmentally appropriate environment based on children's learning processes that move from the known to the unknown, from simple to complex.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Begins to understand the importance of collecting assessment data and how it is related to planning for children's learning. • Discusses with mentor what makes an appropriate assessment for young children. • _____ *Child Behaviors* • Discovers fun things to do in the classroom/centers. • _____ *Classroom Conditions* • Centers and room arrangement reflect teacher's knowledge of *Foundations* and/or the KSCOS. • _____	*Teacher Behaviors* • Sets up classroom to collect artifacts for children's portfolios. • Uses children's open-ended responses for assessment purposes. • _____ *Child Behaviors* • Self-directed and engaged in learning experiences. • Demonstrates behaviors that build a caring community. • _____ *Classroom Conditions* • Centers are designed to address specific educational goals which are aligned with *Foundations* Early Learning Standards or KSCOS. • _____	*Teacher Behaviors* • Understands the structure of the content areas and knows how to apply this structure to developmental needs of children. • Intentionally plans certain experiences/activities for individual children based on assessment data. • _____ *Child Behaviors* • Reflects on his/her work. • Helps plan his/her activities. • _____ *Classroom Conditions* • Diagrammed room arrangements and environmental lists are provided to colleagues that emphasize softness, openness, and simple materials for investigation and inquiry. • _____	*Teacher Behaviors* • Encourages the children to share artifacts of their learning with adults. • Makes contributions to colleagues and professional learning communities with regard to using children's performance data to improve pre-K and kindergarten effectiveness. • _____ *Child Behaviors* • Independently creates artifacts (not teacher directed). • _____ *Classroom Conditions* • Environment is filled with examples of children's work, teacher's research, and representations of children and teacher's accomplishments. • _____

Artifacts: Lesson Plan, Reflective Journal, PDP, Family Conference Schedule, Children's Portfolios, Sample Diagrammed Classrooms.

Standard V. Teachers reflect on their practice.

Vb. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices: includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of children and the teacher's professional growth.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Creates, with assistance, a professional development plan with goals and timelines for personal improvement and effectiveness. • Attends a professional learning community and begins to focus on professional growth needs and interests. • _____ *Child Behaviors* • Takes initial steps towards self regulation by following the classroom rules. • _____ *Classroom Conditions* • Classroom is arranged for easy movement and transition periods. Learning centers are easily supervised. • _____	*Teacher Behaviors* • Incorporates global views of educational practices into the pre-K and kindergarten classrooms. • Intentionally links stories, activities, and classroom projects with 21st Century ideas and skills. • _____ *Child Behaviors* • Expands on stories and activities with 21st Century ideas and projects. • _____ *Classroom Conditions* • Classroom offers choices in creativity and innovation by encouraging children to be self-directed and collaborate with one another. • _____	*Teacher Behaviors* • Participates in professional development activities that are aligned with children's needs and interests. • Exceeds professional goals throughout the school year. • _____ *Child Behaviors* • Engages in Global Awareness by creating "Green Projects" for the classroom (e.g., planting a garden). • _____ *Classroom Conditions* • Classroom offers multiple opportunities for children to exercise personal responsibility with the interest of the classroom community in mind. • _____	*Teacher Behaviors* • Leads in PLC formation to reflect the needs of the center or school. • Advocates for children, families, and the profession by serving in leadership roles in professional organizations and committees. • _____ *Child Behaviors* • Helps to collect and "write" copy for the monthly newsletter which is disseminated to families in the child care community. • _____ *Classroom Conditions* • 21st Century technology and graphic representations of Global Awareness projects are displayed. • _____

Artifacts: Professional Development Log, PDP, Reflective Journal, Class Books (e.g., Projects, Field Trips), Photos (e.g., Photos of the Garden). Formative and Assessment Data of Individual Children.

Standard V. Teachers reflect on their practice.

Vc. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their children.

Developing	Proficient	Accomplished	Distinguished
Teacher Behaviors • Is aware of current evidence-based practices regarding developmentally appropriate practices. • Attends workshops and professional learning communities to gain new and expanded ideas to improve teaching and learning. • _____ _____ _____	*Teacher Behaviors* • Collaborates with families, concerning child's progress and interests. • Makes modifications and adaptations based on children's needs and interests based on Evidence-Based Research. • _____ • _____ _____ _____	*Teacher Behaviors* • Intentionally establishes new connections with outside resources and collaborators that can help the school or center meet the unique needs of young children. • Leads in school or center activities that support the mission of the institution. • _____ _____ _____	*Teacher Behaviors* • Engages in action research and uses the findings to improve early childhood education in the classroom, the center, the school, and the system. • Establishes a classroom webpage accessible to parents and colleagues. • _____ _____ _____
Child Behaviors • Develops routines for taking care of self (e.g., hang up jackets, wash hands, etc.). • _____ • _____ _____ _____	*Child Behaviors* • Participates in activities designed to enhance aesthetic, cognitive, emotional, language, social, and physical development. • _____ • _____ _____	*Child Behaviors* • Uses "a private place" to think quietly, write, plan, etc. • _____ _____ _____ _____	*Child Behaviors* • Interacts positively with peers while practicing independence in decision-making and problem-solving. • _____ • _____ _____
Classroom Conditions • Classroom is inviting and age=appropriate for PreK-K children and offers choices for participating in a wide-range of experiences. • _____ _____ _____	*Classroom Conditions* • The classroom speaks to the children and reflects the teacher's belief about how children grow and learn. • _____ _____ _____	*Classroom Conditions* • Children have options and experiences based on the unique physical surroundings created by the teacher (e.g., transforming housekeeping into a Bar-B-Que Porch). • _____ _____ _____	*Classroom Conditions* • Classroom Design invites visiting adults (e.g., families, other teachers, interns) to make functional use of the space and materials. • _____ _____ _____

Artifacts: Reflective Journal, Family Communication Log, Professional Development Log, Lesson Plans, Webpage, Photos of the Classroom and Children.

References

Children begin to participate in creative experiences.

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For more information about the Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children please contact us at the Center for Educational Measurement and Evaluation at UNC Charlotte:

Rich Lambert rglamber@uncc.edu
Bobbie Rowland bhrowlan@uncc.edu
Heather Taylor htaylo29@uncc.edu
Cindy Wheeler cindy.wheeler@ncpublicschools.gov

Please visit the Center's website as well: http://education.uncc.edu/ceme