



COLORADO
Department of Education

Colorado State Model Educator Evaluation System:

Practical Ideas for Evaluating Early Childhood Educators

Developed by:

The Colorado Department of Education and Early Childhood Practitioners

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To provide feedback, please email: Educator_Effectiveness@cde.state.co.us

Foreword

***PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating early childhood educators. CDE will be collecting on-going feedback to improve this guidance. To submit your feedback, email Educator_Effectiveness@cde.state.co.us.**

Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. Educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to better understand the Colorado State Model Educator Evaluation System and how it applies to them.

The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations. The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned a supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalization.

The State Model System evaluation process connections include, but are not limited to:





Acknowledgements

The many contributions of the early childhood educators who contributed to this work are gratefully acknowledged. These educators generously gave their time and expertise to write this implementation brief as a service to their colleagues. It is their hope that the brief will serve as an informal set of suggestions and ideas to help early childhood teachers and their evaluators better understand the Colorado State Model Evaluation System for Teachers and its application to them. CDE staff members who contributed to the development of this document include:

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Who Should Use this Brief

Early childhood general and special educators (early childhood educators) whose positions require a Colorado Department of Education license should be evaluated using the same processes and materials used for all classroom teachers in their district. Because the roles and responsibilities of early childhood educators are different from those of most classroom teachers, the State Model Evaluation System rubric may not capture all facets of an early childhood educator's work. As a result, early childhood educators have expressed concerns about the applicability of the evaluation system for educators such as themselves. This guide aims to help early childhood educators and their evaluators maximize the flexibility options built into the system in order to ensure a fair, valid, transparent, and rigorous evaluation of all early childhood educators. Version 2 of this guide not only reflects the recent changes made to the State Model Evaluation System for Teachers, but also provides updated resources to help early childhood educators and their evaluators interpret the teacher rubric. The most substantive change was made to Exhibit 5 (Teacher Quality Standards and Examples of Practices That May Be Evident During Classroom Observations), which now provides examples for every professional practice for prekindergarten, kindergarten, and grades 1 to 3. These examples can be used to help educators and their evaluators apply the rubric to an early childhood setting.

As a recipient of funds provided by the federal Race to the Top: Early Learning Challenge (RTT-ELC) program, Colorado has an unprecedented opportunity to focus on its early learning and development system and build a unified approach to supporting young children and their families. The overarching goal of the RTT-ELC program is to ensure that more children, especially those with high needs, enter kindergarten ready to succeed. In accepting these funds, Colorado agreed to deliver better coordination, clearer learning standards, and more meaningful education and training for early educators. The strategies to support and strengthen Colorado's early care and education system are manifesting themselves through a set of aligned elements, each designed to stand alone while also supporting and aligning with other system elements. These elements are:

- Colorado Early Learning & Development Guidelines (ELDG), which were adopted by the Early Childhood Leadership Commission in January 2013 (www.cde.state.co.us/sites/default/files/Early%20Learning%20Guidelines.pdf).
- Colorado's Competencies for Early Childhood Educators and Administrators (<https://www.cde.state.co.us/educatortalent/ecwd-competencies>).
- School readiness assessment and individual readiness plans for children in publicly funded preschool and kindergarten classrooms (S. B. 08-212: www.cde.state.co.us/sites/default/files/documents/schoolreadiness/download/pdf/cap4kbill.pdf).
- Colorado Shines, the next generation of Colorado's Quality Rating and Improvement System (<http://coloradoshines.force.com/ColoradoShines>).

While the implementation of strategies such as those listed above is critical to the success of reforming and elevating Colorado's early learning program, it is equally important to note that Colorado has played a major role on the national stage for nearly 20 years. One of the reasons is that early learning program leaders from all Colorado state agencies have collaborated to ensure that every effort has been made to incorporate evidence-based best practices into early learning programs across the state. One of the state's most important strategies is to emphasize the Guiding Principles for Early Childhood Professionals (http://earlymilestones.org/wp-content/uploads/2016/12/ec_wkfc_2020-plan.pdf). These principles are not new to Colorado's early learning workforce, but their alignment with the Teacher Quality Standards outlined in Senate Bill 10-191 is. As Exhibit 1



illustrates, the guiding principles easily align with the Teacher Quality Standards and may be used to help form the foundation for ensuring that every child in Colorado has equitable access to a highly effective teacher.

Exhibit 1. Comparison of Guiding Principles for Early Childhood Education Professionals to Colorado’s Teacher Quality Standards

Quality Standards	Guiding Principles For Early Childhood Education Professionals
<p>QUALITY STANDARD I Teachers demonstrate a mastery of pedagogical expertise in the content they teach. The elementary teacher (including the early childhood educator when applicable) is an expert in literacy and mathematics and is knowledgeable in all other content that he/she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his/her content endorsement area(s).</p>	<ul style="list-style-type: none"> • Early childhood educators demonstrate mastery of and pedagogical expertise in both the content and developmental aspects of early childhood education, including the 12 Principles of Child Development and Learning (see Exhibit 2) (National Association for the Education of Young Children [NAEYC], 2009). • Early childhood pedagogy addresses the three (3) core considerations of developmentally appropriate practice: what is known about child development and learning; what is known about each child as an individual; and what is known about the social and cultural contexts in which children live. • The early childhood teacher is an expert in early foundations of each content area as well as approaches to learning, executive function, and social competence.
<p>QUALITY STANDARD II Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.</p>	<ul style="list-style-type: none"> • Positive and trusting relationships with responsive and consistent adults are crucial for early development, learning, and school readiness. • Respectful learning environments for young children include collaborative partnerships with families and incorporate direct cultural connections for each child.
<p>QUALITY STANDARD III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<ul style="list-style-type: none"> • Early childhood educators plan meaningful learning experiences that include ample opportunities for open-ended play and self-directed learning; teachers provide intentional interactions during these times to maximize children’s learning. • Early childhood educators plan for learning experiences that effectively implement a comprehensive curriculum so that each child attains key goals across the domains (physical, social, emotional, cognitive) and across the disciplines (language, literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health) (NAEYC, 2009). • Authentic assessment is a critical component of early childhood education. Assessment is ongoing, strategic and purposeful. The results of assessment are used to inform the planning and implementing of experiences, to communicate with the child’s family, and to evaluate and improve teachers’ and program’s effectiveness (NAEYC, 2009).
<p>QUALITY STANDARD IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<ul style="list-style-type: none"> • Early childhood educators observe children closely and reflect on the child’s experience, learning, and development. • Early childhood educators reflect with their teaching team and with families. • Early childhood educators advocate for the needs of each child and family. • Early childhood educators promote the science of early childhood and developmentally appropriate practice. • Early childhood educators utilize the NAEYC Code of Ethical Conduct and Statement of Commitment.

In addition to the Guiding Principles for Early Childhood Professionals, Colorado’s early learning leadership recommends the application of the National Association for the Education of Young Children (NAEYC) 12 Principles of Child Development and Learning throughout all early learning programs (Exhibit 2). The combination of the NAEYC principles, Colorado’s guiding principles, and the critical elements of Colorado’s Early Care and Learning System provides a strong foundation for the development and implementation of evidence-based early learning programs that will serve the state’s population of young children, particularly those from disadvantaged backgrounds, well.

Exhibit 2. Principles of Child Development and Learning

12 Principles of Child Development and Learning

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children’s experiences shape their motivation and approaches to learning.

Note. Adapted from NAEYC (2009).

Aligned with the critical program components describe above, Colorado’s State Model Evaluation System will help districts and schools ensure that the early learning workforce meets the approved Teacher Quality Standards and Elements. The evaluation system, in combination with the reinvented early learning system, has the potential to impact the ability of teachers to ensure that every child receives a sound education delivered through a cadre of highly effective teachers.

Applying S. B. 10-191 in Early Childhood Classrooms

Early childhood educators will be rated on both professional practices and measures of student learning. Different categories of early childhood educators have different evaluation requirements because of differences in requirements for professional educator licensing. The determination of whether S. B. 10-191 applies to an early childhood educator is based on district context. Early childhood educators whose district’s positions require a CDE license are required to be evaluated under S. B. 10-191. This includes teachers in kindergarten through grade 3 as well as early childhood special education teachers. S. B. 10-191 requirements may be applied to infant/toddler (birth to age 2) care providers, preschool (educators of 2 ½- to 6-year-olds), Head Start/Early Head Start teachers, and early childhood coordinators *if their districts determine that to be the appropriate course of action*. Exhibit 3, from the CDE fact sheet on Supporting Early Childhood Educator Evaluations (www.cde.state.co.us/educatoreffectiveness/ecefactsheet), articulates the groups of early childhood educators to whom S. B. 10-191 does and does not apply.



Exhibit 3. Applying S. B. 10-191 in Early Childhood Education

Role/Teacher Assignment	CDE License Required? Required to Adhere to S. B. 10-191?
Early childhood coordinators	No May be required by district or BOCES policy
Preschool (2 ½- to 6-year-olds) educator	No May be required by district or BOCES policy
Early childhood special educator (lead teacher or itinerant) (2 ½- to 6-year-olds)	Yes
Head Start/Early Head Start educators	No May be required by district if district is a Head Start grantee
Kindergarten educators	Yes
Grade 1–3 educators	Yes

This document is intended for use by those involved in evaluating early childhood educators whose positions require a CDE license and whose districts require that they be evaluated using the Colorado State Model Evaluation System.

Considerations for Evaluating Early Childhood Educators

Early childhood educators should be evaluated from a perspective that recognizes the unique aspects of working with young children (birth through grade 3). Teachers of these children provide a range of specialized instruction and support for children. Their roles and titles will vary according to the age of their children and the context in which they teach. The guidance included in this document is intended to support the use of the State Model Evaluation System Rubric for Evaluating Colorado Teachers (the rubric) in the context of the role of an individual early childhood educator.

To help educators involved in the evaluation of early childhood educators (teachers of children from birth to grade 3), the CDE team of early childhood professionals developed a statement about the critical issues to be considered when evaluating early childhood educators. This document (Appendix A) not only cites cutting-edge and well-respected research from the Center on the Developing Child at Harvard University and from NAEYC, but also provides deeper explanations of the aligned system elements mentioned above.

Two Examples of How to Appropriately Interpret Rubric Components for Early Childhood Educators

The teacher rubric is structured such that, for Standards I–III, Level 4 and 5 practices are based on behaviors exhibited by the children. How young children demonstrate these behaviors may look different from how older children do. Evaluators should consider this difference when deciding whether early childhood educators have adequately demonstrated Level 4 and 5 professional practices. The examples below describe approaches to teaching that address some of the professional practices that educators have stated will be difficult for young children to demonstrate. The examples illustrate how early childhood educators may demonstrate that their children are practicing the skills and using the knowledge they have been taught.



Example 1: Students Provide Purposeful Connections

Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Element A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

Level 5 Practice. Students can provide a purposeful connection to the standard in their words.

Gale, a recent early childhood education graduate of the teacher preparation program at the local university, was assigned to teach kindergarten in a public school in a Denver suburb. Because her disciplinary focus in college was language arts, she was most worried about teaching math. She was concerned that she would not be able to accurately assess her children's learning in order to keep pace with the Colorado Academic Standards while avoiding the introduction of more difficult content before the children were ready.

She need not have worried. Now that Gale has developed a strong relationship with her children, they feel comfortable talking with her about what they are doing in class and where they need help. For example, Gale has been teaching a unit on measurement and she is concerned that her children understand the difference between measuring distance, weight, and volume. As the children finished selecting their centers, one of her students, Jonathan, began building with two other students in the blocks center. Jonathan asked Gale for the special tape measures they had used in a previous math lesson. He told Gale that he wanted to measure how big their castle would be when they finished and to see if they could make it bigger today. Jonathan told Gale they wanted to use the blocks to make their castle taller rather than longer and were going to measure the height with the tape measures.

Gale quizzed Jonathan about why he wanted to use the tape measure rather than one of the other measuring tools they had studied. As Jonathan talked with her, she discovered that he had a good grasp of the concept of length as stated in the standards and district goals.

Example 2. Safe and Respectful Learning Environment

Standard II. Teachers establish a safe and respectful learning environment for a diverse population of students.

Carolyn has been teaching early childhood special education for 20 years. She is well experienced and comfortable with her role as an itinerant teacher serving children in many of her school's classrooms. In the past, she has been one of the most highly rated teachers in the school, and she is hopeful that she will be able to maintain that trend. Carolyn is concerned about meeting the requirements of Standard II regarding the establishment of a safe and respectful learning environment because her children's learning environments are their classrooms, which are not under her control.

In an effort to learn exactly what is expected of her under the revised Teacher Quality Standards, Carolyn decided to study the standards themselves. The standards and elements seemed to her to be flexible. As she studied, she underlined the things she thought she could control. It did not take Carolyn long to determine that she could meet the requirements of this standard in a variety of ways even if she could not control the entire classroom environment. She drew a simple table for herself and started a list of the things she normally does when she works with her children. As Exhibit 4 indicates, she already uses quite a few tools and strategies that will help her meet this standard. It is worth noting that Exhibit 4 focuses on Levels 1 to 3 practices. Exhibit 6 provides additional examples for Levels 4 and 5.



Exhibit 4. Carolyn’s Chart About How She Can Meet Standards

What I Can Control	How I Can Meet the Standard
<p>Element A. Teachers foster a <u>predictable learning environment</u> characterized by <u>acceptable student behavior</u> and <u>efficient use of time</u> in which each student has a <u>positive, nurturing relationship with caring adults and peers</u>.</p>	<p><u>Predictable learning environment</u></p> <ul style="list-style-type: none"> • Schedule a time for each child and do not change the appointment time unless absolutely necessary. • Develop and use routines at the beginning of each class to set the stage and the tone for the lessons. • Meet in exactly the same location each time. (In inclusive practices, the same location each time should always be the child’s classroom.) • Develop and use instructional materials that are similar in look and format to establish predictability and consistency with the teaching format. • Collaborate with classroom teachers to create consistency for the children. • Establish routines and rituals that are consistent from day to day. • Share routines and rituals with families so they can reinforce and practice at home. <p><u>Acceptable student behavior</u></p> <ul style="list-style-type: none"> • Teach children classroom rules and use consistent, positive behavioral support strategies to help children follow them. • Share rules and positive support strategies with families and other caregivers so that they are practiced and reinforced in various learning environments. <p><u>Efficient use of time</u></p> <ul style="list-style-type: none"> • Establish lesson and or/classroom routines that help children to make smooth and efficient transitions. • Prepare materials well in advance and organize them for easy access during the lesson. <p><u>Positive, nurturing relationship with caring adults and peers</u></p> <ul style="list-style-type: none"> • Greet children and families by name. • Apply knowledge of healthy attachment theory and its cultural variations to interactions with students and families.
<p>Element B. Teachers demonstrate an awareness of a <u>commitment to, and a respect for, multiple aspects of diversity</u> while working toward common goals as a community of learners.</p>	<p><u>Commitment to and respect for diversity</u></p> <ul style="list-style-type: none"> • Engage with and provide supports to child in an inclusive setting, using the principles of inclusion. • Treat all children respectfully. • Include materials representing the learning approaches, ethnicity, gender, age, and other characteristics of individual children. • Use diversity to expand and enhance learning. • Always view diversity as a plus and something that supports learning in a variety of ways. • Reach out to families to establish two-way communication. • Encourage families to visit the classroom to share cultures and experiences.



What I Can Control	How I Can Meet the Standard
<p>Element C. Teachers <u>engage students as individuals</u>, including those with diverse needs and interests, across a range of ability levels <u>by adapting their teaching for the benefit of all students</u>.</p>	<p><u>Engage children as individuals</u></p> <ul style="list-style-type: none"> • Ensure that all children are engaged in lessons. • Utilize children’s interests when planning and implementing learning experiences. • Accept, whenever possible, children’s ideas for activities and materials. <p><u>Adapting teaching for the benefit of all students</u></p> <ul style="list-style-type: none"> • Use results of individual assessments to design lessons that make accommodations for children’s individual needs. • Focus on all developmental needs of the child in addition to academic goals. • Encourage children to reach higher levels of learning without engaging in punitive measures for poor performance. • Provide adequate time for children to respond to questions. • Discuss content at developmentally appropriate level of each child. • Ask families to share information about their child’s strengths, challenges, and interests. • Engage in purposeful and intentional instructional planning that is inclusive of all learners. • Support strategies included in children’s IEPs and other student plans to ensure that each child meets individual goals, partnering with families to coordinate the supports between home and school. • Make real-time adaptations to lessons should children lose interest. • Stay abreast of current research findings and apply them to instructional strategies when appropriate. • Consistently monitor children’s progress and make adaptations to lesson as necessary. • Apply the research-based strategies of supporting learning “anywhere, anytime” with families and other caregivers to expand coordinated opportunities to all learning environments.
<p>Element D. Teachers <u>work collaboratively with the families and/or significant adults</u> in the lives of their students.</p>	<p><u>Work collaboratively with the families and/or significant adults</u></p> <ul style="list-style-type: none"> • Weekly notes home (translated into their native language as needed) and requests for weekly communication/sharing from home. • Family conferences scheduled at times convenient for families. • Phone calls to families. • Honest and appropriate feedback to share information about children, asking for input and observations from home and other learning situations. • Collaborate with parents/families in individual child



What I Can Control	How I Can Meet the Standard
	<p>planning, coordinating learning between home and school.</p> <ul style="list-style-type: none">• Invite significant adults to share information about their children and use such information in planning learning experiences.• Emails with ideas for how families can help their children.• Office hours when I am available to receive calls on a regular basis.• Proactively contact family members to inform them of children’s progress.• Ask families what they need to support learning at home.

When she finished her table, Carolyn decided she could complete her self-assessment with more confidence than she had before. She also decided to share her chart with her principal during the goal-setting conference, coming up in about a week, because she wanted to be sure he agreed with her analysis and examples. Carolyn also decided that partnering with families and other professionals was an area in which she should try to grow this year. She put collaboration on her list of things to talk about during next week’s discussion, along with her ideas for specific changes she thinks she can make if her principal supports them.

Examples of Artifacts/Evidence and “Look-Fors” for Early Childhood Educators

School districts and BOCES are required to collect teacher performance data related to professional practice, using observations and at least one of the following measures:

1. Child perception measures (e.g., surveys), when appropriate and feasible
2. Peer feedback
3. Feedback from families
4. Review of teacher lesson plans or children’s work samples

The performance data should be discussed during the end-of-year conference, along with self-assessment information and the evaluator’s assessment of the early childhood educator. The teacher and/or evaluator may bring additional artifacts or evidence to the final evaluation conference to support their professional practices ratings. While such additional artifacts are not a required component of the Colorado State Model Evaluation System, they are a valuable catalyst for meaningful discussions and lend a degree of objectivity to performance feedback. In many cases, the artifacts and/or additional evidence form the basis for setting reasonable goals and help the evaluator ground feedback in real-world data and specific relevant examples. Exhibit 5 provides options for artifacts that are closely aligned to the teacher’s roles and responsibilities. It is important to note that the artifacts and types of evidence in Exhibit 5 are ideas and should not be considered requirements or an all-inclusive list that every teacher should provide. Instead, Exhibit 5 is intended to be a catalyst for identifying specific evidence that may or may not be included in Exhibit 4 to illustrate the teacher’s performance throughout the year.

It is possible to complete an evaluation without using any additional evidence or artifacts. If the teacher and evaluator agree on all final ratings during the final evaluation conference, they do not need to review artifacts or additional evidence.



Exhibit 5. Observations, Required Measures, and Other Evidence/Artifacts

This exhibit includes information about requirements for observations and multiple measures as described in S. B. 10-191. In addition, examples of artifacts and other evidence that may be used to support final evaluation ratings or to demonstrate proficiency on proficiency on professional practices are provided. It should be noted that artifacts and other evidence are not required by S. B. 10-191, but are suggested by the Colorado State Model Evaluation System as a way to confirm that final ratings are fair and accurate.

S. B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For early childhood educators, this requirement is defined as observations, required measures and optional additional measures (evidence/artifacts). While the teacher rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

OBSERVATIONS REQUIRED BY S.B. 10-191:

- **Probationary teachers** – At least two documented observations and at least one evaluation that results in a written evaluation report each year.
- **Non-probationary teachers** – At least one documented observation every year and one evaluation that results in a written evaluation report including fair and reliable measures of performance against Quality Standards.

The frequency and duration of the evaluations shall be on a regular basis and of such frequency and duration as to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Written evaluation reports shall be based on performance standards and provided to the teacher at least two weeks before the last class day of the school year.

REQUIRED MEASURES FOR TEACHERS:

Include at least one of the following measures as a part of the annual evaluation process:

- Student perception measures, when appropriate and feasible
- Peer feedback
- Feedback from parents or guardians
- Review of teacher lesson plans or student work samples

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ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none">• Individual learning plans for children.• Documentation of collaboration with families to coordinate learning between home and school gather child information for use in promoting learning.• Professional growth plan in place and adhered to.• Core Competency Professional Development and Leadership, reflective and continuous professional development, (e.g., certificates of completion or credit units form targeted PD). <p>Plans lessons that reflect:</p> <ul style="list-style-type: none">• A variety of engagement strategies to be used throughout lessons.• Differentiation based on data.• Knowledge of the developmental progression in which children learn.• Adjustments made as a result of formative assessment and other information about the child’s abilities.• Intentional and appropriate use of technology.• Evidence of guided practice and independent practice.• Alignment with READ Act approved interim and diagnostic data (K–3 only).• Knowledge and skills learned through professional development.• Suggestions for reinforcement and practice of concepts in multiple learning environments such as home, childcare, etc. | <ul style="list-style-type: none">• Record of parent family contacts made throughout the school year.• Participation in the multidisciplinary/transdisciplinary team, which includes families, to develop, plan for, and integrate strategies to meet outcomes/goals in individual child plans.• Documentation of collaboration with other adults in their setting, such as assistants, special service providers.• Engagement in partnerships with community organizations.• Ongoing, authentic assessment information is collected and can be shared.• Informal, child-generated writing samples.• Child-created art and books that are displayed and that children are excited to show others.• Extension activities from content or new stories are evident in centers or choice time.• Drawing or writing about the new content appropriate activities within the school setting. |
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ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

Materials prominently posted in classroom:

- “Who’s here today” chart with child and adult pictures.
- Visual picture schedule of daily events with movable sections that can be rearranged when necessary.
- Mini schedules for different routines.
- Individual visual schedules or first-then charts.
- Behavioral modification charts for individual children.
- Daily choice time in schedule.
- Classroom helper chart.
- Displays of children work.
- Standards in grade-appropriate language
- Visual and/or written classroom rules.
- Visual cues for children to reference, such as the scientific method of inquiry stated in child-level language with picture cues.
- Planning documents that demonstrate the essential element of linking domain areas in activities throughout the school day.
- Environmental print representing diverse languages and cultures.
- Materials brought from home to connect with content are highlighted in activities or displayed in the room.

- Copies of child portfolios.
- Photos, videos or observation notes of authentic activities are used to adjust upcoming instruction for individual children or groups of children.

Materials jointly developed with families:

- Learning plans for children that have been developed with families.
- IEP and dual language learner plans.
- Copies of lesson plans that demonstrate evidence of planning that is directed toward the Early Learning Development Guidelines/Colorado Academic Standards (ELDG/CAS).

Books, toys, music, art:

- Representing diverse backgrounds.
- Of various genres, themes, levels of difficulty.
- Books are abundant in a library center as well as throughout the classroom such as in the science area or the quiet area.

In addition to artifacts and other evidence, early childhood educators and their evaluators need to understand the guiding principles for early childhood educators and developmentally appropriate practices that should be evident in their classrooms. Exhibit 1 provides clear and concise guiding principles for early childhood professionals, arranged by Teacher Quality Standards. Exhibit 6 is a rich source of ideas for “look-fors” or examples of practices that may be evident in early childhood classrooms. The tables are presented by Teacher Quality Standards and their associated elements to align specific behaviors/practices to the approved standards.



Exhibit 6. Teacher Quality Standards and Examples of Practices That May Be Evident During Classroom Observations

This exhibit provides information about artifacts, behaviors, and interactions that evaluators may observe or encounter in early childhood classrooms. The behaviors illustrate that the professional practices included in the Rubric for Evaluating Colorado Teachers are appropriate for evaluating early childhood educators. They are articulated here to provide specific information about not only how effective early childhood teaching practices meet Colorado’s Teacher Quality Standards, but also how they meet the educational needs of very young children who represent a wide range of ages and developmental levels. This list of practices is not exhaustive of all possibilities for practices that may be observed in the early childhood classroom, nor are they required to be evident during all observations.

QUALITY STANDARD I				
Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).				
Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.				
THE TEACHER: plans lessons that reflect: 1. <i>Colorado Academic Standards.</i> 2. <i>Relevant instructional objectives.</i> 3. <i>Formative and summative assessment results.</i>	... and THE TEACHER: implements lessons that: 4. <i>Align to the district’s plan of instruction.</i> 5. <i>Reflect vertical and horizontal alignment of the grade or subject area.</i>	... and THE TEACHER: 6. <i>Implements and communicates learning objectives and student outcomes based on standards.</i>	... and STUDENTS: 7. <i>Demonstrate acquired skills based on standards.</i>	... and STUDENTS: 8. <i>Can provide a relevant connection to the standard in their words.</i>
<p><i>Note:</i> The examples presented below are not intended to be an exhaustive or comprehensive set.</p> <p><i>Note:</i> Student behaviors may require support from educators in order to be demonstrated in the classroom.</p> <p><i>Note:</i> Professional Practice may be Observable during a classroom observation.</p>				



Note: Professional Practice may Not be Observable during a classroom observation.

Preschool

<ul style="list-style-type: none"> • Teacher can explain how he/she intends to use authentic assessment/ documentation such as photos or videos. • Teacher can explain how whole-child instruction is related to assessment (e.g., TS GOLD, COR Advantage, etc.). • Teacher plans lessons using Colorado’s Early Learning and Development Guidelines. 	<ul style="list-style-type: none"> • Teacher can provide evidence of how lesson connects to district initiatives (e.g., encouraging reading at home). • The teacher says, “Next year, when you go to kindergarten, your teacher will be happy you practiced counting and writing your name.” • Teacher can explain how instruction is focused on the specific group of students in the class (e.g., takes into account the individual emotional, behavioral, and intellectual differences of students as well as differences in access to enrichment in home environment). • Teacher provides multiple entries to instruction that reflect the range of abilities in the class (e.g., if a preschool student is reading, the teacher offers an enrichment 	<ul style="list-style-type: none"> • Teacher begins instruction with a prompt such as “Today, we will learn . . .” and ends instruction with a prompt such as “And now we know . . .” that is accessible to students and aligned with the standard. • Teacher provides instruction that leads to whole-child development, including pre-academics, social-emotional development, and fine and gross motor skills. This instruction is integrated, such as students counting while rolling a ball. • The teacher uses authentic assessment tools to communicate how children are doing with parents and families. 	<ul style="list-style-type: none"> • Students practice skills learned through direct instruction. For example, after instruction in counting, students count spoons in the housekeeping corner during play. 	<ul style="list-style-type: none"> • Students show their understanding of new material through words or behaviors (e.g., student may self-narrate during drawing, “I’ll put water in the picture because fish live in water,” or student moves finger along the text in a picture book while turning the pages).
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	activity in literacy).			
Kindergarten				
<ul style="list-style-type: none"> • Teacher can explain how lesson plans relate to the Colorado Academic Standards. • Teacher can explain how he/she intends to use authentic assessment/ documentation such as photos or videos. • Teacher can explain how whole-child instruction is related to assessment. 	<ul style="list-style-type: none"> • Teacher can provide evidence of how lesson connects to district initiatives (e.g., focused on literacy or numeracy skills). • During the fall, teacher mentions how what the class is doing is related to what they might have done in preschool or child care. During the spring, teacher mentions how what the class is doing relates to what they will do in grade 1. • Teacher can explain how instruction is focused on the specific group of students in the class (e.g., adapts materials so that they are accessible to students). • Teacher provides multiple entries to instruction that reflect the range of abilities in the class (e.g., the teacher offers students the opportunity to learn about a concept through a story or a 	<ul style="list-style-type: none"> • Teacher begins instruction with a prompt such as “Today, we will learn . . .” and ends instruction with a prompt such as “And now we know . . .” that is accessible to students and aligned with the standard. • Teacher provides instruction that leads to whole-child development, including early academics, social-emotional development, and fine and gross motor skills. This instruction is integrated, such as students making letter shapes with their bodies. 	<ul style="list-style-type: none"> • Students practice skills learned through direct instruction. For example, after instruction in the high-frequency word eat, student makes a sign for the pretend restaurant. 	<ul style="list-style-type: none"> • Students show their understanding of new materials through words or behaviors (e.g., student may use vocabulary from the community helper unit in play, or student moves paper to the word wall to copy a word that he/she wants to use). • In response to adult inquiry, students can explain what they are working on.



	<p><i>hands-on activity or, when beginning a new weather unit, the teacher adds a variety of books to the library, including picture books about kids in different kinds of weather and nonfiction books featuring real photographs of weather).</i></p>			
Grades 1–3				
<ul style="list-style-type: none"> • <i>Teacher can explain how lesson plans relate to the Colorado Academic Standards.</i> • <i>Teacher can explain how he/she intends to use authentic assessment/ documentation such as photos or videos to supplement more standardized assessments.</i> • <i>Teacher can explain how instruction is related to assessment.</i> 	<ul style="list-style-type: none"> • <i>Teacher can provide evidence of how lesson connects to district initiatives.</i> • <i>During the fall, teacher mentions how what the class is doing is related to what they might have done in previous years.</i> • <i>During the spring, teacher mentions how what the class is doing relates to what they will do in following grades.</i> • <i>Teacher can explain how instruction is focused on the specific group of students in the class.</i> • <i>Teacher provides multiple entries to instruction that reflect the range of abilities in the class.</i> 	<ul style="list-style-type: none"> • <i>Teacher posts lesson objectives and explains them in grade-appropriate language.</i> 	<ul style="list-style-type: none"> • <i>Students can restate what they have learned.</i> • <i>Students demonstrate self-regulation.</i> 	<ul style="list-style-type: none"> • <i>In response to adult inquiry, students can explain what they are learning and why it is important for them to learn it.</i>



QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> Connects lessons to key concepts and themes within other disciplines and/or content areas. Makes content-specific academic language accessible to students. 	<p>... and</p> <p>THE TEACHER:</p> <p>implements instructional strategies across content areas that include:</p> <ol style="list-style-type: none"> Literacy. Mathematical practices. Language development. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Makes interdisciplinary connections explicit to students. Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas. Strategically integrates mathematical practices across content areas. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Apply literacy skills and concepts. Apply mathematical practices. 	<p>... and</p> <p>STUDENTS:</p> <p>accelerate their learning by:</p> <ol style="list-style-type: none"> Elaborating on current lesson within the content area. Drawing real-world connections to other content area(s).
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
Note: Professional Practice may be **Observable** during a classroom observation.



Note: Professional Practice may Not be Observable during a classroom observation.

Preschool

<ul style="list-style-type: none"> • <i>Teacher focuses on the whole child (all developmental domains): Integrated instruction in literacy and math.</i> • <i>Teacher provides instruction that is focused on rich language (precursor to language development), such as evidence in lesson plans and schedule of the day.</i> 	<ul style="list-style-type: none"> • <i>Teacher talks with and asks open-ended questions of children during a variety of activities. Teacher facilitates a unit that begins with a book (e.g., The Very Hungry Caterpillar) and includes a variety of other activities (an outdoor caterpillar/butterfly hunt, learning the butterfly dance, a trip to the Butterfly Pavilion, etc.).</i> 	<ul style="list-style-type: none"> • <i>Teacher has rich language materials in the room.</i> • <i>Teacher posts the daily routine/schedule.</i> • <i>Teacher can explain how lesson plan impacts whole-child development.</i> • <i>While there may not be many discipline-specific activities, teacher can show evidence of integration (e.g., sink and float for science may also work on pincer grasp).</i> • <i>Teacher updates classroom areas to support current topics in an interdisciplinary way. For example, if the class has been learning the letter B, the housekeeping area might become a bakery with buns and bagels.</i> 	<ul style="list-style-type: none"> • <i>Students have the opportunity to write, read, sort, and count in all play areas of the classroom.</i> 	<ul style="list-style-type: none"> • <i>Students are engaged (as listeners or as speakers) in conversations (possibly teacher prompted) that make connections between one activity and another.</i>
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Kindergarten				
<ul style="list-style-type: none"> • <i>Teacher focuses on the whole child (all developmental domains): Integrated instruction in literacy and math.</i> • <i>Teacher provides instruction that is focused on rich language (precursor to language development), such as evidence in lesson plans and schedule of the day.</i> 	<ul style="list-style-type: none"> • <i>Teacher provides opportunities for students to make connections, reflect, and revisit learning experiences in all areas.</i> • <i>The teacher asks open-ended questions that prompt higher-level thinking.</i> 	<ul style="list-style-type: none"> • <i>Teacher has rich language materials in the room. Daily routine/schedule is posted.</i> • <i>Teacher can explain how lesson plan impacts whole-child development.</i> • <i>In addition to discipline-specific activities, there is evidence of integration. For example, students write books about community helpers using literacy practices.</i> • <i>Teacher updates classroom areas to support current topics in interdisciplinary ways. For example, if the class has been learning coins, the housekeeping area might become a shop with a cash register.</i> 	<ul style="list-style-type: none"> • <i>Students have the opportunity to write, read, and do math in all centers of the classroom.</i> • <i>Students decide they would like to write notes to the principal based on their authentic needs (i.e. more recess equipment).</i> 	<ul style="list-style-type: none"> • <i>Students engage in conversations with peers and teachers elaborating on learning and making connections to other areas.</i> • <i>Students engage in planning/reflecting on what they will learn from a guest speaker in connection to lessons in class (e.g., students may record questions, thoughts, or anticipated learning in a journal before a visit from meteorologist. They may have questions about weather or the job of a meteorologist, such as how they measure wind speed).</i> • <i>Students suggest new centers based on recent study (e.g., they want to create a custodian station after learning about school community).</i> • <i>Students determine what is needed for that center and what the job will entail in the classroom.</i>



Grades 1–3

<ul style="list-style-type: none">• <i>Teacher provides instruction that is focused on rich language, including discipline-specific terms.</i>	<ul style="list-style-type: none">• <i>The teacher asks open-ended questions that prompt higher-level thinking and conversations among small groups or partners.</i>• <i>Teacher provides opportunities for students to make connections, reflect, and revisit learning experiences in all areas.</i>	<ul style="list-style-type: none">• <i>Teacher has rich language throughout the classroom.</i>• <i>In addition to discipline-specific activities, there is evidence of integration or teacher can explain how integration is being implemented. For example, students read biographies of inventors during the unit on simple machines.</i>	<ul style="list-style-type: none">• <i>Students have the opportunity to write, read, and do math in all classroom activities.</i>	<ul style="list-style-type: none">• <i>Students engage in conversations or make journal entries elaborating on learning and making connections to other areas.</i>
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QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, disciplinary inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Scaffolds questions, concepts, and skills based on a sequence of learning.</i> <i>Uses instructional materials that are accurate and appropriate for the lesson being taught.</i> <i>Encourages and provides opportunities for students to make connections to prior learning.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> <i>Content-based instructional strategies that best align to the learning objective.</i> <i>Multiple models and delivery methods to explain concepts accurately.</i> <i>Questioning techniques to support disciplinary inquiry.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> <i>Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.</i> <i>Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.</i> 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> <i>Develop a variety of explanations and multiple representations of concepts.</i> <i>Apply skills and knowledge learned in the classroom to engage in more complex tasks.</i> 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> <i>Generate questions that lead to further inquiry and self-directed learning.</i> <i>Synthesize concepts to create original thinking within and across disciplines.</i>
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
Note: Professional Practice may be **Observable** during a classroom observation.



Note: Professional Practice may Not be Observable during a classroom observation.

Preschool

<ul style="list-style-type: none"> • <i>Teacher reminds students of what they have already done or already know that is relevant to the current learning target. For example, when talking about farm animals, teacher reminds students of what they already know about pets.</i> • <i>Teacher demonstrates focusing on the inquiry process and the whole-child development process.</i> • <i>Teacher provides materials in the environment to allow students the opportunity to demonstrate evidence.</i> • <i>Teacher facilitates and supports conversations that help students make connections to prior learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses a variety of entry points (e.g., pictures, sentence starters) to instruction.</i> • <i>Teacher focuses on whole-child development.</i> • <i>Teacher facilitates conversations and asks open-ended questions that further children's curiosity.</i> 	<ul style="list-style-type: none"> • <i>Teacher demonstrates understanding that incidental learning is a rich opportunity to take advantage of teachable moments to extend or scaffold.</i> 	<ul style="list-style-type: none"> • <i>Students participate in guided discussion and activities that encourage analysis and reasoning. For example, students voice what they will see on a class trip and then compare that with what they saw after the trip.</i> • <i>Students have the opportunity to create without strict guidelines.</i> • <i>When a student asks for help with a challenging task (such as a puzzle), the teacher asks for a peer volunteer.</i> • <i>Student conversations during play show evidence of concept development.</i> • <i>Students may demonstrate concept mastery nonverbally, for example, in the block area.</i> 	<ul style="list-style-type: none"> • <i>Students are provided with opportunities for multiple right answers. For example, the teacher says, "There are lots of things you can do with a ruler. Can you tell me one? What's another?"</i>
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Kindergarten				
<ul style="list-style-type: none"> Teacher reminds students of what they have already done or already know that is relevant to the current learning target. For example, when talking about birds, mammals, and reptiles, the teacher reminds them of what they already know about farm animals and pets. Teacher demonstrates focusing on the inquiry process and the whole-child development process. Teacher provides materials in the environment to allow students the opportunity to demonstrate evidence. 	<ul style="list-style-type: none"> Teacher uses a variety of entry points (e.g., pictures, sentence starters) to instruction. Teacher focuses on whole-child development and understands the continuum of learning. The teacher asks many open-ended questions and has many back-and-forth exchanges with students. Students also have opportunities to discuss with their peers (turn and talk). 	<ul style="list-style-type: none"> Teacher demonstrates understanding that incidental learning is a rich opportunity to take advantage of teachable moments to extend or scaffold. Both student-guided and teacher-guided learning experiences are used in the classroom to deepen engagement and enhance learning. 	<ul style="list-style-type: none"> Students participate in guided discussions and activities that encourage analysis and reasoning. For example, students voice what they will see on a class trip and then compare that with what they saw after the trip. Students have the opportunity to create without strict guidelines. When a student asks for help with a challenging task (such as a puzzle), the teacher asks for a peer volunteer to help. Student conversations during play show evidence of concept development. Students may demonstrate concept mastery nonverbally, for example, during choice time. 	<ul style="list-style-type: none"> Students are provided with opportunities for multiple right answers. For example, the teacher says, “The word blue/blew can mean two things. Can you tell me one? What’s another?”
Grades 1–3				
<ul style="list-style-type: none"> Teacher reminds students of what they have already done or already know that is 	<ul style="list-style-type: none"> Teacher uses a variety of entry points (e.g., pictures, sentence starters, posing problems asking thought 	<ul style="list-style-type: none"> Teacher demonstrates understanding that incidental learning is a rich opportunity to take 	<ul style="list-style-type: none"> Students participate in guided discussions and activities that encourage inquiry, analysis, and 	<ul style="list-style-type: none"> Students are provided with opportunities for multiple right answers. For example, when



<p><i>relevant to the current learning target. For example, when talking about earth science and the water cycle, the teacher reminds them of what they already know about rain.</i></p> <ul style="list-style-type: none">• <i>Teacher demonstrates focusing on the inquiry process and the whole-child development process.</i>• <i>Teacher provides materials in the environment to allow students the opportunity to demonstrate evidence.</i>	<p><i>provoking questions) to instruction.</i></p> <ul style="list-style-type: none">• <i>Teacher focuses on whole-child development and understands the continuum of learning.</i>• <i>The teacher asks many open-ended questions and has many back-and-forth exchanges with students.</i>	<p><i>advantage of teachable moments to extend or scaffold.</i></p> <ul style="list-style-type: none">• <i>Both student-guided and teacher-guided learning experiences are used in the classroom to deepen engagement and enhance learning.</i>	<p><i>reasoning. For example, students voice what they think will happen when they test the pulleys they have built as part of their physical science unit and then compare that with what actually happened when they tested the pulleys.</i></p> <ul style="list-style-type: none">• <i>Students have the opportunity to create without strict guidelines.</i>• <i>When a student asks for help with a challenging task (e.g., building an array to represent a multiplication problem), the teacher asks for a peer volunteer to help.</i>• <i>Student conversations during activities show evidence of concept development.</i>• <i>Students may demonstrate concept mastery nonverbally, for example, while working with a small group, with a partner, or during choice time.</i>	<p><i>solving a two-digit subtraction problem, students explain various ways they solved the problem using different strategies or approaches, including manipulatives or drawings.</i></p>
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QUALITY STANDARD II

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE TEACHER: maintains:</p> <ol style="list-style-type: none"> Safety and welfare of students and the environment. Clear expectations for student behavior. Procedures and routines to guide instruction and transitions. 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> Facilitates student accountability to school and class procedures and routines. Consistently reinforces student expectations. Demonstrates a caring and respectful relationship with students. 	<p>... and THE TEACHER: Makes maximum use of instructional time by:</p> <ol style="list-style-type: none"> Implementing purposeful pacing and efficient transitions. Using appropriate strategies to reduce disruptive or off-task behaviors. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> Demonstrate mutual respect and support with the teacher and peers. Uphold school and class rules. 	<p>... and STUDENTS:</p> <ol style="list-style-type: none"> Encourage positive behavior from peers.
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
Note: Professional Practice may be **Observable** during a classroom observation.
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none">• <i>Teacher may be working directly on one student's behavior as indirect instruction for the entire class.</i>• <i>Teacher includes picture/visual and music/auditory cues to guide instruction and transitions.</i>• <i>Teacher gives students a trackable time cue (e.g., end of a song, egg timer).</i>• <i>Teacher reinforces and reteaches routines as needed.</i>	<ul style="list-style-type: none">• <i>Teacher gives encouragement through valid praise to all students (e.g., "You are all doing such a nice job at lining up") and by name (e.g., "Joey, I really like the way you are carrying the juice pitcher carefully").</i>• <i>Teacher checks in with individual students as they enter or during play.</i>• <i>Teacher encourages students to share ideas during circle time.</i>	<ul style="list-style-type: none">• <i>If the pace of instruction appears too slow or too fast, evaluator may ask a reflective question in order to determine how the class context is impacting pace of instruction.</i>• <i>When incidents of misbehavior occur, teacher is able to address the needs of that individual student through redirection, modeling, and age-appropriate discipline, while ensuring that such incidents do not have a major impact on class instruction.</i>• <i>Teacher models self-regulation explicitly (e.g., "Wow, I am having a hard time with this puzzle. I am going to need help or maybe take a break").</i>	<ul style="list-style-type: none">• <i>Students respond to prompts from teacher to support peers (e.g., teacher may ask student to help another with a block tower or puzzle or at clean-up time).</i>• <i>Students demonstrate the ability to follow class rules and routines when cued.</i>	<ul style="list-style-type: none">• <i>Students remind one another of class rules around sharing and taking turns, and do so in a kind and respectful manner.</i>



Kindergarten				
<ul style="list-style-type: none"> • Teacher includes picture/visual and music/auditory cues to support instruction/directions and transition. • Teacher gives students a time cue that may include visual or auditory cues (e.g., when the song ends or when the timer goes off). • Teacher reinforces and reteaches routines as needed. 	<ul style="list-style-type: none"> • Teacher gives encouragement through valid praise to all students (e.g., “You are all working so hard this morning”) and by name (e.g., “Joey, I really like the way you included letters in your picture”). • Teacher checks in with individual students (e.g., greeting each student as he/she enters the classroom). • Teacher encourages students to share ideas (e.g., during group meetings or discussions). 	<ul style="list-style-type: none"> • Teacher provides direct instruction in self-regulation, focusing on the areas of attention and distraction. • Teacher provides practice in following rules through direct instruction and in play. • Teacher provides tangible reminders for self-regulation (e.g., putting on imaginary glasses to check a paper before putting it in the finished basket). 	<ul style="list-style-type: none"> • Students respond to signals from the teacher to follow rules without explicit, verbal reminders (quiet sign, lights blinking, clean up, or transition song). • Students can state class or school rule(s) if asked. • Students, with prompting, can solve their own problems with a peer or ask to take a break. 	<ul style="list-style-type: none"> • Students demonstrate positive peer interactions such as getting someone’s attention appropriately, including peers in play, and sharing, with only minimal cuing.
Grades 1–3				
<ul style="list-style-type: none"> • Teacher includes picture/visual and music/auditory cues as needed to guide instruction and transitions. • Teacher lets students know a transition is coming (e.g., “When the minute hand is on the five, we will line up for music”). 	<ul style="list-style-type: none"> • Teacher gives encouragement through valid praise to all students (e.g., “You are all thinkers in this room”) and by name (e.g., “Joey, can you share your story with the class—you did such a nice job describing the field trip”). • Teacher checks in with individual students (e.g., greeting each student as 	<ul style="list-style-type: none"> • Teacher provides direct instruction, modeling, and practice in self-regulation, focusing on the areas of attention, calming, and coping. 	<ul style="list-style-type: none"> • Students can explain a school or class rule if asked. • Students often solve problems while working with a partner or in a small group. 	<ul style="list-style-type: none"> • Students demonstrate positive peer interactions such as getting someone’s attention, including peers in activities, and sharing materials or resources.



	<p><i>he/she re-enters the classroom following lunch).</i></p> <ul style="list-style-type: none">• <i>Teacher encourages students to share ideas (e.g., during group discussions or through presentations and Q & A).</i>			
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QUALITY STANDARD II

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

<p>THE TEACHER:</p> <p>1. <i>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and other aspects of culture on student perspectives.</i></p>	<p>... and</p> <p>THE TEACHER:</p> <p>creates a classroom environment in which diversity is used to ensure:</p> <p>2. <i>A sense of community among students.</i></p> <p>3. <i>Effective interactions among students.</i></p> <p>4. <i>Instruction that reflects diverse backgrounds, experiences, and different points of view.</i></p>	<p>... and</p> <p>THE TEACHER:</p> <p>5. <i>Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.</i></p> <p>6. <i>Uses materials and lessons that counteract stereotypes and acknowledge the contributions of all cultures.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>7. <i>Respect the uniqueness of fellow students.</i></p> <p>8. <i>Seek a variety of perspectives to enhance their learning.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>9. <i>Advocate for diversity, equity, and social justice.</i></p>
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.

Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.

*Note: Professional Practice may be **Observable** during a classroom observation.*

Note: Professional Practice may Not be Observable during a classroom observation.



Preschool

- *Teacher provides books in other languages, posters, or other visuals that reflect the students in the class.*
- *Teacher encourages family involvement to incorporate diverse cultures into the classroom.*
- *Teacher ensures that students feel culturally valued (e.g., when teaching a lesson on transportation, includes wheelchairs).*

- *Teacher fosters a community of acceptance and celebration of uniqueness, answering student questions about difference thoughtfully and clearly.*
- *Teacher engages children in anti-bias lessons to reduce identity-based teasing, name-calling, bullying, etc.*

- *Teacher can answer questions about culturally responsive pedagogy and has curricular materials that support such work (e.g., books with culturally accurate characters and themes).*
- *Teacher demonstrates understanding that younger students have trouble transitioning from home to classroom, particularly when there is a traumatic situation at home. Teacher supports individual students through providing opportunities for structured play (dollhouse, water table) that may help students work through concerns.*

- *Students respect personal space, use friendly words to one another, share, and take turns with support from adults.*
- *Students clap for each other following contributions at circle time.*
- *Students engage in a variety of play experiences, asking questions, trying new things, and applying experiences across environments/settings.*

- *Students can use teacher-supplied model sentences to talk about what is “fair.”*
- *Students exhibit anti-bullying behavior.*
- *Students advocate for the rights of a peer.*



Kindergarten

- *Teacher provides books in other languages, posters, or other visuals that reflect the students in the class.*
- *Teacher encourages family involvement as appropriate to incorporate diverse cultures into the classroom (e.g., plans lessons around culturally significant days for student cultures represented in the class).*

- *Teacher fosters a community of acceptance and celebration of uniqueness, seeking student perspectives on questions about difference.*
- *Teacher engages children in anti-bias lessons to reduce identity-based teasing, name-calling, bullying, etc.*

- *Teacher can answer questions about culturally responsive pedagogy and has curricular materials that support such work (e.g., unit on community helpers shows a variety of ethnicities in non-gender-stereotyped roles).*
- *Teacher demonstrates understanding that younger students have trouble transitioning from home to classroom, particularly when there is a traumatic situation at home. Teacher supports individual students by providing opportunities for free expression and play (painting, messy play) that may help students work through concerns.*

- *Students make eye contact, respect personal space, use friendly words to one another, share, and take turns with minimal support from adults.*
- *Students clap for each other following contributions at group time.*
- *Students allow all members of the group to share ideas.*
- *Students ask their peers for compliments and feedback on classwork (e.g., STEM design or writing activity).*

- *Students can answer adult questions about whether something is “not fair.”*
- *Students exhibit anti-bullying behavior.*



Grades 1–3

<ul style="list-style-type: none">• <i>Teacher provides books in other languages, posters, or other visuals that reflect the students in the class.</i>• <i>Teacher continues to allow family involvement to incorporate diverse cultures into the classroom (e.g., invites student family member to present on culturally relevant topic).</i>• <i>Teacher works to ensure that students feel represented culturally and valued.</i>	<ul style="list-style-type: none">• <i>Teacher fosters a community of acceptance and celebration of uniqueness, seeking student perspectives on questions about difference, stereotypes, and prejudice.</i>	<ul style="list-style-type: none">• <i>Teacher can answer questions about culturally responsive pedagogy and has curricular materials that support such work (e.g., unit on state history includes role of women, indigenous people, and minorities).</i>• <i>Teacher demonstrates understanding that younger students have trouble transitioning from home to classroom, particularly when there is a traumatic situation at home. Teacher supports individual students by providing opportunities for free expression (drawing, writing, role-playing) that may help students work through concerns.</i>	<ul style="list-style-type: none">• <i>Students make eye contact, respect personal space, use friendly words to one another, share, and take turns.</i>• <i>Students celebrate each other following sharing or presentations.</i>• <i>Students allow all members of the group to share ideas.</i>	<ul style="list-style-type: none">• <i>Students can explain why something is “not fair.”</i>• <i>Students exhibit anti-bullying behavior.</i>
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QUALITY STANDARD II

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> Plans for students who have a variety of learning needs and interests. Adapts the physical environment to support individual student needs. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests. Implements learning plan(s) to address student needs. Encourages contributions of students across a range of ability levels. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Initiates collaboration with colleagues to better understand and respond to student learning needs. Provides opportunities and support for students to self-select tasks that accelerate their learning. Integrates coping skills such as self-reflection, self-regulation, and persistence into instruction. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Actively engage in and monitor their learning. Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Apply coping skills such as self-reflection, self-regulation, and persistence to classroom situations. Encourage fellow students to participate and challenge themselves.
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.



Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.

Note: Professional Practice may be **Observable** during a classroom observation.

Note: Professional Practice may Not be Observable during a classroom observation.

Preschool

<ul style="list-style-type: none"> • Teacher can explain why the classroom is set up as it is and, when necessary, show evidence that environment is based on input from those with expertise on inclusion/individualization. • Teacher changes instruction in response to student behavior (e.g., ending circle time when student attention limit is reached). 	<ul style="list-style-type: none"> • Teacher can explain how circle-time management allows for participation across the class. • Teacher can give evidence that, when necessary, instruction is based on input from those with expertise on inclusion/individualization. • Teacher provides multiple entry points to instruction. • Teacher invites and involves children who are the least likely or least able to engage. 	<ul style="list-style-type: none"> • Teacher provides direct instruction in identifying emotions, strategies for handling disappointment, and friendship skills. 	<ul style="list-style-type: none"> • Students use teacher-assisted prompting to self-regulate or regroup: <ul style="list-style-type: none"> ○ Teacher-mediated ○ Teacher-cued verbally ○ Teacher-cued nonverbally ○ Self-prompted • Students choose activities during play that communicate interests. • Students ask for help with tasks during play that are areas of learning needs. 	<ul style="list-style-type: none"> • Students continue at a challenging task during play. • Students self-comfort by seeking out a special object or person. • Students are capable of delaying gratification (e.g., seeking other activity if block area is full). • Students return to unfinished activity after an interruption. • Students stay on task when faced with a learning challenge with support from adults. • Students work with an adult to manage emotions and resolve conflicts.
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Kindergarten				
<ul style="list-style-type: none"> • <i>Teacher can explain why the classroom is set up as it is and, when necessary, show evidence that environment is based on input from those with expertise on inclusion/individualization.</i> • <i>Teacher carefully plans the classroom set-up to create a learning environment that encourages exploration, peer interaction, and cognitive growth. The environment reflects the transition from a play-based to a beginning elementary setting and includes both academic and play-based elements.</i> • <i>Teacher changes instruction in response to student behavior (e.g., stand, stretch, sit to refresh student attention).</i> 	<ul style="list-style-type: none"> • <i>Teacher can explain how whole-group meeting time management allows for participation across the class.</i> • <i>Teacher can give evidence that, when necessary, instruction is based on input from those with expertise on inclusion/individualization.</i> • <i>Teacher provides alternative entry points to instruction for students who did not attend preschool.</i> 	<ul style="list-style-type: none"> • <i>Teacher provides direct instruction in social problem solving, strategies for handling anger and frustration, and friendship skills.</i> 	<ul style="list-style-type: none"> • <i>Students use teacher-assisted prompting to self-regulate or regroup:</i> <ul style="list-style-type: none"> ○ <i>Teacher-cued verbally</i> ○ <i>Teacher-cued nonverbally</i> ○ <i>Self-prompted</i> • <i>Students choose activities that reflect interests.</i> • <i>Students ask for help with tasks that are areas of learning needs.</i> 	<ul style="list-style-type: none"> • <i>Students continue at a challenging task.</i> • <i>Students self-comfort by seeking out special object or person or use of language (e.g., “The easel is full, but I can look at a book while I wait”).</i> • <i>Students return to unfinished activity after an interruption.</i> • <i>Students create a self-reflection of how they think they are doing in various aspects of being a kindergartner (e.g., trying my best, first-time listener, being a good friend).</i>



Grades 1–3

- *Teacher can explain why the classroom is set up as it is and, when necessary, show evidence that environment is based on input from those with expertise on inclusion/individualization at elementary grade levels.*
- *Teacher carefully plans the classroom set-up to create a learning environment that encourages exploration, peer interaction, and cognitive growth.*
- *Classroom set-up includes a variety of learning spaces for students to interact and work in groups, with partners, or independently.*

- *Teacher can give evidence that, when necessary, instruction is based on input from those with expertise on inclusion/individualization.*
- *Teacher provides alternative entry points to instruction for students who are new to school.*

- *Teacher intervenes when needed in social problem solving, handling frustration, and applying friendship skills.*

- *Students use teacher-assisted prompting to self-regulate or regroup:*
 - *Teacher-cued verbally*
 - *Teacher-cued nonverbally*
 - *Self-prompted*
- *Students share activities that reflect interests.*
- *Students ask for help with tasks that are areas of learning needs.*

- *Students continue at a challenging task.*
- *Students self-comfort by use of language.*
- *Students reach out to classmates on playground or in class to try something new.*



QUALITY STANDARD II

Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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ELEMENT D: Teachers work collaboratively with the families and/or significant adults in the lives of their students.

<p>THE TEACHER: establishes:</p> <ol style="list-style-type: none"> 1. <i>A classroom environment that encourages participation from families and/or significant adults.</i> 2. <i>Respectful relationships with families and/or significant adults.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 3. Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. 4. Shares feedback on student progress with families and/or significant adults. 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 5. Facilitates communication between families and/or colleagues who provide student services. 6. Recognizes obstacles to family and community participation and seeks solutions to overcome them. 	<p>... and FAMILIES AND/OR SIGNIFICANT ADULTS:</p> <ol style="list-style-type: none"> 7. Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities. 	<p>... and FAMILIES AND/OR SIGNIFICANT ADULTS:</p> <ol style="list-style-type: none"> 8. <i>Participate in classroom and/or school-based activities.</i>
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Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
Note: Professional Practice may be **Observable** during a classroom observation.
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> Teacher uses consistent routines for drop off and pick up, making the transition easier for parents and students. 	<ul style="list-style-type: none"> Teacher has a method of ongoing communication that is accessible to all families (e.g., phone calls, backpack letters, online portfolio, and emails, in languages appropriate for parent comprehension). Teacher has a system for formal and informal conferencing (e.g., classroom meetings and emails). 	<ul style="list-style-type: none"> Teacher can explain obstacles to communicating with families and steps taken to address them (e.g., language aids for non-English-speaking parents). Teacher uses child assessment data to communicate with parents. 	<ul style="list-style-type: none"> Teacher can give examples/evidence of family collaboration/participation (e.g., parent invitations to the classroom to play, signed backpack letters, and email correspondence; families participate in home visits). 	<ul style="list-style-type: none"> Teacher can explain how a class calendar accommodates the needs of different families and ensures access to participation. Family members participate in a parent advisory council.
Kindergarten				
<ul style="list-style-type: none"> Teacher has a plan from transitioning to parent/caregiver drop off to more independent student entry (e.g., hug at the door). Teacher provides opportunities for families to visit the classroom. 	<ul style="list-style-type: none"> Teacher has a method of ongoing communication that is accessible to all families (e.g., phone calls, backpack letters, and online portfolios in languages accessible for parent comprehension). Teacher has a system for formal and informal conferencing (e.g., classroom meetings and emails). 	<ul style="list-style-type: none"> Teacher can explain obstacles to communicating with families and steps taken to address them (e.g., language aids for non-English-speaking parents). 	<ul style="list-style-type: none"> Teacher can give examples/evidence of family collaboration/participation (e.g., parent invitations to the classroom for specific activities, signed backpack letters, and email correspondence). 	<ul style="list-style-type: none"> Teacher can explain how class calendar accommodates the needs of different families and ensures access to participation.



Grades 1–3

<ul style="list-style-type: none">• <i>Teacher provides opportunities for families to visit the classroom (e.g., parents join the class to talk about their professions).</i>	<ul style="list-style-type: none">• <i>Teacher has a method of ongoing communication that is accessible to all families (e.g., newsletter, phone calls, webpage in languages accessible for parent comprehension).</i>• <i>Teacher has a system for formal and informal conferencing (e.g., classroom meetings and emails).</i>	<ul style="list-style-type: none">• <i>Teacher can explain obstacles to communicating with families and steps taken to address them (e.g., language aids for non-English-speaking parents).</i>	<ul style="list-style-type: none">• <i>Teacher can give examples/evidence of family collaboration/participation (e.g., parent invitations to the classroom to support special assignments such as science experiments or book reports, signed backpack letters, and email correspondence).</i>	<ul style="list-style-type: none">• <i>Teacher can explain how class calendar accommodates the needs of different families and ensures access to participation.</i>
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the students’ levels of intellectual, physical, social, and emotional development.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> 1. Considers the intellectual, physical, social, and emotional development of students when planning lessons. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 2. <i>Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.</i> 	<p>... and</p> <p>THE TEACHER:</p> <p>engages students in:</p> <ol style="list-style-type: none"> 3. <i>Developmentally appropriate learning.</i> 4. <i>Creative learning experiences.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 5. <i>Advocate for their learning needs.</i> 6. <i>Communicate the value of new and different ways of learning.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 7. <i>Apply new and different ways of learning.</i>
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Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
Note: Professional Practice may be **Observable** during a classroom observation.
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> • Teacher shows evidence of classroom structure such as a calendar, rules, and instructional content (e.g., shapes, colors, letters). • Teacher listens to students as they plan in order to prepare the appropriate supports. • Teacher plans lessons with different follow-up activities in mind to meet the individual needs of the students. 	<ul style="list-style-type: none"> • Teacher collaborates with colleagues (e.g., special education teachers, kindergarten teachers, and other staff) to support the right of each student to play and learn in an inclusive environment that meets the needs of students with and without disabilities. 	<ul style="list-style-type: none"> • Teacher uses authentic assessments to evaluate student learning (e.g., taking notes, photos, videos). • Teacher helps students translate learning into a new arena, such as between centers or with different products (e.g., tactile area, blocks, reading, role-playing). • Teacher helps students connect current activities to previous learning. • Teacher gives students time to move, including free play. 	<ul style="list-style-type: none"> • Students can choose the center they engage with (e.g., tactile area, blocks, reading, role-playing). • Students communicate to each other and their teacher about their play. • Students prompt their peers to quiet down when others are presenting. • Students request help with work or self-help skills (e.g., tell the teacher they need the bathroom or help with a coat through language, signs, or gestures). 	<ul style="list-style-type: none"> • Students express what they liked best and what they did not enjoy at the end of the day. • Students engage with content in multiple ways. • Students translate learning into a new arena such as between centers or with different products (e.g., tactile area, blocks, reading, role-playing).
Kindergarten				
<ul style="list-style-type: none"> • Teacher reviews and reflects on assessment results to modify instructional strategies. • Teacher plans for and provides the level of support, accommodations, and adaptations needed for each student to access, participate, and learn within and across 	<ul style="list-style-type: none"> • Teacher collaborates with colleagues (e.g., special education teachers, grade 1 teachers, and other staff) to support the right of each student to play and learn in an inclusive environment that meets the needs of students with and without disabilities. 	<ul style="list-style-type: none"> • Teacher uses a reciprocal process in listening to students and paraphrasing what was said in order to check understanding. • Teacher provides the background information that their students need in order to explore and apply their learning. • Teacher helps students 	<ul style="list-style-type: none"> • Students can describe in detail the outcomes of their plans and use those outcomes for new plans, with the support of the teacher. • Students engage in different forms of play (e.g., role-playing, free play, tactile area, block centers) that contribute to their development, 	<ul style="list-style-type: none"> • Students can express what they liked best at the end of the week. • Students ask if the class or small group can study an animal of interest to them.



<p><i>activities and routines.</i></p>		<p><i>translate learning into a new arena, such as between centers or with different products (e.g., blocks to math).</i></p> <ul style="list-style-type: none"> • <i>Teacher helps students connect current activities to previous learning.</i> 	<p><i>including make-believe, sensory, language, construction, large and small motor, and mastery play.</i></p>	
<p>Grades 1–3</p>				
<ul style="list-style-type: none"> • <i>Teacher reviews and reflects on assessment results to modify instructional strategies.</i> • <i>Teacher plans for and provides the level of support, accommodations, and adaptations needed for each student to access, participate, and learn within and across activities and routines.</i> 	<ul style="list-style-type: none"> • <i>Teacher can show evidence that he or she collaborates with colleagues (e.g., special education teachers, kindergarten teachers, and other staff) to support the right of each student to learn in an inclusive environment that meets the needs of students with and without disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses a reciprocal process in listening to students and paraphrasing what was said in order to check understanding.</i> • <i>Teacher engages students in acquiring the background knowledge needed to further explore and deepen their learning through inquiry and building on students' natural curiosity.</i> • <i>Teacher helps students translate learning across arenas, such as between a math and science lesson and a follow-up experiment.</i> • <i>Teacher helps students connect current activities to previous learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses examples of evidence-based assessments to assess students' strengths, challenges, and areas for growth.</i> • <i>Students can continue working, even when the teacher is not directly assisting.</i> 	<ul style="list-style-type: none"> • <i>Students develop a learning map that links goals to their current work.</i> • <i>Students access a wide variety of resources to complete assignments (e.g., books, technology, peers, and materials).</i>



QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> Determines the students' current skill levels and uses that information to plan instruction. <i>Selects assessment strategies aligned to the learning objective.</i> <i>Monitors student learning in relation to the learning objective.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Uses assessment results to guide real-time adjustments to instruction.</i> <i>Evaluates and documents student performance based on multiple measures to set learning goals.</i> <i>Provides timely feedback to students that is academically focused, frequent, and high quality.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Models how to incorporate feedback to improve learning.</i> <i>Provides students opportunities to revise their work based on feedback.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Self-assess on a variety of skills and concepts to set learning goals.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Discuss performance with the teacher, family, and/or significant adults.</i> <i>Monitor and revise their learning goals based on feedback.</i>
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Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
*Note: Professional Practice may be **Observable** during a classroom observation.*
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> • Teacher uses authentic assessments (e.g., TS GOLD) such as videos, photos, and observations to monitor student progress toward learning objectives. • Teacher accounts for the behavioral, emotional, and intellectual differences of each student. 	<ul style="list-style-type: none"> • Teacher uses videos and other authentic assessments to inform real-time revisions to classwork. • Teacher takes the time to talk with students about their work, focusing on the process rather than the product. • Teacher provides feedback to students in centers. 	<ul style="list-style-type: none"> • Teacher asks students to guide him/her through play interactions as he/she reflects out loud to them what he/she hears and sees. • Teacher supports students in providing feedback to one another in centers (e.g., author's corner). 	<ul style="list-style-type: none"> • Students use self-correcting materials, such as puzzles or matching cards (e.g., a student may work to put cut apart letters of their name in order and then use their name tag to check that the letters are in the correct order), with the help of their teacher. • Students talk about their work in centers, and the teacher guides the student to self-assess their work (e.g., "Great job, Megan, would you tell me why you used the blocks this way?"). 	<ul style="list-style-type: none"> • Students talk about what they are trying to accomplish in centers. • Students talk about their play or process with the support of their teacher. • Students use the "plan, do, review" approach with the support of their teacher. • Students spontaneously share work with an adult or peer • Students ask "what if . . ." or "how does . . ." questions during instruction or play.
Kindergarten				
<ul style="list-style-type: none"> • Teacher uses authentic assessments (e.g., TS GOLD) such as videos, photos, and observations to monitor student progress toward learning objectives. • Teacher uses traditional assessments to monitor student progress toward learning objectives. • Teacher accounts for the 	<ul style="list-style-type: none"> • Teacher uses videos and other authentic assessments to inform real-time revisions to classwork. • Teacher takes the time to talk with students about their work, focusing on the process and product. • Teacher provides feedback to students. 	<ul style="list-style-type: none"> • Teacher asks students to guide him/her through play interactions as he/she reflects out loud to them what he/she hears and sees. • Teacher supports students, when needed, in providing feedback to one another. 	<ul style="list-style-type: none"> • Students talk about their work, and the teacher guides the students to self-assess their work (e.g., "Great job, Megan, would you tell me why you used the blocks this way?"). • Students provide compliments and feedback to their peers. 	<ul style="list-style-type: none"> • Students talk about what they are trying to accomplish in the classroom. • Students talk about their play or process with the support of their teacher. • Students use the "plan, do, review" approach with the support of their teacher.



<p><i>behavioral, emotional, and intellectual differences of each student.</i></p>				<ul style="list-style-type: none"> • <i>Students co-lead with their teacher at their parent conferences, discussing their strengths, areas of growth, and next steps.</i>
<p>Grades 1–3</p>				
<ul style="list-style-type: none"> • <i>Teacher uses appropriate assessments to monitor student progress toward learning objectives.</i> • <i>Teacher accounts for the behavioral, emotional, and intellectual differences of each student.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses student data (e.g., student work, formative or summative assessments) to inform real-time adaptations to instruction.</i> • <i>Teacher takes the time to talk with students about their work, focusing on the process as well as the product.</i> 	<ul style="list-style-type: none"> • <i>Teacher guides students through class work and provides real-time feedback.</i> • <i>Teacher guides students in the process of providing feedback to one another.</i> 	<ul style="list-style-type: none"> • <i>Students discuss their work and understanding with their peers and the teacher.</i> • <i>Students set learning goals and develop strategies to remain focused on those goals.</i> 	<ul style="list-style-type: none"> • <i>Student work is connected to the learning objectives.</i> • <i>Students are able to articulate the learning objectives.</i> • <i>Students co-lead with their teacher at their parent conferences, discussing their strengths, areas of growth, and next steps.</i>



QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
<p>THE TEACHER:</p> <ol style="list-style-type: none"> Plans lessons incorporating available technology. Assesses available technology to use with instruction. 	<p>... and</p> <p>THE TEACHER: uses available technology to:</p> <ol style="list-style-type: none"> Facilitate classroom instruction. Develop students' knowledge and skills based on lesson outcomes. Model responsible and ethical use of technology and applications. 	<p>... and</p> <p>THE TEACHER integrates available technology to enhance:</p> <ol style="list-style-type: none"> Creativity. Use of information. Collaboration. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Demonstrate responsible and ethical digital citizenship. Use available technology to apply team-building skills. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Self-select appropriate technology tools based on lesson outcomes. Create artifacts and design tools to solve authentic problems.

Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
*Note: Professional Practice may be **Observable** during a classroom observation.*
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> • <i>Teacher incorporates technology into his/her classroom practices, connecting on-screen and off-screen learning. For example, after a nature walk through the surrounding neighborhood, the teacher and children use the classroom tablet to read an interactive e-book about trees together.</i> • <i>Teacher uses digital portfolio to share child's accomplishments with family.</i> 	<ul style="list-style-type: none"> • <i>Teacher directs students away from passively using technology.</i> • <i>Teacher demonstrates how to use technology for learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher models use of technology to create videos, art, tangrams, and other classwork.</i> • <i>Teachers engages in technology activities with students.</i> 	<ul style="list-style-type: none"> • <i>Students work in a team or center to create a video, complete an art project, or develop puzzles for others to solve.</i> • <i>Student use of technology involves interaction and limits on screen time.</i> • <i>Students take turns or share devices.</i> • <i>Students use technology for social interactions.</i> 	<ul style="list-style-type: none"> • <i>Students use technology to meet learning goals, with support from the teacher.</i> • <i>Students use technology to create artifacts linked to learning objectives (e.g., videos, puzzles, artwork, tangrams).</i> • <i>Students ask peers how they built a structure in the block center.</i>
Kindergarten				
<ul style="list-style-type: none"> • <i>Teacher incorporates technology into his/her classroom practices, connecting on-screen and off-screen learning.</i> • <i>Teacher's lesson includes mouse- and app-based skills to prepare students for using technology in later grades.</i> 	<ul style="list-style-type: none"> • <i>Teacher directs students away from passively using technology.</i> • <i>Teacher demonstrates how to use technology for learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher models use of technology to create videos, art, tangrams, and other classwork.</i> • <i>Teacher engages in technology activities with students and provides opportunities and support for students to work collaboratively with peers while using technology.</i> • <i>Teacher uses technology</i> 	<ul style="list-style-type: none"> • <i>Students work in a team to create a video, complete an art project, or develop puzzles for others to solve.</i> • <i>Students redirect classmates in small groups to stay on task.</i> 	<ul style="list-style-type: none"> • <i>Students use technology to meet learning goals, with support from the teacher.</i> • <i>Students use technology to create artifacts linked to learning objectives (e.g., videos, puzzles, artwork, tangrams).</i> • <i>Students ask peers about processes they used to complete classwork.</i>



		<p><i>to enhance the learning experience (e.g., connecting with a scientist working in the field).</i></p>		
Grades 1–3				
<ul style="list-style-type: none"> • <i>The teacher models keyboarding skills and allows students to practice.</i> • <i>Teacher utilizes online assessments.</i> • <i>Teacher utilizes technology and appropriate applications to enhance student learning experiences.</i> 	<ul style="list-style-type: none"> • <i>Teacher directs students to use technology for classwork.</i> • <i>Teacher demonstrates how to use technology for learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher models use of technology.</i> • <i>Teacher engages with students in the use of technology and technology activities.</i> • <i>Teacher directs students away from passive or improper use of technology.</i> 	<ul style="list-style-type: none"> • <i>Students work in teams, using technology to complete classwork and projects.</i> • <i>Student use of technology involves interactions with others.</i> • <i>Students post on the online platform (e.g., Seesaw), demonstrating their learning to their parents.</i> 	<ul style="list-style-type: none"> • <i>Students use technology to meet learning goals.</i> • <i>Students use technology to create artifacts linked to learning objectives.</i>



QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
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Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

<p>THE TEACHER:</p> <ol style="list-style-type: none"> Establishes expectations at a level that challenges students. Plans lessons that incorporate critical-thinking and problem-solving skills. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Uses questioning strategies to develop students' critical-thinking and problem-solving skills. Uses wait time equitably to initiate student responses. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Models critical-thinking and problem-solving skills. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Use questioning strategies to develop and test innovative ideas. Use evidence to justify conclusions and synthesize knowledge. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> Construct logical arguments. Use concepts to solve problems.
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Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
*Note: Professional Practice may be **Observable** during a classroom observation.*
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> • Teacher deliberately uses a framework or structure to guide lessons. • Teacher’s lessons include asking prompting questions to probe student thinking. • Teacher asks students about their play or work in centers. • Teacher uses differentiated instruction to meet students’ needs. 	<ul style="list-style-type: none"> • Teacher creates an environment in which he/she hears as much from the students as from the adults in the classroom. • Teacher uses questioning and wait-time to allow all students to be heard. • Teacher uses everyday activities to strengthen problem-solving skills. 	<ul style="list-style-type: none"> • Teacher supports students in learning to socialize and become comfortable exploring the educational setting. • Teacher asks questions about class material (e.g., “What items could we use from the art area to create a welcome sign for the guest reader today?”). • Teacher asks, “What kinds of materials will we need to finger paint?” 	<ul style="list-style-type: none"> • Students use self-narration to express experimentation, with prompting and support from the teacher. • Students talk about the steps needed to complete a task, with support from the teacher. • Students accept problem-solving strategies from adults and peers, and ask for elaboration. 	<ul style="list-style-type: none"> • Students talk about what is happening and why they are trying different approaches (e.g., students ask “what if . . .” or “how about . . .”). • Students can be seen exploring and engaging with the environment. • Students use previously learned strategies to solve similar classroom problems.
Kindergarten				
<ul style="list-style-type: none"> • Teacher deliberately uses a framework or structure as well as the Colorado Academic Standards to guide lessons. • Teacher’s lessons include asking prompting questions to probe student thinking. • Teacher asks students about their play or work. 	<ul style="list-style-type: none"> • Teacher creates an environment in which he/she hears as much from the students as from the adults in the classroom. • Teacher uses questioning and wait-time to allow all students to be heard. 	<ul style="list-style-type: none"> • Teacher models metacognitive strategies for thinking about what might happen next in a story (e.g., “What do you think is going to happen next?”). • Teacher asks questions about class interests or areas of study (e.g., “Why do squirrels need to store nuts for winter?”). • Teacher asks, “What kinds of materials will we need to create a kite?” 	<ul style="list-style-type: none"> • Students use self-narration to express experimentation, with prompting and support from the teacher. • Students talk about the steps needed to complete a task, with support from the teacher, if needed. 	<ul style="list-style-type: none"> • Students talk about what is happening and why they are trying different approaches (e.g., students ask “what if . . .” or “how about . . .”). • Students can be seen exploring and engaging with the environment.



Grades 1–3

- *Teacher uses the Colorado Academic Standards to guide lessons.*
- *Teacher’s lessons include asking prompting questions to get students to explain how what they are learning is connected to the learning objectives.*
- *Teacher adapts his/her instructional practices to support struggling students.*

- *Teacher engages students to share what they are learning.*
- *Teacher facilitates discussions about class content that prompt all students to share.*

- *Teacher models reflection, decision-making, and review processes to develop students’ critical thinking skills.*
- *Teacher asks students to explain their approach to completing classwork.*
- *Teacher uses formative assessments to help students review and reflect on their own work.*

- *Students are able to revise their work based on the feedback from the teacher or their peers.*
- *Students explain the process they used to complete classwork.*

- *Students elaborate and describe what is happening and why they are trying different approaches (e.g., a student may describe how they solved an addition problem in two different ways to check their answer).*



QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element E: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
<p>THE TEACHER:</p> <p>1. <i>Has a clear purpose for student collaboration.</i></p>	<p>... and</p> <p>THE TEACHER:</p> <p>2. <i>Provides opportunities for students to participate using various roles and modes of communication.</i></p> <p>3. <i>Adjusts team composition based on learning objectives and student needs.</i></p>	<p>... and</p> <p>THE TEACHER:</p> <p>4. <i>Holds students accountable for work product and collaboration processes.</i></p> <p>5. <i>Promotes student leadership and teamwork skills.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>6. <i>Demonstrate a willingness to assume leadership roles in their teams.</i></p> <p>7. <i>Utilize group processes to build trust and promote effective team interactions.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>8. <i>Use group feedback and input to reflect on and improve the quality of their work.</i></p>

Note: The examples presented below are not intended to be an exhaustive or comprehensive set.

Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.

*Note: Professional Practice may be **Observable** during a classroom observation.*

Note: Professional Practice may Not be Observable during a classroom observation.



Preschool				
<ul style="list-style-type: none"> • Teacher uses roles and modes of communication in play. • Teacher plans lessons that involve students working together in centers. 	<ul style="list-style-type: none"> • Teacher provides intentional activities for students to collaborate (e.g., projects, play, role-playing). • Teacher is purposeful in grouping students based on their individual needs for socialization and support from peers. 	<ul style="list-style-type: none"> • Teacher promotes leadership through purposeful groupings of students based on strengths and areas of growth. • Teacher prompts students, saying, "Let's plan how we will work together. What roles will your friends play?" 	<ul style="list-style-type: none"> • Students' work processes and products require collaboration. • Students regulate one another's behavior during play (e.g., reminding each other of roles during play), with the support of the teacher. • Student is a teacher 'helper' in a particular activity (e.g., a child who helps a teacher pass out snacks at snack time). • Students participate in jobs and responsibilities with the classroom. 	<ul style="list-style-type: none"> • When students ask for help, teacher directs them to a peer who can help.
Kindergarten				
<ul style="list-style-type: none"> • Teacher plans lessons that involve students working together on class projects. • Teacher plans lessons that involve students working together during class time. 	<ul style="list-style-type: none"> • Teacher provides intentional activities for students to collaborate (e.g., projects, play, role-playing). • Teacher is purposeful in grouping students based on their individual needs for socialization and support from peers. 	<ul style="list-style-type: none"> • Teacher promotes leadership through purposeful groupings of students based on strengths and areas of growth. • Teacher says, "Tell me how you are going to work together. What job will each of your friends do?" 	<ul style="list-style-type: none"> • Students' work processes and products require collaboration. • Students regulate one another's behavior during play (e.g., reminding each other of roles during play). 	<ul style="list-style-type: none"> • When students ask for help, teacher directs them to a peer who can help. • When students ask how their work is, the teacher asks them, "How do you think your work is? Why do you think that?"



Grades 1–3

<ul style="list-style-type: none">• <i>Teacher provides opportunities for students to work in pairs or groups to achieve learning objectives.</i>	<ul style="list-style-type: none">• <i>Teacher provides intentional activities for students to collaborate (e.g., projects, reading in pairs).</i>• <i>Teacher is purposeful in grouping students based on their individual needs for socialization and support from peers.</i>	<ul style="list-style-type: none">• <i>Teacher promotes student leadership through purposeful groupings of students based on strengths and areas of growth.</i>• <i>Teacher may ask students what role or responsibility each member of the group will have.</i>	<ul style="list-style-type: none">• <i>Students' work processes and products require collaboration.</i>• <i>Students provide feedback on one another's work.</i>	<ul style="list-style-type: none">• <i>Students provide help to their struggling peers.</i>
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element F: Teachers model and promote effective communication.				
<p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Establishes classroom practices to support effective communication.</i> <i>Provides clear directions to guide student learning and behavior.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Articulates thoughts and ideas clearly and effectively.</i> <i>Uses active listening strategies with students.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Apply clear and appropriate communication skills in a variety of situations.</i> <i>Formulate questions and explain their thinking.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Extend and enrich the discussion.</i> <i>Invite others to participate.</i>

Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.
*Note: Professional Practice may be **Observable** during a classroom observation.*
Note: Professional Practice may Not be Observable during a classroom observation.



<i>Preschool</i>				
<ul style="list-style-type: none"> • <i>Teacher provides directions that are short and actionable with visual mediators.</i> • <i>Teacher practices nonverbal communication strategies such as kneeling down to the child's level and nodding as the child speaks.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses a serve-and-return approach to demonstrate active listening to students.</i> • <i>Teacher utilizes scenario playing and role modeling (social and emotional learning).</i> 	<ul style="list-style-type: none"> • <i>Teacher uses extension and restating with students.</i> • <i>Teacher models listening strategies in group settings.</i> 	<ul style="list-style-type: none"> • <i>Students 'articulate' through play and process.</i> • <i>Through social interaction, students learn how to engage with others.</i> 	<ul style="list-style-type: none"> • <i>With the support of the teacher, students use different communication modes such as drawing, movement, play, and nonverbal.</i> • <i>With the guidance of the teacher, students communicate with peers to offer help, perhaps working with a partner who is not as developmentally advanced.</i> • <i>Students participate in activities and discussion in a variety of ways, including pointing, answering questions, and joining in on repeated phrases in read-alouds.</i>



Kindergarten				
<ul style="list-style-type: none"> Teacher provides directions in small steps to guide students rather than using complex directions. 	<ul style="list-style-type: none"> Teacher uses a serve-and-return approach to demonstrate active listening to students. Teacher utilizes scenario playing and role modeling (SEL). 	<ul style="list-style-type: none"> Teacher uses extension and restating with students. Teacher models listening strategies in group settings. 	<ul style="list-style-type: none"> Through social interaction, students learn how to engage with others and learn self-advocacy-related communication skills to indicate learning needs. Students ask questions and initiate discussions. Students explain their thinking to a teacher's question (student may use a sentence starter or restate the question). 	<ul style="list-style-type: none"> Students use different communication modes such as drawing, movement, play, and nonverbal, and the teacher supports this process as needed. Students communicate with peers to offer help, perhaps working with a partner who is not as developmentally advanced, and the teacher supports this process as needed.
Grades 1–3				
<ul style="list-style-type: none"> Teacher provides directions so that students can complete work and class projects independently. 	<ul style="list-style-type: none"> Teacher takes the time to listen to students as they explain their approach to classwork. 	<ul style="list-style-type: none"> Teacher prompts students to describe their classwork. 	<ul style="list-style-type: none"> Students ask questions about class content or initiate additional topical discussion. 	<ul style="list-style-type: none"> Students communicate with peers to offer help with classwork.



QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element A: Teachers demonstrate high standards for professional conduct.				
<p>THE TEACHER: Maintains confidentiality of:</p> <ol style="list-style-type: none"> 1. Student records and data as required by law. 2. Student, family, and fellow teacher interactions. 3. Demonstrates reliable and responsible behavior. 	<p>... and</p> <p>THE TEACHER: engages in interactions that are:</p> <ol style="list-style-type: none"> 4. Respectful. 5. Consistent. 6. Reasonable. 7. Models ethical behavior. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 8. Promotes ethical behavior of students as individuals and as members of a community. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 9. Encourages colleagues' accountability to school and district mission and vision. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 10. Serves as an advocate for school and district vision and mission.
<p><i>Note:</i> Professional Practice may be Observable during a classroom observation. <i>Note:</i> Professional Practice may Not be Observable during a classroom observation.</p>				



Preschool to Grade 3

- | | | | | |
|--|---|---|--|---|
| <ul style="list-style-type: none">• <i>Teacher plans and implements learning opportunities that help students understand, acquire, and use verbal and nonverbal means of communicating and responding to thoughts and feelings.</i>• <i>Teacher uses NAEYC Code of Ethical Conduct.</i> | <ul style="list-style-type: none">• <i>Teacher models behavior that illustrates empathy and mutual respect among students and families.</i>• <i>Teacher models effective problem solving and conflict resolution (e.g., asks students or self, "What might we do differently next time?").</i> | <ul style="list-style-type: none">• <i>Teacher models behaviors and words regarding right/fairness and wrong/justice.</i> | <ul style="list-style-type: none">• <i>Teacher participates in, advocates for, and contributes to meetings, committees, workshops, the development of new processes/products, and part of the Unified Improvement Plan (UIP), which is currently P–12 oriented instead of P–3.</i> | <ul style="list-style-type: none">• <i>Teacher advocates for the inclusion of the perspectives of P–3 teachers on school and district committees.</i>• <i>Teacher belongs to a professional association.</i> |
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
ELEMENT B: Teachers link professional growth to their professional goals.				
<p>THE TEACHER: reflects on and engages in professional learning activities aligned to:</p> <ol style="list-style-type: none"> 1. Colorado Academic Standards. 2. School and district goals. 3. Professional goals and growth plan. 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 4. <i>Applies knowledge and skills learned through professional learning to improve student outcomes.</i> 5. <i>Seeks performance feedback from supervisor and/or colleagues to improve practice.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 6. <i>Implements performance feedback from supervisor and/or colleagues to improve practice.</i> 7. Applies research as a key component of ongoing learning and development. 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 8. Uses data to monitor and evaluate instructional strategies acquired through professional learning. 9. <i>Reflects on and adjusts instruction resulting in student growth.</i> 	<p>... and THE TEACHER:</p> <ol style="list-style-type: none"> 10. Self-selects professional learning beyond district/school offerings that builds instructional expertise.
<p><i>Note:</i> Professional Practice may be Observable during a classroom observation. <i>Note:</i> Professional Practice may Not be Observable during a classroom observation.</p>				



Preschool to Grade 3				
<ul style="list-style-type: none"> • <i>Teacher integrates school and district goals into his/her individual goals for professional growth.</i> • <i>Teacher can explain how the Colorado Academic Standards have been integrated into classroom practices or environment.</i> • <i>Teacher may use the Colorado Shines PDIS Individual Professional Development Planning Tool.</i> 	<ul style="list-style-type: none"> • <i>Teacher is able to explain how he/she has used the learnings from professional development activities.</i> 	<ul style="list-style-type: none"> • <i>Teacher creates professional goals based on feedback from supervisor.</i> 	<ul style="list-style-type: none"> • <i>Teacher modifies instruction based on authentic or formal assessment results.</i> 	<ul style="list-style-type: none"> • <i>Teacher can show evidence that his/her instructional practices are based on current knowledge and research in the field of early childhood education. Examples of tools and resources that maybe be used here are:</i> <ul style="list-style-type: none"> ○ <i>NAEYC¹</i> ○ <i>Results Matter</i> ○ <i>Colorado Shines Professional Development Information System</i> ○ <i>Colorado's Competencies for Early Childhood Educators and Administrators</i>

¹ NAEYC Standards for EC Professional Preparation (http://earlymilestones.org/wp-content/uploads/2016/12/ec_wkfc_2020-plan.pdf).



QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element C: Teachers respond to a complex, dynamic environment.				
<p>THE TEACHER:</p> <ol style="list-style-type: none"> Maintains a productive and respectful relationship with colleagues. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> adapts to the changing demands of the: Classroom environment. School environment. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> collaborates with colleagues to: Navigate change while maintaining a focus on student learning. Implement change efforts. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Contributes to school improvement planning efforts. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> Contributes to district improvement planning efforts.

*Note: The examples presented below are not intended to be an exhaustive or comprehensive set.
 Note: Student behaviors may require support from educators in order to be demonstrated in the classroom.*

Preschool to Grade 3

<ul style="list-style-type: none"> Teacher and any assistants/para-professionals in the classroom interact respectfully and function as an effective team. Teacher is in contact with next grade-level teachers to prepare students for transition. Teacher participates in vertical teaming. 	<ul style="list-style-type: none"> Teacher adapts school-level goals to the early childhood context (e.g., school goal is to maintain webpage, so preschool teacher provides student artwork as a contribution). 	<ul style="list-style-type: none"> Teacher volunteers or supports a colleague to ensure that early childhood perspective is included in committees for school improvement. Teacher may participate in efforts around creating and implementing a Colorado Shines Quality Improvement Plan (QIP). 	<ul style="list-style-type: none"> Teacher can provide evidence of ongoing education and its impact on the classroom. Teacher brings ideas to the UIP committee or other formal quality improvement process. 	<ul style="list-style-type: none"> Teacher makes an effort either personally or with colleagues to bring early childhood perspective to the UIP or other formal quality assurance process (e.g. Colorado Shines).
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices	Level 4 Practices	Level 5 Practices
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
<p>THE TEACHER:</p> <ol style="list-style-type: none"> 1. Contributes to school committees and teams. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 2. Actively participates in school decision-making processes. 3. Acts as an informal mentor/resource to colleagues. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 4. Increases the capacity of colleagues to improve practice. 5. Seeks opportunities to lead. 6. Promotes an inclusive school culture through family or community outreach. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 7. Advocates for improvements to teaching and learning at the local, state, and/or national level. 8. Works with colleagues to promote changes to schoolwide systems to improve student learning. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 9. Leads activities designed to improve local, state, and/or national policies and procedures. 10. Collaborates with community partners, organizations, and/or networks to address educational issues.

Note: Professional Practice may be **Observable** during a classroom observation.
Note: Professional Practice may Not be Observable during a classroom observation.



Preschool to Grade 3				
<ul style="list-style-type: none"> • <i>Teacher volunteers to help organize the annual cultural diversity day at the school.</i> 	<ul style="list-style-type: none"> • <i>Teacher leads or co-leads the schools mentoring program.</i> • <i>Teacher shares materials and lesson plans with colleagues.</i> • <i>Teacher visits with colleagues before, during, or after school to help them reflect on their teaching practice.</i> 	<ul style="list-style-type: none"> • <i>Teacher shares research-based materials to help his/her colleagues grow professionally (e.g., NAEYC Code of Ethical Conduct and Statement of Commitment).</i> • <i>Teacher participates in professional learning communities or workshops (e.g., Results Matter).</i> 	<ul style="list-style-type: none"> • <i>Teacher participates in state- or local-level discussions about requirements for early childhood educator qualifications.</i> • <i>Teacher advocates for collaboration across grade bands to support the whole child.</i> 	<ul style="list-style-type: none"> • <i>Teacher works with state or local officials on efforts to improve early childhood education (e.g., supports usage of the Colorado Early Childhood Professional Credential 2.0 system).</i> • <i>Teacher collaborates with organizations such as the Denver Preschool Program to support community access to early childhood education.</i>

Note: Many of the practices described in this exhibit are from a taskforce of experienced early childhood education stakeholders, and they are not intended to be an exhaustive list.



Conclusion

The evaluation of early childhood educators presents unique challenges for both evaluators and the educators who are being evaluated. The most common concern regarding such evaluations is that the full range of early childhood educator responsibilities are not reflected in the Rubric for Evaluating Colorado Teachers.

This guide addresses the first concern by explaining how early childhood educators and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado Teachers to address the unique responsibilities of early childhood educators. The exhibits in this guide are particularly helpful in understanding how evaluation requirements may look for early childhood educators.

CDE hopes that this guide will prove helpful to early childhood educators and their evaluators by providing them with real-life examples of evidence/artifacts, observation look-fors, and ways in which early childhood educators may discuss their performance with their evaluators.



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Appendix A: Critical Considerations for Evaluating Early Childhood Education Professionals

Early childhood education spans the years of birth to age 8, viewed nationally as a “P–3 continuum.” It is best to support not only children at this age, but also families, schools, and the community at large. According to Kauerz and Coffman (2013), “The vision for PreK–3rd grade approaches is to improve the quality and coherence of children’s learning opportunities, from the experiences children have before they enter the K–12 system and extending through elementary school. Ultimately, comprehensive PreK–3rd grade approaches hold the potential to improve child outcomes and to prevent or close achievement gaps.”²

The focus of P–3 in a ready school encompasses taking a look at teacher effectiveness and the instructional tools used, as well as the learning environment. Looking at these areas in an early childhood environment, we know that teacher effectiveness in curriculum and instruction with young children should support all children’s language/reading, math, and social and emotional development, with a focus on differentiating instruction based on the variety of ages and developmental levels in any given early childhood classroom as well as individual child specific needs. Research evidence on the predictors of successful outcomes for children suggests a number of learning goals and experiences that should be incorporated across preK–grade 3 settings. These include, for example, the following:

- Robust curriculum content
- Careful attention to known learning sequences (in literacy, mathematics, science, physical education, and other domains)
- Emphasis on children’s self-regulation, engagement, and focused attention
- Relationship-based teaching and learning
- Partnering with families
- Adapting teaching to reflect children’s developmental levels, backgrounds, and learning issues
- Active, meaningful, and connected learning experiences
- Teaching to standards
- Setting and communicating high expectations for children’s growth
- Using balanced and intentional curricula
- Using a wide array of formative and summative assessments in an authentic context
- Culturally responsive learning environment
- Promotion of positive interactions
- Using inclusive of resources to support a wide range of development, abilities, and interests

In its highly respected and widely used position statement, the National Association for the Education of Young Children (NAEYC, 2009) recommends that early childhood education programs focus on the principles of child development and learning that inform practice, including but not limited to the following:

- All of the domains of development and learning—physical, social and emotional, and cognitive—are important and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.

² Kauerz, K., & Coffman, J. (2013). Framework for planning, implementing, and evaluating PreK–3rd grade approaches. Seattle, WA: University of Washington, College of Education. Retrieved from https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf

- Many aspects of children’s learning and development follow well-documented sequences, with later abilities, skills, and knowledge building on those already acquired.
- Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child’s individual functioning.
- Development and learning result from a dynamic and continuous interaction of biological maturation and experience.
- Early experiences have profound effects, both cumulative and delayed, on a child’s development and learning; and optimal periods exist for certain types of development and learning to occur.
- Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
- Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.
- Development and learning occur in and are influenced by multiple social and cultural contexts.
- Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.
- Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.
- Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.
- Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

In addition to the critical components discussed by researchers and NAEYC, implementation brief developers encourage early childhood educators and their evaluators to have a good understanding of the following issues in order to complete fair, valid, and reliable evaluations:

- **Early childhood educators are core instructional leaders.** A critical foundation for the early childhood field is the science of early childhood development supporting children from birth to age 8.
- **High-quality early childhood education plays a crucial role in the foundation for school readiness for Colorado’s young children.** The evaluation requirements under Senate Bill (S. B.) 10-191 are intended to provide meaningful evaluations for all licensed educators in the state. The Colorado Department of Education (CDE) is incorporating early childhood educators into the scope and intent of S. B. 10-191 to ensure that they, too, benefit from opportunities for meaningful feedback and professional development. When including early childhood educators in evaluation systems, though, it is imperative to recognize the unique needs of young learners. In addition to developing the academic skills required to be successful in school, supporting young children’s overall brain development is a critical component of early childhood education. Critical components of this brain development include executive functioning and social competence.

As the Center for the Developing Child at Harvard University points out, “acquiring the early building blocks of these skills is one of the most important and challenging tasks of the early childhood years, and the opportunity to build further on these rudimentary capacities is critical to healthy development

through middle childhood and adolescence.”³ These building blocks include “capacities to retain and use new information, focus attention, control impulses and make plans.”⁴ While brain development occurs most rapidly in the first eight years of life, “the full range of executive function skills continues to develop into the adolescent years.”⁵ The Center on the Developing Child at Harvard University also recommends specific practices to support children in developing these capacities.⁶

- **Colorado’s early care and education system is evolving with the introduction of four new elements which guide how early care and education professionals work with children and their families.** The opportunities presented by these changes are great and coordination is essential. CDE’s Educator Effectiveness Team, CDE’s Office of Early Learning and School Readiness, and the Colorado Department of Human Services’ Office of Early Childhood are working closely together to create a comprehensive, aligned, and supported system that embodies continuous improvement and opportunities for meaningful feedback and ongoing professional development.
 1. **Early Learning and Development Guidelines** were adopted by the Early Childhood Leadership Commission in January 2013. These guidelines reinforce the value of both development and academic standards in high-quality early childhood programs.
 2. **Early Educator and Administrator Competencies** were adopted by the Early Childhood Leadership Commission in May 2013. These competencies guide professional practices for early educators, including the Teacher and Principal Quality Standards. Additionally, the competencies serve as the foundation for an aligned P–3 Early Childhood Professional Development system.
 3. **School readiness assessment and individual readiness plans** for children in publicly funded preschool and kindergarten classrooms (S. B. 08-212) should be fully implemented by the 2015–16 school year. Individual readiness plans should be informed by one of the State Board of Education’s approved readiness assessments.
 4. **Colorado Shines**, the next generation of Colorado’s Quality Rating Improvement System (QRIS), measures quality in five standard areas: (1) Workforce Qualifications and Professional Development; (2) Family Partnerships; (3) Leadership, Management, and Administration; (4) Learning Environment; and (5) Child Health. These standards apply to all licensed childcare centers and family childcare homes, including preschool and preK programs in school districts.

³ Center on the Developing Child at Harvard University. (2011). *Building the brain’s “air traffic control” system: How early experiences shape the development of executive function* (Working Paper 11). Cambridge, MA: Author. Retrieved from <https://developingchild.harvard.edu/resources/building-the-brains-air-traffic-control-system-how-early-experiences-shape-the-development-of-executive-function/>

⁴ Ibid.

⁵ Ibid.

⁶ Center on the Developing Child at Harvard University. (2011). *Executive function: Skills for life and learning*. Cambridge, MA: Author. Retrieved from <https://developingchild.harvard.edu/resources/inbrief-executive-function-skills-for-life-and-learning/>



Critical Factors in Developing Strong Early Childhood Foundational Skills

The critical factors in developing a strong foundation for essential skills in young children are children’s relationships, the activities in which they have opportunities to engage, and the places in which they live, learn, and play (Center on the Developing Child at Harvard University).

Relationships—Children develop in an environment of relationships. This environment starts in the home and extends to caregivers, teachers, medical and human services professionals, foster parents, and peers. Children are more likely to build effective executive function skills if the important adults in their lives are able to

- **support** their efforts;
- **model** the skills;
- **engage** in activities in which they practice the skills;
- **provide** a consistent, reliable presence that young children can trust;
- **guide** them from complete dependence on adults to gradual independence; and
- **protect** them from chaos, violence, and chronic adversity, because toxic stress caused by these environments disrupts the brain circuits required for executive functioning and triggers impulsive, act-now-think-later behavior.

Activities—Building these abilities in young children requires communities and caregivers to provide and support experiences that promote emotional, social, cognitive, and physical development broadly, including a range of strategies that

- **reduce stress** in children’s lives, both by addressing its source and helping them learn how to cope with it in the company of competent, calming adults;
- **foster social connection** and open-ended creative play, supported by adults;
- **incorporate vigorous physical exercise** into daily activities, which has been shown to positively affect stress levels, social skills, and brain development;
- **increase the complexity** of skills step-by-step by finding each child’s “zone” of being challenged but not frustrated; and
- **include repeated practice** of skills over time by setting up opportunities for children to learn in the presence of supportive mentors and peers.

Places—The home and other environments where children spend most of their time must

- feel (and be) **safe**;
- provide space for **creativity, exploration, and exercise**; and
- be **economically and socially stable** in order to reduce the anxiety and stress that come with uncertainty or fear.



Considerations for Determining Whether an Early Childhood Educator Should be Evaluated in Order to Meet Requirements of S. B. 10-191

Classroom Type	Role and Teacher Assignment	Is CDE Teacher Licensing Required and Does S. B. 10-191 Apply?	Key Considerations
Colorado Preschool Program (i.e., only children who are at risk); children ages 2 ½ to 6 years old*	Teachers and assistant teachers	<p>CPP funding for educators serving preschoolers does not require licensed teachers. S. B. 10-191 does not apply.</p> <p>Districts requiring teachers to be licensed may decide whether S. B. 10-191 applies.</p>	Mixed-age classrooms may include children from 2 years, 10 months to 5 years of age. There will be an observable difference in children’s behaviors as the year progresses.
CPP and Preschool Special Education*	Teachers, special services providers, and assistant teachers	<p>Yes – Teacher rubric.</p> <p>Yes – Use rubric for SSPs.</p>	Classrooms may be comprised of children qualifying for CPP and special education. Teachers in these classrooms may provide evidence/artifacts aligned with their work. Likewise, their evaluators will look for specific teaching behaviors reflective of the uniqueness of this work during observations.
Transdisciplinary	Special services providers**	Yes – Use appropriate special services providers rubric.	Small-group instruction is appropriate for observations.
Kindergarten	Teachers	Yes.	Two half-day programs. Full-day kindergarten.
Grades 1–3	Teachers	Yes.	See Exhibit 3.
Child Find	Coordinator	Yes – Use teacher rubric or rubric for SSPs, or use Unique Role Guidance.	Not all personnel provide direct support to children. Select the most appropriate rubric.
EC Administrator	EC coordinator, Child Find coordinator, Head Start manager, and Assistant SPED director	<p>No.</p> <p>Districts decide whether S. B. 10-191 applies.</p>	
Head Start	Teachers and assistant teachers	<p>Head Start does not require licensed teachers. S. B. 10-191 does not apply.</p> <p>Some districts require teachers to be licensed. Districts can decide whether S. B. 10-191 applies.</p>	



Classroom Type	Role and Teacher Assignment	Is CDE Teacher Licensing Required and Does S. B. 10-191 Apply?	Key Considerations
Infant/toddler (birth–2 years old)	Teachers	No. May be required by district or BOCES policy.	Use of CLASS for infant and toddler teachers.

* Preschool Programs will have the opportunity to participate in Colorado’s new Quality Rating and Improvement System. Specific to the PDIS, EC professionals can register, complete a self-assessment and PD plan, and be awarded an EC Professional Credential. This system supports career pathway and degree attainment for EC professionals. Work to align these systems with Effective Educator is under way.

** Audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech-language pathologists.