



# CPS Framework for Teaching Companion Guide

## Preschool Addendum

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# Overview

## About the CPS Framework for Teaching Companion Guide Addendum

### *Purpose of the Addendum*

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in every classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create a unique environment. Some educators believe that, because of this uniqueness, there can be no generic Framework that defines teaching for all grade levels and content areas. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses.<sup>1</sup>

The purpose of this Addendum is to share how important and unique aspects of Preschool teaching practice align with the CPS Framework for Teaching. School administrators and Preschool teachers should review this document prior to and during the REACH Students pre-observation conference, observation, and post-observation conference for more information about Preschool teachers' practice.

### *How to use the Addendum*

The CPS Framework for Teaching Companion Guide Preschool Addendum should be used in conjunction with the full [CPS Framework for Teaching Companion Guide](#). In the full Companion Guide, each component is described and every element is defined. There are reflection questions by component and examples of evidence/artifacts that will help users develop a deeper understanding of the CPS Framework for Teaching.

The CPS Framework for Teaching describes what teachers should know, understand, and be able to do, but purposely does not list strategies for achieving those objectives. For example, the CPS Framework for Teaching says teachers must use assessment in instruction (3d), but it doesn't prescribe which specific strategies teachers should incorporate into their practice to achieve that end. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their particular students in learning.

Preschool educators and school administrators should use this Addendum to recognize that the work of Preschool educators is articulated by the CPS Framework for Teaching, and also to guide their understanding about what is unique about Preschool teaching practice.

Examples of Preschool educators' teaching practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3.

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<sup>1</sup> Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

# Overview

## Notes for Classroom Observers

When observing preschool classes...

- Ask the preschool teacher to suggest a good time for the observation. Throughout the school day, there are periods of teacher-initiated activities and also child-initiated activities. For example, there could be whole-group, self-choice/self-select times, or small groups. It would be best to vary the times observed throughout the evaluation cycle so that the school administrator can see all types of learning in the preschool classroom.
- The teacher may ask to be observed at a specific place within the unit/theme, for example, at the middle or the end. By this point, children will be ready and may be more willing to express themselves verbally.
- Students' self-select time is still a time when teaching occurs, even though the teacher is not in front of the class.
- Learning can look different for young children. For example, drawing is "writing" for young children. They are writing letters, copying words, scribbling, making letter strings, and inventing spelling.
- Appendix A and Appendix B of this Addendum will be helpful for school administrators to read through prior to observing a preschool classroom. These Appendices will complement the information teachers share about their knowledge of their students (Component 1b) during the pre-observation conference by adding context around the typical developmental milestones of preschoolers.
- Domain 2: The Classroom Environment is a very important domain for preschool teachers, since a well-constructed environment encourages students to be independent learners. Evidence of the classroom environment is included in REACH observations when the teacher and/or students access, use, or comment about the environment (i.e. capturing evidence of a print-rich environment is not enough to serve as a basis for a rating; instead, there must be evidence of the print-rich environment serving as a resource and/or reference point for students).
- There is *a lot* of action in a preschool classroom. The teacher/school administrator may wish to capture moments during the observation on camera using an iPad or other device, as long as both the teacher and principal agree to videotaping. While a video is great for reflection and a tool for improving practice, it may not be uploaded into RLS or used to determine component-level ratings.
- Just as in other observations, it may not always be possible to observe every *element* of components in Domains 2 and 3 during a classroom observation. **Observation ratings should be assigned based on the preponderance of evidence for the component**, regardless of the number of elements observed.

# Domain 1: Planning and Preparation

## Preschool Teachers and the CPS Framework for Teaching

This section lists unique characteristics of Preschool teaching practice. School Administrators may wish to seek understanding of these practices prior to observing the Preschool teacher for REACH Students. Preschool teachers may wish to utilize the pre-observation conference to explain and discuss any applicable unique characteristics of their practice.

| Component and elements  | Unique Characteristics of Preschool Teaching Practice  |
|---|--|
| <p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b><br/> <i>Knowledge of:</i></p> <ul style="list-style-type: none"> <li>● <i>Content Standards Within and Across Grade Levels</i></li> <li>● <i>Disciplinary Literacy</i></li> <li>● <i>Prerequisite Relationships</i></li> <li>● <i>Content-Related Pedagogy</i></li> </ul>   | <ul style="list-style-type: none"> <li>● Preschool teachers use the <a href="#">IL Early Learning and Development Standards</a><sup>2</sup> to guide their curriculum. IL Early Learning and Development Standards are aligned to Common Core State Standards</li> <li>● Head Start regulations require Head Start teachers to incorporate the usage of the <a href="#">Head Start Child Development and Early Learning Framework</a><sup>3</sup>. This framework is an outline of the essential areas of development and learning. It does not provide specific benchmarks or levels of accomplishment. Therefore, Head Start preschool teachers use both Head Start Child Development and Early Learning Framework and the IL Early Learning and Development Standards to guide their teaching.</li> <li>● Preschool teachers use the Teaching Strategies Creative Curriculum for Preschool<sup>4</sup> as a planning guide. The Creative Curriculum is aligned to both the Head Start Framework and the IL Early Learning and Development Standards.</li> <li>● Preschool teachers demonstrate the integration of all instructional content across experiences and times of the day through lesson plans, teacher-generated materials, and/or intentionally chosen materials placed throughout the room.</li> </ul> |
| <p><b>1b: Demonstrating Knowledge of Students</b><br/> <i>Knowledge of:</i></p> <ul style="list-style-type: none"> <li>● <i>Child and Adolescent Development</i></li> <li>● <i>The Learning Process</i></li> <li>● <i>Students' Skills, Knowledge, and Language Proficiency</i></li> <li>● <i>Students' Interests and Cultural Heritage</i></li> <li>● <i>Students' Special Needs and Appropriate Accommodations/Modifications</i></li> </ul> | <ul style="list-style-type: none"> <li>● Mixed-aged grouping is the norm in preschool classrooms, resulting in a two- to three-year age variance. The developmental continuum is widely spread in the early years and development tends to be variable. Preschool teachers understand a child's place in the continuum of development and design activities to move the child along that continuum<sup>5</sup>.</li> </ul>   |
| <p><b>1c: Selecting Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● <i>Clarity of Objectives</i></li> <li>● <i>Sequence and Alignment of Objectives</i></li> <li>● <i>Balance of Objectives</i></li> </ul>   | <ul style="list-style-type: none"> <li>● Preschool teachers select objectives in relation to the Creative Curriculum and their students' developmental stages.</li> </ul>  |

<sup>2</sup> IL Early Learning and Development Standards: <http://tinyurl.com/ILearlylearning>

<sup>3</sup> Head Start Early Learning and Child Development Framework: <http://tinyurl.com/HeadStartearlylearning>

<sup>4</sup> The Creative Curriculum can be found here: <http://teachingstrategies.com>

<sup>5</sup> See Appendices A and B for more information about children's developmental milestones.

# Domain 1: Planning and Preparation

## Preschool Teachers and the CPS Framework for Teaching

| Component<br>and elements   | Unique Characteristics of Preschool Teaching Practice  |
|---|--|
| <p><b>1d: Designing Coherent Instruction</b></p> <p><i>Design Incorporates:</i></p> <ul style="list-style-type: none"> <li>• Knowledge of Students and Their Needs</li> <li>• Learning Tasks</li> <li>• Materials and Resources</li> <li>• Instructional Grouping</li> <li>• Lesson and Unit Structure</li> </ul> | <ul style="list-style-type: none"> <li>• Preschool teachers utilize cross-curricular instruction, weaving together different areas of learning throughout the day. For example, a math lesson will also include practice in literacy skills.</li> <li>• Preschool teachers utilize a combination of whole group instruction, small group instruction, self-selected center activities and outdoor play<sup>6</sup>.</li> <li>• The CPS Office of Early Childhood Education, as part of <i>Chicago: Ready to Learn!</i>, published <i>Early Childhood Guidelines: Building a Quality Early Childhood Program</i><sup>7</sup>. This document includes lots of helpful information including guiding principles, essential elements of the day (including a sample schedule) and more.</li> </ul> |
| <p><b>1e: Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>• Congruence with Standards-Based Learning Objectives</li> <li>• Levels of Performance and Standards</li> <li>• Design of Formative Assessments</li> <li>• Use for Planning</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Preschool teachers utilize Teaching Strategies GOLD, the required online student assessment system used in all preschool classrooms and is aligned with Creative Curriculum.</li> </ul>   |

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<sup>6</sup> See Appendix B: NAEYC 10 Signs of a Great Preschool for more information about the importance of free play and other characteristics of a good preschool program.

<sup>7</sup> Chicago: Ready to Learn – CPS Early Childhood Guidelines: <http://tinyurl.com/CPSEarlychildhood>

# Domain 2: The Classroom Environment

## Preschool Teachers and the CPS Framework for Teaching

| Component and elements   | Unique Characteristics of Preschool Teaching Practice  |
|--|--|
| <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher Interactions with Students</i></li> <li>• <i>Student Interactions with Other Students</i></li> </ul>  | <p>---Same as Other Content Areas---</p>   |
| <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Importance of Learning</i></li> <li>• <i>Expectations for Learning</i></li> <li>• <i>Student Persistence</i></li> <li>• <i>Student Ownership of Learning</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Preschool teachers intentionally build learning opportunities into every aspect of the preschool day. Group activities, preparing to go outside, transitioning from one activity to the next, self-select time, conversations about a walk around the school, and mealtime are some examples of opportunities when teachers encourage important preschool learning.</li> <li>• Utilizing student choice and extended study or project-based learning are two ways in which preschool teachers can promote their students' ownership of learning.</li> <li>• Preschool teachers instill student dispositions toward learning and provide positive experiences in learning.</li> </ul>  |
| <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• <i>Management of Instructional Groups</i></li> <li>• <i>Management of Transitions</i></li> <li>• <i>Management of Materials and Supplies</i></li> <li>• <i>Performance of Classroom Routines</i></li> <li>• <i>Direction of Volunteers and Paraprofessionals</i></li> </ul> | <ul style="list-style-type: none"> <li>• Preschool teachers limit large group instruction during the course of a day. Young children struggle to learn in large group settings, so small group, individual and hands-on activities dominate the course of the day.</li> <li>• Preschool teachers find ways to creatively engage children in learning during times of transition (e.g. songs, fingerplays, hand clapping games).</li> <li>• Preschool teachers, paraprofessionals and parent volunteers work together to minimize non-instructional duties during instructional time.</li> <li>• Paraprofessionals are considered true teaching partners. Children may not be able to distinguish the difference between the roles of the staff in the room.</li> </ul>   |
| <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• <i>Expectations and Norms</i></li> <li>• <i>Monitoring of Student Behavior</i></li> <li>• <i>Fostering Positive Student Behavior</i></li> <li>• <i>Response to Student Behavior</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Developmentally appropriate behavioral expectations are set and utilized by preschool teachers throughout all instructional opportunities. (For example, preschool teachers adjust large group time over the course of the school year and based on students' ability to learn in the setting.)</li> <li>• Due to the developmental continuum, behavioral expectations for three-year olds should be different from that of four-year olds or-five year olds<sup>8</sup>.</li> <li>• Preschool teachers utilize peer conflict resolution as an opportunity for concept development.</li> <li>• Preschool children are learning to negotiate within a classroom and with other members of the community. Teachers will not always intervene to solve problems for students.</li> </ul> |

<sup>8</sup> See Appendices A and B for information about the typical development for 3, 4 and 5 year olds.



# Domain 3: Instruction

## Preschool Teachers and the CPS Framework for Teaching

| Component<br>and elements   | Unique Characteristics of Preschool Teaching Practice  |
|---|--|
| <p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• <i>Standards-Based Learning Objectives</i></li> <li>• <i>Directions for Activities</i></li> <li>• <i>Content Delivery and Clarity</i></li> <li>• <i>Use of Oral and Written Language</i></li> </ul>                              | <ul style="list-style-type: none"> <li>• Preschool teachers’ reference to learning objectives is largely verbal or pictorial and embedded in the class routines, activities and instruction. Objectives may be posted for the benefit of visiting adults.</li> <li>• Teachers give simple and chunked (one- to three-part) directions and explanations to children, as is developmentally appropriate.</li> <li>• Student independence is an important area of development in preschool. Preschool teachers encourage independence by strategically choosing when to remind students of directions and expectations. Ample opportunity for self- or peer-correction may be given. This is also evidence for Component 3d, Using Assessment in Instruction.</li> <li>• Developing students’ language skills is especially important in preschool classrooms. The teacher’s language is precise and serves as a model for students’ developing oral language skills. For example, a teacher would say “Please put the book on the bookshelf” rather than, “Please put it over there.”</li> </ul> |
| <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• <i>Low- and High-Level Questioning</i></li> <li>• <i>Discussion Techniques and Explanation of Thinking</i></li> <li>• <i>Student Participation</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Due to the vast range in developmental levels in Preschool classrooms, high levels of questioning may vary from student to student. (Discuss students’ developmental levels in the pre-observation conference, if necessary.)</li> <li>• Teachers model thinking aloud, self talk, and parallel talk to demonstrate the thinking process for preschool students.</li> <li>• The preschool teacher may use a variety of strategies to encourage all children to demonstrate their thinking.</li> <li>• In an effective classroom, students discuss by providing developmentally appropriate responses at their socio-emotional comfort level. These responses may not always be verbal responses or may be very short in length. Throughout the course of the year, preschool teachers teach children how to verbally share evidence of their reasoning and thinking.</li> </ul>   |
| <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Alignment of Learning Objectives</i></li> <li>• <i>Task and Text Complexity</i></li> <li>• <i>Scaffolding and Differentiating Instruction</i></li> <li>• <i>Pacing and Sequencing</i></li> <li>• <i>Grouping</i></li> </ul> | <ul style="list-style-type: none"> <li>• Because of the age range present in a typical preschool classroom, teachers may utilize a greater diversity of text and task complexity to reflect the developmental ability in the classroom. Young children tend to fall in a broad range of development with variable development across domains.</li> <li>• Preschool teachers minimize the use of large group instruction during the course of a day. Young children struggle to learn in large group settings; small group, individual and hands-on activities dominate the course of the day.</li> </ul>   |

## Domain 3: Instruction

### Preschool Teachers and the CPS Framework for Teaching

| Component<br>and elements  | Unique Characteristics of Preschool Teaching Practice  |
|--|--|
| <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Monitoring of Student Learning with Checks for Understanding</i></li> <li>• <i>Assessment Performance Levels</i></li> <li>• <i>Student Self-Assessment</i></li> <li>• <i>Feedback to Students</i></li> </ul> | <ul style="list-style-type: none"> <li>• Preschool teachers utilize Teaching Strategies GOLD, the required online student assessment system used in all preschool classrooms and is aligned with Creative Curriculum.</li> <li>• Teachers may not always correct “wrong” answers because it is important to validate students’ work, understand reasoning and encourage verbalizations.</li> <li>• Some preschool activities promote an important kind of learning which is difficult to see or quantify. Clarification of when and how teachers assess student learning may be necessary, either in the pre- or post-observation conference.</li> <li>• Material and activities may be chosen because they offer students an opportunity to self-assess through open-ended materials like blocks and self-correcting materials like puzzles.</li> </ul> |
| <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• <i>Response to Student Needs</i></li> <li>• <i>Teacher’s Persistence</i></li> <li>• <i>Lesson Adjustment</i></li> </ul>  | <p>---Same as Other Content Areas---</p>   |

| Component<br>and elements  | Unique Characteristics of Preschool Teaching Practice  |
|--|--|
| <b>4a: Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Use in Future Teaching</li> </ul>   | <p style="text-align: center;">---Same as Other Content Areas---</p>   |
| <b>4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Student Completion of Assignments</li> <li>• Student Progress in Learning</li> <li>• Non-Instructional Records</li> </ul>   | <ul style="list-style-type: none"> <li>• Preschool programs require additional or alternate records such as: Teaching Strategies GOLD Online Assessment System rather than Grade Book, Ages &amp; Stages Questionnaires (ASQ): Social– Emotional, Early Screening Inventory - Reised (ESI- R), Individuals with Disabilities Education Act Proficiency Test (Pre-IPT), Child Outcomes Planning and Attendance (COPA) for Head Start data and program reports.</li> <li>• Preschool teachers enter observations into the TS GOLD system so that student developmental progress and learning can be monitored. This allows teachers to use student data to inform their planning.</li> </ul> |
| <b>4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>• Information and Updates about Grade Level Expectations and Student Progress</li> <li>• Engagement of Families as Partners in the Instructional Program</li> <li>• Response to Families</li> <li>• Cultural Appropriateness</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <a href="http://www.exceleRateillinois.com/">ExceleRate Illinois</a><sup>9</sup> is a continuous quality rating and improvement system in which all preschool programs in Illinois are required to participate. ExceleRate Illinois, Head Start and Preschool for All require parental involvement such as parent orientation, parent volunteers, parent meetings, parent interviews and home visits.</li> </ul>  |
| <b>4d: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>• Enhancement of Content Knowledge and Pedagogical Skill</li> <li>• Collaboration and Professional Inquiry to Advance Student Learning</li> <li>• Participation in School Leadership Team and/or Teacher Teams</li> <li>• Incorporation of Feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers participate in professional development specific to preschool whenever possible. Certification and licensing requirements require all early childhood educators to engage in professional learning opportunities.</li> </ul>   |
| <b>4e: Demonstrating Professionalism</b> <ul style="list-style-type: none"> <li>• Integrity and Ethical Conduct</li> <li>• Advocacy</li> <li>• Decision-Making</li> <li>• Compliance with School and District Regulations</li> <li>• Attendance</li> </ul>   | <p style="text-align: center;">---Same as Other Content Areas---</p>   |

<sup>9</sup> ExceleRate IL website: <http://www.exceleRateillinois.com/>

# Examples of Practice

## Domain 2: The Classroom Environment

The following tables list examples of preschool teachers' practice that observers may see in the classroom, aligned to components of the CPS Framework for Teaching. The examples are in no way meant to be prescriptive (i.e. preschool teachers do not have to incorporate these practices into their lessons) or exhaustive (i.e. we could never list all the possibilities). Examples are included in this Addendum to illustrate preschool teacher teaching practice. Examples are written at the Proficient and/or Distinguished levels of performance.

| Component and Elements  | Examples of Practice  |
|---|---|
| <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher Interactions with Students</i></li> <li>• <i>Student Interactions with Other Students</i></li> </ul>   | <ul style="list-style-type: none"> <li>• A teacher regularly greets each child by name during arrival so that children feel their presence is noticed and valued. Greeting rituals may extend to the child's parent or caregiver, as well.</li> <li>• A teacher remembers that a student had a family party over the weekend, and inquires about it during a transition.</li> <li>• During self-select time, the teacher circulates and comments to a student painting, "I see you worked very carefully to add the blue details to this part (points). Can you tell me about your work?" (This can also be evidence for Component 2b: Establishing a Culture for Learning and 3b, Using Questioning and Discussion Techniques.)</li> <li>• A child offers to assist another with self-help, routines, or cognitive tasks. "John, I can zip up your coat for you." (This can also be evidence for 2d: Managing Student Behavior.)</li> </ul>  |
| <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Importance of Learning</i></li> <li>• <i>Expectations for Learning</i></li> <li>• <i>Student Persistence</i></li> <li>• <i>Student Ownership of Learning</i></li> </ul> | <ul style="list-style-type: none"> <li>• While practicing their letter names in an activity during Circle Time, the teacher makes the importance of doing so clear: "First, we'll learn the names and shapes of the letters. Then, we'll learn the sounds the letters make. This will give you all the tools you'll need to be able to read all by yourself!"</li> <li>• Teachers cultivate curiosity by developing an environment responsive to student interests. The teacher reads a book about worms after a child finds a worm on the playground following a rain. (This is also evidence for Component 3e, Demonstrating Flexibility and Responsiveness.)</li> <li>• Teacher records a student's words that describe their contributions to a farm project: "We made a barn with a box. We painted it and made hay."</li> <li>• As a student walks into the classroom at arrival time, she puts her coat away, walks to find the sheet of paper with her name on it and begins writing her name immediately. The teacher asks her what she is working on today. The student replies, "I'm working on writing my lower case 'a' and my 'y'." After writing her name she shows the teacher and the 'a' is uppercase. The teacher points this out and the student immediately rewrites the 'A' into a lower case 'a'.</li> </ul> |

| Component and Elements   | Examples of Practice  |
|--|---|
| <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• <i>Management of Instructional Groups</i></li> <li>• <i>Management of Transitions</i></li> <li>• <i>Management of Materials and Supplies</i></li> <li>• <i>Performance of Classroom Routines</i></li> <li>• <i>Direction of Volunteers and Paraprofessionals</i></li> </ul> | <ul style="list-style-type: none"> <li>• The classroom picture schedule is posted to indicate what the children should be doing at each point. The teacher points to a picture schedule for a child who is having difficulty transitioning and says, “We finished small group and now we will go outside. After that it will be time to go home.”</li> <li>• Students have designated roles in the classroom that may rotate. For example, this week, Mya knows it’s her responsibility to help make sure the books are put away neatly.</li> <li>• Students’ cubbies and folder trays are clearly and neatly labeled with their names and photos. When students arrive, they place their coats in their individual cubbies with minimal adult assistance. After drawing in the art center, students place their pictures in their folder trays.</li> <li>• A teacher says to her students, “It is time to line up. When I call your name, you will stand up, walk quietly to the line and stand in a tile square.” Children are observed waiting until their name is called before going to line up.</li> <li>• During small group time, a parent volunteer is sitting with the ‘independent group’ which is writing a story about a book they read on the carpet. When the timer beeps, the students put caps back on markers and return them and crayons into the bin, stand up push in their chairs, place their papers into the green box and stand with their hands at their sides on the blue tape. The teacher begins to say a nursery rhyme and the children speak along. A chime sounds and the children walk quietly to their next small group.</li> <li>• As children arrive, a parent volunteer is supervising hand washing while the preschool teacher greets children and the teacher assistant is on the rug with children who are browsing books.</li> </ul> |

# Examples of Practice

## Domain 2: The Classroom Environment

| Component and Elements  | Examples of Practice  |
|---|---|
| <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• <i>Expectations and Norms</i></li> <li>• <i>Monitoring of Student Behavior</i></li> <li>• <i>Fostering Positive Student Behavior</i></li> <li>• <i>Response to Student Behavior</i></li> </ul> | <ul style="list-style-type: none"> <li>• Two 3-year old children want to use the same truck. The teacher offers a second truck or suggests that a timer be used to ensure both children will have equal time to use the truck. In this same situation, the 4-year olds may be asked to suggest possible solutions to the “one truck, two drivers” problem.</li> <li>• Adults in the preschool room coordinate so that all corners of the classroom are monitored. A parent volunteer sits at the art table where she can monitor the sand and water table, easel, and art center while the teacher assistant sits in the block area where she can monitor blocks and housekeeping and the teacher sits at a table where she can monitor the writing center, library and table activities. (This is also evidence for Component 2c: Managing Classroom Procedures.)</li> <li>• Teacher pulls a child aside prior to story time to remind her of the expectations to sit on her bottom and raise her hand with a question.</li> <li>• During carpet time, a student is laying down. The teacher says, “Susie, you are laying down, but there is not enough room on the carpet to lie down. Please sit up crisscross applesauce like a pretzel, like this picture here (pointing to a procedure picture of another student in the class).” The student complies and after a few minutes of remaining seated in an upright position the teacher says, “Susie, you are sitting crisscross and now there is enough room for everyone, <b>and</b> you are able to see the book. Thank you!”</li> <li>• A student calls from across the classroom about a conflict. The teacher walks over to the two children, bends down at their level and asks each student to speak in turn about the situation. Once each child has spoken, the teacher restates what was said to make sure he understands. Then the teacher asks for suggestions to solve the conflict. Each child takes turns speaking and listening to a peer. Once suggestions are made, the teacher asks the students, “Which one should we try first?”</li> </ul> |

| Component and Elements   | Examples of Practice   |
|--|--|
| <p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• <i>Standards-Based Learning Objectives</i></li> <li>• <i>Directions for Activities</i></li> <li>• <i>Content Delivery and Clarity</i></li> <li>• <i>Use of Oral and Written Language</i></li> </ul> | <ul style="list-style-type: none"> <li>• Daily objectives are verbalized during circle time. “We’ve been reading stories about dinosaurs and the scientists that study them. At the sand table today you can use your sense of touch to work like a paleontologist.”</li> <li>• Directions for activities may take the form of a suggestion. (e.g. “Today in the art center you will find leaves we picked up outside yesterday. They can be used to make an autumn collage.”)</li> <li>• Teacher provides examples for complex concepts, utilizing multiple resources (e.g. visuals, hands-on manipulatives, books, photographs, adult expert visitors, technology). Teacher uses verbal and written expression (typed or handwritten) to explain concepts.</li> <li>• Teacher models written language by taking dictation. (e.g. “Yes, we did see a pig at the farm. Let me write that down, P - I - G.”)</li> <li>• After modeling writing a story, the teacher explains that it is the children’s turn to write. “When I tap you on the head, you will stand up, walk to the table, super sit and begin writing about your favorite part of <i>Peter’s Chair</i> while using table talk.” The teacher then asks, “What are we writing about, Maria?” - “How do we go to the table, Timmy?” - “When we get to the table how do we sit?” to ensure students understand the multiple step directions.</li> <li>• Transitions are instructive, “If your name begins with the letter ‘M’ you may get your coat.”</li> <li>• During Sharing Time, four-year old Emil shares a photo he brought from home. “My mom”, he says. His teacher prompts him “Wow, thank you, Emil. Can you make that into a full sentence?” When Emil looks unsure, the teacher says, “This is a photo of...” Emil repeats the sentence starter and finishes with, “my mom.”</li> <li>• A teacher regularly checks in with his students during lesson wrap-ups: “Why do you think it’s important that we learn about trees?” Or “Why do you think it’s important that we learn how to tie our shoes?” The subsequent discussion, although brief, allows the teacher to hear his students’ understanding of “the why” and make the learning and purpose explicit to students.</li> </ul> |

# Examples of Practice

## Domain 2: The Classroom Environment

| Component and Elements   | Examples of Practice   |
|--|--|
| <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• <i>Low- and High-Level Questioning</i></li> <li>• <i>Discussion Techniques and Explanation of Thinking</i></li> <li>• <i>Student Participation</i></li> </ul> | <ul style="list-style-type: none"> <li>• Teacher uses “pair and share” protocols during classroom discussions, allowing all children to speak their opinions to one another.</li> <li>• After a walk around the neighborhood to collect leaves for the science center, the children gather on the rug to contribute to a list of “wonderings” and “think we know” statements. The teacher facilitates by asking open-ended, inquiry-based questions, like “Why do you think the leaves fall off the trees?” and “What do you wonder about the fall?” and allowing children to lead the subsequent discussions.</li> <li>• Teachers regularly use questioning techniques that are open-ended and require multiple rounds of discourse, across content areas. (e.g. “Tell me about...” “How do you know...?” “Tell me more...”)</li> <li>• Preschool teachers engage in continuous formal and informal conversations with groups and individual children (e.g. “I have a chicken at my house.” “What does your chicken say?” “I have an egg for you.”).</li> <li>• During a <i>Knuffle Bunny: A Cautionary Tale</i> read aloud, the teacher stops the book halfway and asks, “How do you think Trixie is feeling?” Students respond, “Worried,” “Mad,” “Misunderstood.” She then follows up with, “How do you know?” Although prediction is a developmentally advanced skill for preschoolers, she will ask, “What do you think is going to happen next?” in order to challenge her advanced students and model how readers think.</li> <li>• During Morning Meeting, a teacher gives all students have the opportunity to share how they feeling, or pass for the day. This not only provides an emotional checkpoint, but it also helps all students build confidence in speaking in front of the group by providing them with a low-risk opportunity to do so daily.</li> </ul> |

| Component and Elements  | Examples of Practice   |
|---|--|
| <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Alignment of Learning Objectives</i></li> <li>• <i>Task and Text Complexity</i></li> <li>• <i>Scaffolding and Differentiating Instruction</i></li> <li>• <i>Pacing and Sequencing</i></li> <li>• <i>Grouping</i></li> </ul> | <ul style="list-style-type: none"> <li>• Groupings are formed intentionally and based on a variety of criteria, including data from TS GOLD observations, in order to thoughtfully and effectively differentiate instruction.</li> <li>• During small group time, the teacher meets with a group of four students who have been struggling with one-to-one correspondence (TS GOLD Objective 20c) to provide them with extra practice and support. The following day, the teacher will meet with other students to provide specific, differentiated instruction, including for students performing beyond developmental level.</li> <li>• A teacher asks a child attempting to build a block tower, “What block do you think you can use to stabilize the base of your tower?” in order to scaffold their learning.</li> <li>• During carpet time the teacher is leading students in a math question, “Shanyla is playing in the park (holding up one finger) when along comes Antoine (puts up one more finger), and Tyshawn (puts up one more finger) and Joey (puts up one more finger). They see Shanyla and ask if they can play, which of course she says ‘yes’. How many children are playing at the park?” Children respond different numbers. The teacher asks a student, “How did you figure that out?” He asks another student, “What did you use to help you count?” Finally he asks, “What if one child leaves the park, how many children do you have then?”</li> <li>• During a unit on trees, the teacher provides a special basket of books featuring informational texts, fiction, and poetry books about trees. Most of the books are at the students’ developmental level and several are above. The books will be explored independently by students, and during read-alouds.</li> <li>• The teacher is leading a mini-lesson on drawing scientifically, which is an option for students to try while playing in the Discovery Area. After modeling how to carefully observe and sketch a leaf, the teacher asks if there are any questions. A child raises his hand and begins to tell a long, off-topic story. The teacher sees the other children getting restless because they’ve already been sitting whole-group for 10 minutes, but she can also see that this story is important to the student. In order to maintain proper pacing and classroom management, the teacher kindly says, “Juan, I want to hear your story, but right now I have to get the rest of the class started on self-select time. After they start playing, please come see me so I can hear the rest of your story.” (This is also evidence for Component 2a: Creating an Environment of Respect and Rapport, 2b: Establishing a Culture for Learning, and Component 3e: Demonstrating Flexibility and Responsiveness.)</li> </ul> |

# Examples of Practice

## Domain 2: The Classroom Environment

| Component and Elements   | Examples of Practice   |
|--|--|
| <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Monitoring of Student Learning with Checks for Understanding</i></li> <li>• <i>Assessment Performance Levels</i></li> <li>• <i>Student Self-Assessment</i></li> <li>• <i>Feedback to Students</i></li> </ul> | <ul style="list-style-type: none"> <li>• Preschool teachers will often monitor understanding by asking questions (e.g. “Tell me how you figured that out”).</li> <li>• Preschool teachers will provide tracking of student learning and affirm student effort with simple statements. (e.g. “I see you made a red-blue pattern with your cubes.” “I noticed you gave Jose the block when he asked for it.”)</li> <li>• Preschool teachers utilize a variety of on-going formal assessments, including TS GOLD.</li> <li>• While students are drawing self-portraits, the teacher circulates and gives feedback. Teacher asks the student to look in the mirror again to determine which body part is still missing from the drawing.</li> <li>• While observing a student creating a drawing during free choice time, the teacher sees the student erase and start again, several times. She says, “Leon, I see you are trying many times to get your drawing just right. What are you thinking about in your head when you erase and start again?” (This is also evidence for Component 2b: Establishing a Culture for Learning.)</li> <li>• A student has been struggling with sharing materials. During free choice time, the teacher watches for an opportunity to provide positive feedback. “Wow, I see you let Jordan use the truck, even though it’s your favorite toy. That was a kind thing to do.” (This is also evidence for Component 2a: Creating an Environment of Respect and Rapport and 2d: Managing Student Behavior.)</li> <li>• During a discussion about worms, a child suggests that worms can have legs. The teacher supports a risk-free environment by saying, “Hm...I remember when we read the informational book about worms, the author wrote that worms can’t have legs. Because other bugs have legs, it can be a bit confusing! Let’s find the book again and reread the part about having legs or no legs.” (This is also evidence for Component 3e: Demonstrating Flexibility and Responsiveness.)</li> </ul> |
| <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• <i>Response to Student Needs</i></li> <li>• <i>Teacher’s Persistence</i></li> <li>• <i>Lesson Adjustment</i></li> </ul>  | <ul style="list-style-type: none"> <li>• A teacher is going over the Morning Message during circle time. He notices his students are starting to fidget. Although he hasn’t planned on taking time for a movement activity, he changes his plans to meet his students’ needs. “Everybody stand up! <i>If you’re happy and you know it clap your hands...</i>”</li> <li>• After a big snowfall, the teacher anticipates her students’ curiosity about the weather event. She switches out the planned read-aloud book with <i>A Snowy Day</i> and has the children help her fill the water table with snow. This allows the point of interest (snow) to extend into other areas of learning as well. For example: “How many buckets of snow will it take to fill the water table with snow? Let’s make a prediction.”</li> <li>• A teacher is reading aloud <i>Bailey at the Museum</i> when she notices several children looking confused. She promptly stops the story and discovers that most children haven’t been to a museum and several have never heard of a museum. She takes several moments to describe what it’s like to visit a museum before continuing the story. Throughout the book, the teacher continues to pause to explain more about museums so students can better comprehend and follow the story.</li> <li>• Several students are struggling with retaining the names of alphabet letters. After spending extra time with the students practicing letter names, the teacher puts students in mixed-ability groups to try a new skill building strategy using alphabet puzzles.</li> </ul>  |



*Insert Developmental  
Milestones: Ages Three to  
Five*

DRAFT

# Examples of Practice

## Domain 2: The Classroom Environment

Insert *Children's Developmental Benchmarks and Stages*

DRAFT

# **naeyc** 10 Signs of a Great Preschool

## **National Assn. for the Education of Young Children (NAEYC)**

- Children spend most of their time playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.
- Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.
- Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.
- The classroom is decorated with children's original artwork, their own writing with invented spelling, and stories dictated by children to teachers.
- Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snacks provide the basis for learning activities.
- Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.
- Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time.
- Teachers read books to children individually or in small groups throughout the day, not just at group story time.
- Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different background and experiences mean that they do not learn the same things at the same time in the same way.
- Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend; they do not cry regularly or complain of feeling sick.