

Possible **examples** of how the Framework For Teaching could apply to
Early Childhood Teachers

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The only strategy used on lesson plan is whole group instruction. The teacher has children writing their names in all uppercase. Teacher distributes ditto worksheets to all students. The teacher says, "The spider is an insect." 	<ul style="list-style-type: none"> The teacher plans lessons on sorting by attributes based on characteristics students are unfamiliar with. The teacher plans to forge ahead with a lesson on skipping even though some students have not mastered hopping on one foot. 	<ul style="list-style-type: none"> The teacher's plan for sorting by attributes is based on vocabulary learned in prior lessons/experiences. The teacher realized her students are not sure how to use scissors so she plans to practice that before introducing the activity on cutting. The teacher plans to expand a concept on sharing by having them act out scenes from a book they read on sharing. Teacher has materials at varied levels in the classroom to meet the needs of individual learning styles. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	<ul style="list-style-type: none"> The teacher uses a "KWL" chart at the introduction of the unit on caterpillars to uncover student misconceptions and prior knowledge. The teacher plans to adapt all learning centers/entire classroom environment to reflect the current topic/theme. In addition, she adds specific activities to address the needs of individual students. Itinerant teacher and regular ed teacher proactively seek support from one another to enhance student success with upcoming unit. Teacher applies a new instructional strategy learned at a professional development session.
Possible Guiding Questions	<ul style="list-style-type: none"> Specifically, what do you expect the student to know? What things do you routinely do to extend your content knowledge in all learning domains you teach? Describe the process you use as you plan your daily lessons. What strategies do you use to check students' misconceptions as you begin the study of a new concept? How do you adapt instruction for those students who need extra time and alternative strategies to master/practice a concept/skill? What enrichment is available for those who have mastered/practiced the concept/skill you are teaching? 			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Comprehensive Curriculum, ECERS, Observation, Pre-Conference Questions/Answers, IEP Goals.			

1b: Demonstrating Knowledge of Students				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The lesson plan includes a teacher led 30-minute circle time. The teacher plans to present a lesson with no visual props. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. In the unit on families, the teacher has not incorporated information provided by the families. Lesson plans make only peripheral reference to students' interests. The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet. 	<ul style="list-style-type: none"> The teacher creates an assessment of students' levels of cognitive development. The teacher examines previous year's portfolio folders to ascertain the proficiency levels of groups of students in the class. The teacher administers a student interest survey at the beginning of the school year. The teacher plans activities based on student interests. The teacher realizes that not all of his students are Christian, so he plans to read stories that reflect the diversity of the students. The teacher plans to invite students and families to share their ancestry with the class. 	<ul style="list-style-type: none"> The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. The teacher plans to provide multiple activity options; students will self-select the activity that best meets their individual approach to learning. The teacher attended the local Mexican heritage day, meeting several of his students' extended family members. Teacher has determined that a pre-k age student is reading and offers enrichment activities. The teacher regularly creates adapted assessment materials for several students with learning disabilities.
Possible Guiding Questions	<ul style="list-style-type: none"> Is there anything about your class I should know before I come in? Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges. What resources, including outreach to other adults who are familiar with the child, have you investigated to support your efforts? 			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Evidence of grouping and planned instruction related to learning differences, IEP Goals, Child Outcomes, Anecdotal notes.			

1c: Setting Instructional Outcomes				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • A learning outcome for a preschool class is to make a mural. • All the outcomes for a preschool class are factual knowledge. • The topic of a math activity involves the concept of 1 to 1 correspondence but the teacher only expects the students to rote count. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the difference between 1 to 1 correspondence and rote counting. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students struggle. • Despite having a number of students receiving occupational therapy in the class, the outcomes state that all children will be able to write their name. 	<ul style="list-style-type: none"> • Teacher’s lesson plans are connected to Early Learning Standards. • One of the learning outcomes is for students to demonstrate 1 to 1 correspondence. • The outcomes for the apple unit include some factual information as well as a comparison to other fruits. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • Teacher uses “Plan, Do, Review” to encourage students to set their own goals. • The class develops a concept web that links previous learning goals to those they are currently working on. • All students identify additional learning through use of the “KWL” chart.
Possible Guiding Questions	<ul style="list-style-type: none"> • After you look at the standards you are teaching toward, how do you determine the goals you will set for your students? • How do you plan your instruction and what are your most important considerations during your planning? • What alternatives are available for students who need extra support and time to meet the instructional goals and those who may have already mastered them? • What are you going to be listening and looking for as you observe students working? 			
Possible Sources of Evidence	Lesson Plan outcomes are connected to the Early Learning Standards, Evidence of grouping and planned instruction, IEP Goals, Concept Maps, KWL chart.			

1d: Demonstrating Knowledge of Resources				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher only uses materials within their classroom even when more variety would assist some students. For the unit on dinosaurs, the students accessed all of their information from teacher supplied books and materials. The teacher is not sure how to teach phonological awareness, he says, "How am I expected to learn it on my own." A student says, "Why can't we go outside and look at different trees?" 	<ul style="list-style-type: none"> For a unit on trees the teacher really needs more books, but the program only has three for which to choose. The teacher knows she should learn more about teaching literacy, but the program only offered one professional development day last year and the teacher did not pursue additional professional development. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> Books and materials are supplemented by guest speakers and field experiences. Teacher facilitates use of technology. The teacher provides her preschool class a range of books and has them bring in bark and leaves from outside; no matter their developmental level, all students can participate in related activities. The teacher took an online course on sign language to expand her knowledge of other forms of communication. The teacher encourages families to go for walks and compare different types of trees. 	<ul style="list-style-type: none"> The teacher expands the literacy center and has the students create class books. The teacher attends the Early Childhood Educators Summit, collects available resources, and integrates them into practice. The teacher invites local community professionals into the classroom to talk about their jobs during the Community Helper Unit.
Possible Guiding Questions	<ul style="list-style-type: none"> How do you communicate and work cooperatively with parents, counselors and others in the community and beyond to address your students' needs? What resources do you visit most often when you plan instruction? 			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Documents use of outside resources, Teacher Interview, Pre-conference Questions/Answers, Professional Development documentation.			

1e: Designing Coherent Instruction				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • After being introduced to the parts of the plant the teacher plans to have his preschoolers complete a worksheet. • The teacher assigns circle time seating alphabetically. • The teacher's lesson plans are written on sticky notes. • The teacher stands in front of the students for 30 minutes talking about kites. 	<ul style="list-style-type: none"> • After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher found a globe to use as a supplemental resource during the social studies unit. • The teacher always lets students self-select their learning centers because they behave better when they can choose who they want to sit with. • The teacher's lesson plans are formatted, but the timing for many activities is too long to maintain student participation. 	<ul style="list-style-type: none"> • The teacher reviews her learning activities and rewrites some of the activities to make them more challenging. • The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. • The teacher reviews lesson plans with her supervisor; they are well structured with pacing times and activities clearly indicated. 	<ul style="list-style-type: none"> • The teacher's unit on dinosaurs includes a variety of high-level activities throughout the classroom. Students choose those that suit their approach to learning. • While completing their projects, the students have access to a wide variety of resources. • After the cooperative group activity, students reflect on their experience and make suggestions for new materials to expand a center. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to connect the current lesson outcomes to those they previously learned.
Possible Guiding Questions	<ul style="list-style-type: none"> • As the designer of your classroom instruction, how do you plan to meet the needs and interests of all of your students to give them varied experiences and keep them engaged and motivated to learn? • How is time allocated to work cooperatively with other teachers/therapist/family to be sure that your instruction is aligned with students' previous knowledge and experiences so that they can make relevant connections to the lesson? • What connections have you made to the PDE SAS website and OCDEL resources for updates that support your practice? • What kinds of support are available for the students who need more practice with a concept/skill? 			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Unit Plan with evidence of groupings, accommodations, and evidence of learning styles, IEP Goals, Classroom schedule.			

1f: Designing Student Assessments				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher only administers a standardized test pulling the student aside and often timing responses. The teacher has no documentation supporting a determined outcome level. The teacher says, "The program only gave me two curriculum choices, so I just have to keep moving." 	<ul style="list-style-type: none"> The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. Despite half of the students being able to identify the colors, the teacher plans a unit on colors. The teacher has some documentation supporting the determined outcome level. 	<ul style="list-style-type: none"> Based on the previous day's formative assessment, the teacher plans to have five students work on a more challenging activity, while she works with six other students to reinforce the concept. Teacher has a variety of assessments including child's work, anecdotal notes and checklists to support the determined outcome. Based on the "KWL" chart the teacher will organize children in different groups during the next activity. 	<ul style="list-style-type: none"> Teacher invites students to select work samples that support their determined outcome level. The teacher ensures that there is documented evidence to support the teacher determined ranking for each domain. A team consisting of classroom teachers, therapists, parents, and support staff participate in the design on student assessment.
Possible Guiding Questions	<ul style="list-style-type: none"> How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work? Before you design your instruction, do you consider what you want the students to know and how you will assess it? Explain your process. Explain how you clarify expectations for students by using: <ul style="list-style-type: none"> explicit directions including visual cues modeling student repetition of details What formative assessments do you use most often to identify student needs and to plan your instruction? How do you benchmark your assessments with other teachers/therapists to inform your expectations and insure high expectations for all students? Please share the ways you provide students and families with timely feedback on the student's learning and provide guidance for improvement? What should I expect to hear your students say or do that would be evidence that they have met the instructional goals for today? 			
Possible Sources of Evidence	Lesson Plans are connected to the Early Learning Standards, Formative Assessment Strategies, Questioning Strategies, Progress Monitoring, ELN/PELICAN, Child portfolios.			

Domain 2: The Classroom Environment

2a. Creating an environment of rapport and respect

	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher laughs at a student in front of the class for giving an incorrect response. A student says, "You're not my friend" and the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not respond, ignoring the behavior. A student excitedly tells the teacher, "look at my new red shoes!" The teacher replies, "I can't believe your mother let you wear those." Teacher does not call students by their names. Students argue over a toy and the teacher sends both students to sit in a chair. The teacher forgets they are there for 15 min. then sends them back to play. 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, fidget, etc. when other students are talking. Only a few students engage fully with the teacher and/or others in the classroom, even when put together in small groups. Students give minimal positive response following a classmate's presentation to the class. Teacher says, "Use your kind words" Student shrugs her shoulders and walks away. 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, such as kneeling beside a student working/playing. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students give positive response following a classmate's presentation to the class. Students help each other and accept help from each other. Teacher and students use courtesies such as "please/thank you, excuse me". Teacher models and encourages the use of "kind words" and the insults stop. 	<ul style="list-style-type: none"> Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). Students say, "Shh" to classmates while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says, "That's an interesting idea, Josh, tell me more..."
Possible Guiding Questions	<ul style="list-style-type: none"> How do you model respectful behavior for your students? What challenging behaviors do you encounter and what have you done to minimize them? 			
Possible Sources of Evidence	<i>Observation (positioning of body, tone of voice, child – teacher interaction, child-child interactions) Teacher interview, Teacher interaction, ECERS (Early Childhood Environmental Rating Scale), CLASS (Classroom Assessment Scoring System)</i>			

2b. Establishing a culture for learning				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> Class time is devoted more to adult socializing than to learning. The teacher tells students, "We're doing apples because it's fall." Teacher says to a student: "Here, let me do it." Students turn in rushed or incomplete work exhibiting little or no pride in their work. Students don't engage in work/play and the teacher ignores it. Almost all of the activities are busy work. 	<ul style="list-style-type: none"> Teacher says: "Let's get through this, then we can go outside" Teacher says: "I think most of you will be able to do this." Teacher does not encourage students who are struggling. Some students get to work right away after entering a learning center. 	<ul style="list-style-type: none"> Teacher says: "This is important; you'll need to be able to write your name." Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well." Teacher encourages the student to continue working in a center for "two more minutes" before moving to a new center. The student accepts it without complaint. Most students get to work right away after entering a learning center. 	<ul style="list-style-type: none"> The teacher enthusiastically says: "It's really fun to find out what's inside a pumpkin". In the block area one student asked another how they built a structure. Student asks the teacher whether she can add/extend a piece of work/project since she now sees how it could be improved. Students work even when the teacher isn't working with them or directing their efforts.
Possible Guiding Questions	<ul style="list-style-type: none"> In what ways have you reflected on how students learn? In what ways do you encourage your students to be active participants? 			
Possible Sources of Evidence	Observation, Engagement level of students, Questioning Strategies, Collaboration of students, Work displayed in classroom, ECERS (Early Childhood Environmental Rating Scale), CLASS (Classroom Assessment Scoring System)			

2c. Managing classroom procedures				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc. The distribution of supplies is time-consuming. Students bump into one another lining up to wash their hands. Teacher's procedure for roll taking consumes much time and students are not engaged. Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> Some students not working with the teacher are off-task Transition between large and small group activities requires extended time but is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask some clarifying questions about procedures Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. 	<ul style="list-style-type: none"> Students get started on an activity while the teacher takes attendance. The teacher uses a variety of songs for transition. Students are given assigned jobs for the classroom (e.g. line leader, snack helper). There is an established color-coded system indicating where materials should be stored. Clean-up is efficient. 	<ul style="list-style-type: none"> Students redirect classmates in small groups to stay on task. In dramatic play the student reminds classmates, "You're the baby, I'm the mommy" A student re-directs a classmate to the table he should be at following a transition. Students independently check themselves into class on the attendance board. Teacher provides pitchers for self-serving of juice.
Possible Guiding Questions	<ul style="list-style-type: none"> What rituals and routines have you encouraged in your classroom to set a tone of respectful behavior? How do you encourage your students to share roles and responsibilities for routines for efficient classroom operations? 			
Possible Sources of Evidence	Lesson Plans document planned transition activities, Preparation of Materials, Engagement level of students, Visual schedule, Classroom rules, Routines, Job charts			

2d. Managing Student Behavior				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher notices student misbehavior, but appears helpless to do anything about it. Students are nudging each other during circle with no attempt by the teacher to stop them. An object flies through the air without apparent teacher notice. Students are running around the room, resulting in chaos. A student runs out of the classroom and the teacher says, "oh well, she'll come back." 	<ul style="list-style-type: none"> Classroom rules are posted, but neither teacher nor students refers to them. The teacher repeatedly asks students to take carpet squares; some ignore her. To one student the teacher says, "The block center is full." To another student, the teacher says, "go ahead, you can play in the block center." 	<ul style="list-style-type: none"> While working in a small group, the teacher says to children in the art center, "is there a problem over there I can help you with?" The teacher moves to every section of the classroom, keeping a close eye on student behavior. The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> The teacher notices that some students are nudging each other during circle time, and without a word, moves closer to the students and the nudging stops. The teacher asks to speak to a student privately about misbehavior. A student reminds his classmates of the class rule about keeping your hands to yourself.
Possible Guiding Questions	<ul style="list-style-type: none"> Describe your classroom management plan. Is it clear, consistent, fair, appropriate and preventive? Have your students shared the responsibility for determining the plan? What is the most challenging behavior in your classroom? What are your current solutions? 			
Possible Sources of Evidence	Observation, Classroom Rules (evidence that students know them), Positive behavior strategies			

2e. Organizing physical space				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> • Items labeled as “keep out of the reach of children” are left on the table. • Centers are not provided for learning through play. • A white board is in the classroom, but it is facing the wall. • Computers are in the classroom, but remain covered and unavailable for use. 	<ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • Centers are provided for learning through play but have limited materials. • Technology is used as a child directed activity only, not to extend a lesson. 	<ul style="list-style-type: none"> • There are established guidelines concerning where personal belongings are put. • Centers are clearly defined, organized, and with sufficient materials for learning through play. • Technology is used to extend the lesson (i.e.-iPad, computer games, internet, digital camera). 	<ul style="list-style-type: none"> • Students ask if they can move the furniture to support their expansion of imaginative play (i.e.-chairs for a train). • A visual schedule is used to assist children with transition. • Student moves to the quiet space in the classroom to calm himself. • A student suggests an application for the white board for an activity.
Possible Guiding Questions	<ul style="list-style-type: none"> • How is your classroom organized to accommodate <ul style="list-style-type: none"> ○ Students with special needs ○ Learning centers ○ Appropriate use of technology ○ Space for privacy ○ Safety and movement • In your planning, how do you arrange your classroom environment to meet your instructional goals? 			
Possible Sources of Evidence	Lesson plans, ECERS (Early Childhood Environmental Rating Scale), Teacher Interview, Observation, CLASS (Classroom Assessment Scoring System), NAEYC classroom portfolio			

Domain 3: Instruction

3a. Communicating with Students

	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
Possible Examples	<ul style="list-style-type: none"> The teacher yells across the room to address students. Teacher provides scissors and magazines, and invites children to explore but the teacher does not supervise the activity. The teacher directs the entire group of students to grab a spatula and dip their ice-cream. 	<ul style="list-style-type: none"> Teacher sometimes secures children’s attention by kneeling at their level when talking to them. Teacher introduces activity using basic themes and materials. Teacher introduces materials and activities without demonstration or details. 	<ul style="list-style-type: none"> Teacher gives a verbal directive that when the timer sounds each child will trade books with his or her book buddy. If appropriate, the teacher models the process to be followed in the task. Teacher provides pictures or props for children to respond to questions being asked. Teacher provides picture cues to assist students in the completion of tasks. Teacher introduces content through a variety of modalities including demonstrations and detailed explanations. 	<ul style="list-style-type: none"> The teacher says, “This word has two meanings, what do you think the word means...that’s right and it also means_____.” Teacher provides multi-modalities (e.g. pictures, voice output device) for children to respond to questions being asked based upon their individual needs and styles. Teacher uses a sentence-building strip to solicit detail in the activity in order to support differentiated instruction. When student asks for help with a concept, teacher directs them to a more competent peer.
Possible Guiding Questions	<ul style="list-style-type: none"> What strategies do you use to assess students’ understanding as you introduce the study of a new concept/skill? How do you encourage students to ask questions? How are you utilizing technology in your classroom? 			
Possible Sources of Evidence	Observation, Message Board, Word Wall, Picture Schedule, Lesson Plans, ECERS (Early Childhood Environmental Rating Scale), CLASS (Classroom Assessment Scoring System)			

3b. Using Questioning/prompts and discussion				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> Teacher says, "We are not talking to one another, you must listen to me right now." Teacher responds to a student's answer with, "That's wrong, the answer is _____" The teacher encourages the same group of students to continue answering all questions and does not encourage others to participate. 	<ul style="list-style-type: none"> Teacher asks Johnny a question...he does not respond... so the question is then posed to Sarah who answers the question. Teacher only calls on students who have their hands raised, or repetitively shout out. 	<ul style="list-style-type: none"> The teacher models appropriate participation in group or class discussions, including polite interactions, one person speaking at a time or asking questions. (with appropriate wait time) During center time children are engaged in conversation with one another without teacher support. The teacher asks children questions that involve detailed answers instead of one-word responses providing appropriate wait time. 	<ul style="list-style-type: none"> The teacher encourages students to ask, "What if...?" A student says, "Hey I have an idea!" and the teacher encourages the student to follow-through Students have three to four verbal exchanges adding detail to their story about their castle in block area. The teacher extends learning at the water table by asking students what they think will happen, why they think it happened, and what will happen if they...
Possible Guiding Questions	<ul style="list-style-type: none"> Explain how your classes are a combination of teacher-directed mini-lessons and opportunities for student engagement, practice, and demonstration of the concept/skill that go beyond memorization of facts. How do you provide students with opportunities to be actively engaged in the learning process through: <ul style="list-style-type: none"> Analyzing Synthesizing Evaluating Critical thinking Summarizing Strategic thinking Application to real life situations and new learning 			
Possible Sources of Evidence	Observation, Levels of Questioning (tallies to track frequency), Wait time (tallies to track minutes), CLASS (Classroom Assessment Scoring System), Read aloud conversation/questioning (scaffolding), Lesson Plan, ECERS (Early Childhood Environmental Rating Scale)			

3c. Engaging students in learning				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> Learning tasks require only recall or have a single correct response or method. The teacher continues to read a book even though children are not engaged. Teacher provides music and scarves, without supervision, and children use materials inappropriately. Students complete worksheets. 	<ul style="list-style-type: none"> Learning tasks are a mix of those requiring thinking and recall. Students have no choice in how they complete tasks. Teacher asks basic questions during circle time, such as "What day is today, what is the weather, what month is it?" Teacher states that they must cover a box and make it red and provides them with red paint only. There is a recognizable beginning, middle, and end to the lesson. 	<ul style="list-style-type: none"> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking Students have some choice in how they complete learning tasks. Teacher identifies three children who needed to work on cutting skills with support from teacher while other group of students cut independently with supervision. Teacher states that they must cover a box and make it red; the students choose what art materials they want to achieve the task. There is a clear beginning, middle, and end to the lesson. 	<ul style="list-style-type: none"> Students attempt to complete a task in more than one-way before asking for help. Students are independently engaged in imaginative play and exploration in learning centers. Two children set up a restaurant in dramatic play and invite another student to come and order food. During transition from centers to snack, teacher invites students to the circle area to recall what they have done during center time.
Possible Guiding Questions	<ul style="list-style-type: none"> In your planning, how do you determine student grouping? What strategies do you engage in to promote a high level of rigor during instruction? 			
Possible Sources of Evidence	Observation, Materials to student ratio, Pre-Conference notes, Balance of teacher directedness to student initiated activities, Pacing of instruction			

3d. Using assessment in Instruction				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> No evidence that any type of assessment is conducted. The teacher says, "No that is not right." 	<ul style="list-style-type: none"> Teacher documents observations inconsistently. Teacher keeps a checklist of skill development with a small sampling of student work. Teacher says, "Good job everyone." And does not specify the feedback. Teacher conducts assessment only when summative reporting is due. 	<ul style="list-style-type: none"> Teacher chooses items to be added to the student's portfolio. Teacher follows through with "review" portion of "plan, do, review" with only selected children. The teacher circulates throughout the room during center time, documenting observations consistently. A teacher uses the children's input to complete a KWL chart (What do I Know – What do I Want to Know – What did I Learn?) Teacher conducts assessment regularly on all children. 	<ul style="list-style-type: none"> All students are encouraged to select items to be included in their portfolio. Teacher reviews anecdotal records, skill checklists, parent survey, therapist's reports and student selected work samples prior to planning next week's lesson. The teacher uses culturally sensitive assessments to collect data to identify areas of focus for future learning and development. Outcomes delivered in the language requested by the family, and whenever possible family feedback is incorporate.
Possible Guiding Questions	<ul style="list-style-type: none"> Describe how you use the following items to clarify expectations in your classroom. <ul style="list-style-type: none"> Timely feedback Social Stories Modeling Explicit directions including visual cues Student repetition of details How do you use portfolios to collect student work as a means of assessing change over time and progress on individual tasks? 			
Possible Sources of Evidence	Formative Assessment, Feedback to students, Data collection strategies (portfolios, anecdotal notes, checklists), Parent Conference Notes, Lesson plans			

3e. Demonstrating flexibility and responsiveness				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> Teacher says to a child, "If you can't use that toy right then I am putting it away." Teacher says, "You should know how to put your coat on you are 4 years old." Teacher says to student, "If your dad would give you a spoon at home, you wouldn't be using your fingers." 	<ul style="list-style-type: none"> While facilitating a counting-bear activity, the students begin sorting. The teacher continues with a focus on counting. Teacher says, "You need to put your coat on now to go outside." Teacher does not offer support to the student. 	<ul style="list-style-type: none"> Students indicated interest in airplanes and the teacher added a paper airplane making activity to her next week's lesson plan. Teacher stops an activity and says, "I can see that you need to get your wiggles out. Then the lesson is stopped and changed. Teacher modifies the classroom mood by turning the lights down for story time. Teacher allows a student to hold a fidget toy during group lesson. 	<ul style="list-style-type: none"> A student comes into the classroom with a cast due to a broken arm and the teacher changes the morning lesson to allow other children to ask questions and learn about what happened. Students observe a spider outside during a walk. The teacher stops to teach the students about spiders. Teacher acknowledges that a student needs to have his shoe tied and directs him to another student in the room that has recently learned to tie her shoes.
Possible Guiding Questions	<ul style="list-style-type: none"> How do you ensure that all students' questions, needs, and interests are respected? What classroom strategies do you use to create and ensure that lessons are rigorous, relevant, and related to real life? 			
Possible Sources of Evidence	Observation (adjustment of teaching strategies based on student need), Daily schedule, Communication logs, Lesson Plans demonstrating individualization			

Domain 4 Professional Responsibilities

4a. Reflecting on Teaching

	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says: "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, "I guess that went okay." The teacher says: "I guess I'll try _____ next time." 	<ul style="list-style-type: none"> The teacher says: "I wasn't pleased with the level of engagement of the students because they were distracted" The teacher documents on lesson plan several possible lesson improvements. 	<ul style="list-style-type: none"> The teacher says: "I think that lesson worked pretty well, although I was disappointed in the level of engagement of the students. Johnny asked when we were going to go outside and several other students said "I'm bored." In conversation with colleagues, including related staff, the teacher considers different group strategies for improving a lesson.
Possible Guiding Questions	<ul style="list-style-type: none"> In what ways have you reflected on the observed lesson? What Professional Development contributed to the strategies you used during the lesson? In retrospect, what would you do differently? Would you be willing to share your effective practices with your peers? 			
Possible Sources of Evidence	Lesson Plans, Post-Conference interview, Portfolio Artifacts, Teacher input, Teacher Journal			

4b. Maintaining Accurate Records				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher says "I misplaced the data collection sheets for my class but it doesn't matter-I know what the students can do" On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. Teacher doesn't maintain communication related to child progress with the family. 	<ul style="list-style-type: none"> The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have the time" On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before leaving. Teacher communicates occasionally with the families about child progress. 	<ul style="list-style-type: none"> The teacher records students' progress toward individual learning goals. The teacher creates a spreadsheet for tracking which students have paid for their school pictures. Teacher maintains a class attendance sheet. Teacher has a classroom procedure for unpacking backpacks (lunchbox, work folder, communication book, etc.). Teacher communicates frequently with the families about child progress. 	<ul style="list-style-type: none"> When asked about an activity during the day, a student proudly shows her project and can explain how she created it. Teacher facilitates daily journaling for children to share accomplishments with parents.
Possible Guiding Questions	<ul style="list-style-type: none"> Describe the system you use for managing the daily information you collect concerning your students' instruction and needs. In what ways do students have opportunities to view and maintain their assessment information? How is individual progress shared and/or celebrated with students and families? How do you use data to guide your planning and instruction? 			
Possible Sources of Evidence	Progress Monitoring, Portfolios, Outcomes, Teacher input, Communication Log			

4c. Communicating with Families				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> When asked what information is shared with parents, teacher says, "Nothing." Teacher says, "I would invite the parent's in, if it didn't disrupt the classroom." During IEP meeting, teacher hands IEP to parent and says, "Here, sign this." 	<ul style="list-style-type: none"> Teacher sends information home on PA standards but doesn't connect them to classroom activities. In response to parent question about child's progress, teacher emails back "He's doing fine." Teacher sends a newsletter home outlining Christmas activities. 	<ul style="list-style-type: none"> The teacher-sends weekly newsletter home to families, including information that describes current and upcoming class activities, community and/or school projects, home connection activities, field trips, etc. The teacher-created monthly progress report is sent home for each student regarding their individual learning goals The teacher sends home a project for the family to complete together (i.e. star of the week). 	<ul style="list-style-type: none"> Students create materials for "Back to School" night that show families what they're learning and experiencing in school (i.e. documentation panels) A daily communication log describing student learning experiences is sent home for a response from a parent or guardian. A part of newsletter teacher researches and shares relevant community resources.
Possible Guiding Questions	<ul style="list-style-type: none"> What systems do you have in place for ongoing and reciprocal communication with families? How are families encouraged to be involved and engaged in their child's learning experience? 			
Possible Sources of Evidence	Newsletters, Parent Board, Communication Logs, Home/school Communication Notebooks, Pick-up/Drop-off conversations, teacher input, Parent Conferences, Parent Handbook			

4d. Maintaining Accurate Records				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher doesn't share instructional strategies with his colleagues. He figures that if his students do well, it will make him look good The teacher doesn't attend required PLC (professional learning communities) meetings The teacher doesn't attend any school/organization function beyond the work day The teacher says, "Don't ask me to serve on any school/organization committee." 	<ul style="list-style-type: none"> The teacher inconsistently shares instructional materials with his colleagues. The teacher only attends PLC meetings when reminded by her supervisor. The teacher only contributes to the discussion when asked a question by the supervisor 	<ul style="list-style-type: none"> The teacher is open to sharing successful instructional strategies with others. The teacher has decided to take some of the free online courses and to share his learning with colleagues. The teacher enthusiastically volunteers to run the book fair because of her background as a librarian. 	<ul style="list-style-type: none"> The teacher leads the "mentor" teacher group, devoted to supporting new teachers during their first year of teaching. The teacher hosts a, "Caring & Sharing" group that meets monthly; to collaborate with families on topics that will enhance their skills in supporting their children with Autism. The teacher leads the school's annual Family Day, involving all students and faculty in activities. Teacher volunteers to participate in a pilot program for teacher assessments.
Possible Guiding Questions	<ul style="list-style-type: none"> What do you think your role is in our school/organization's professional learning community? What opportunities do you have to share research and successes with your colleagues? Give me your perspective of our school's/organization's opportunities for improvement and the role you could play in these efforts. 			
Possible Sources of Evidence	Membership in other organizations, teacher input, Documentation of Professional Development Activities			

4e. Growing and Developing Professionally

	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the supervisor’s annual observation in her classroom, knowing that if she waits long enough the supervisor will eventually leave and she can simply discard the feedback form. Despite being an early childhood educator for more than twenty years, the teacher declines involvement in a NAEYC affiliate group due to the cost. 	<ul style="list-style-type: none"> The teacher attends school/organization workshops and professional development days, but doesn’t make use of the materials received. The teacher listens to his supervisor’s feedback after a lesson, but isn’t sure that the recommendations really apply in his situation. The teacher joins the local chapter of the American Library Association because she might benefit from the free books-but other wise doesn’t feel it’s worth too much of her time. 	<ul style="list-style-type: none"> The teacher eagerly attends optional-workshops finding them to be a wealth of instructional strategies he can use throughout the year. The teacher requests a walk through visit from the supervisor. The teacher joined a NAEYC affiliate group and finds that it provides her access to resources for her development as a professional. 	<ul style="list-style-type: none"> The teacher has initiated an action research project in order to improve her own instruction. The teacher working on a particular instructional strategy asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. The teacher founded a local organization to devote to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
Possible Guiding Questions	<ul style="list-style-type: none"> Are you a member of any professional organizations? Do you subscribe to any educational research journals? <ul style="list-style-type: none"> Which have been most helpful to you and why? Would you recommend any journals or recent books to be part of our professional library? What do you see as urgent issues now in the field of early care and education? 			
Possible Sources of Evidence	Documentation of Professional Development, Organization Membership Cards			

4f. Showing Professionalism				
	Failing	Needs Improvement	Proficient	Distinguished
Possible Examples	<ul style="list-style-type: none"> The teacher makes errors when recording the data sheets-but doesn't tell his colleagues. The teacher doesn't realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford daycare. The teacher fails to notice that one of her students is often ill, looks malnourished, and frequently has bruises on her arms and legs. When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. The teacher doesn't file her students' data collection sheets in their folders; it's time consuming and she wants to leave early for vacation. 	<ul style="list-style-type: none"> The teacher considers staying late to develop some activities to help some of her students but realizes it conflicts with her gym class so she decides against it. The teacher notices a student struggling in his class and sends a quick e-mail to supervisor. When he doesn't get a response, he assumes it has been taken care of. When her colleague goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but doesn't offer any further assistance. 	<ul style="list-style-type: none"> The teacher notices some speech delays in a few of her young students; the referral form shows she called in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. The teacher shares a note from the Curriculum Council chair that says, "I appreciate when you attend our meetings-you always contribute something meaningful to the discussion. There is no evidence of violations of school regulations. 	<ul style="list-style-type: none"> Teacher acts as a mentor for other teachers. The teacher counsels a colleague regarding her inappropriate comments about a disadvantaged student. The teacher schedules weekly-sessions with the special education staff to determine new instructional strategies and resources for them to discuss for supporting students. When the school/organization adopts a new web-based program, the teacher learned it inside and out so that she could assist her colleagues with the implementation.
Possible Guiding Questions	<ul style="list-style-type: none"> What do you believe to be the characteristics of an exemplary teacher? What are your personal goals to maintain your professionalism? 			
Possible Sources of Evidence	Attendance, meeting participation, deadlines of work are met, NAEYC code of conduct, Evaluation			