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

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Acknowledgments

The manual revision research team recognizes the collaboration between the North Carolina State Board of Education, the North Carolina Professional Teaching Standards Commission, and McREL that made the North Carolina Teacher Evaluation Process (NCTEP) become a reality. It is important to note that McREL produced and copyrighted the process as a result of that collaboration and no part of this manual is intended to be a substitute for that process. Rather, this manual is meant to be a resource for those who use the evaluation process in early childhood education settings from preschool through the early grades.

We appreciate the North Carolina Department of Public Instruction and their Office of Early Learning for supporting the creation of the first version of this manual. We are most grateful for the ongoing partnership with the North Carolina Department of Health and Human Services (NC DHHS) and their Early Educator Support, Licensure and Professional Development (EESLPD) Unit. Their staff recognized the need to update and expand this resource manual and inspired some of its content. NC DHHS' financial support through Race to the Top - Early Learning Challenge Grant funds made this revision possible and will therefore continue to support the professional development of early childhood education teachers throughout the state.

This supplementary manual was originally developed to address the requests for resources from many administrators and principals who supervise and evaluate teachers of young children using the North Carolina Teacher Evaluation Process (NCTEP). This Process is endorsed by North Carolina's State Board of Education (NCSBE) and used for all educators in North Carolina. This manual was also developed to support teachers as they seek to create learning environments that promote the development and learning of young children in early childhood education settings. The manual offers them valuable guidelines as they set professional goals and respond to feedback from mentors and evaluators.

We would like to acknowledge the contributions of the original research team from the University of North Carolina at Charlotte who created the original version of this resource manual in 2010. This revision builds on their work and incorporates insights from professionals throughout our state who have been using both the teacher evaluation process and the first version of this manual. For that reason, the revised resource manual has been re-organized by switching the former Sections V and VI and by creating Section VII as an Appendix. Some of the documents included in this supplementary resource manual represent authorized revisions of McREL documents made by the Office of Early Learning for educational and training purposes. This resource manual does not replace the NC Teacher Evaluation Process Manual.

We are also grateful for all of the valuable information included in the book, Getting it Right From the Start: The principal's guide to early childhood education by Marjorie J. Kostelnik and Marilyn L. Grady (2009). We are appreciative for permission, given by the authors, to duplicate and disseminate various resources included in their book. The contributions put forth in this book are important additions to this supplementary manual and will continue to be valued resources for administrators, principals, mentors, evaluators, and teachers who work with young children in infant-toddler through 3rd grade classrooms in North Carolina.

Finally, we would like to acknowledge all of the administrators, principals, mentors, evaluators, and teachers in North Carolina who offered expertise and personal experiences to help create both the first version of the resource manual and this revision. Many of these individuals participated in various focus groups and interviews, and provided valuable feedback in order to make this manual as comprehensive and useful as possible. In revising the resource manual we acknowledge recent reviewers from state-wide, cross-sector agencies both public and non-public.

This resource manual would not have been possible without the ongoing commitment of the individuals who volunteered personal time, generated and shared ideas, and collaborated with colleagues, all in the effort to enhance the professional growth of teachers and to provide the best developmentally appropriate learning environments for the young children of North Carolina.

Special Thanks to our Photographers

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Revised Edition (2016)

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SECTION I

Introduction to the Purpose of the Manual

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

Resource Manual for Administrators
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Section I

Introduction to the Purpose of the Manual

This Manual is a practical guide especially created for early childhood principals, administrators, teachers, and others directly involved in providing appropriate, high-quality preschool and kindergarten programs for young children in both public and nonpublic settings. The purpose of this manual is to inform evaluators and administrators about the North Carolina Teacher Evaluation Process (NCTEP), a component of the North Carolina Educator Evaluation System (NCEES), and how it can be used to promote the professional development and growth of early childhood education professionals. The manual contains procedures for observing and evaluating prekindergarten and teachers in the early grades who hold the North Carolina Birth-through Kindergarten Initial (formerly SPI) or Continuing (formerly SPII) License and work in public or nonpublic schools. This manual may also be used by any personnel who have been formally trained in the NCTEP and are preparing to apply the system in early childhood settings. This document is not intended to replace or substitute for any part of the NCTEP rubric in any way. Evaluation ratings can only be made using the evaluation rubric.

Building on what is known in the early education field, this resource manual provides information that will be useful to all stakeholders (administrators, teachers, evaluators, mentors, others) supervising and evaluating teachers of young children, from preschool through the early grades, in both the public and the nonpublic sectors using the NC Teacher Evaluation Process (NCTEP).

The manual includes references and instructions to support the evaluation process. Evaluators, teachers, and administrators are required to participate and successfully complete a comprehensive training regarding the NCTEP. Evaluators play a critical role in the team process. The team will take different forms depending on the site type and/or licensure level of the teacher.

This section provides an overview of the content of the resource manual and the research findings that influence the roles of principals, administrators, and teachers in early childhood education. A brief history of Pre-Kindergarten Programs in North Carolina is provided along with professional development resources available to North Carolina early childhood educators.

Section II of this manual reviews support systems for all North Carolina Educators and includes an overview of the process used by the Early Educator Support, Licensure and Professional Development (EESLPD) Unit in the Division of Child Development and Early Education for evaluating NC Pre-Kindergarten teachers and Developmental Day (DD) preschool teachers with the initial and the continuing BK license who work in nonpublic schools. This section also reviews the role of mentors, evaluators, and site administrators as the support team for these teachers.

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

In 2012, NC passed the Excellent Public Schools Act and implemented the Common Core/Essential Standards for K-12 students. The Common Core Standards are made up of a set of guidelines agreed upon in 45 states which outline what each student should know at each grade level. In order to apply the Common Core Standards for Preschoolers the Office of Early Learning gathered educators and child advocates to illustrate what alignment between common core and the NC Pre-K early learning standards would look like. The group produced two (2) documents showing how the English Language Arts Section and the Mathematics Section would work and this alignment is integrated into the current *North Carolina Foundations for Early Learning and Development* (p.19).

Section IV includes a practical and useful list of resources and tools for anyone involved in the evaluation process. For example, instructions on how to access the North Carolina Standard Course of Study, *North Carolina Foundations for Early Learning and Development (NCFELD, 2013)* and NC Birth-through-Kindergarten Specialty Standards, NC Professional Teaching Standards, as well as helpful books, websites, and other resources are included.

Section V includes tips for evaluators, observers, and administrators. This section focuses on using the NC Teacher Evaluation Process (NCTEP), including strategies for documenting evidences collected during observations, whether formal or informal. The section includes guidance for conducting supportive pre- and post-conferences with teachers.

Section VI is a result of input from teachers, principals, families, supervisors, directors, EESLPD staff and other professionals by way of focus groups, webinars and document review to expand the more generic language of the NCTEP rubric to include examples that reflect high-quality early childhood professional practices with a particular focus on teacher behaviors, child behaviors, classroom conditions, and artifacts. **The examples are not intended to replace or substitute for any part of the rubric in any way but will help observers more completely understand the Standards and Elements of the NCTEP rubric as they manifest themselves in the early childhood education classroom.** This section also includes references to the North Carolina Standard Course of Study (NCSCOS). The NCSCOS for Pre-kindergarten is the *North Carolina Foundations for Early Learning and Development (2013) and for kindergarten it is the North Carolina Kindergarten Standard Course of Study.*

Section VII is an Appendix which includes a glossary of common terminology and references such as the NC Professional Teaching Standards, Birth-through-Kindergarten (BK) Specialty Standards, and tools to support observations.

The manual is intended to be an on-going resource tool. Information sessions will be available for individuals interested in more direct guidance on its use. Additionally, the Early Educator Support, Licensure and Professional Development (EESLPD) Unit in the Division of Child Development and Early Education, the UNC Charlotte (West) EESLPD office/ and the ECU (East) Office will continue to provide new findings and resources that impact the universal movement toward developmentally appropriate, high-quality Early Childhood Education (ECE).

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

Children begin to use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.
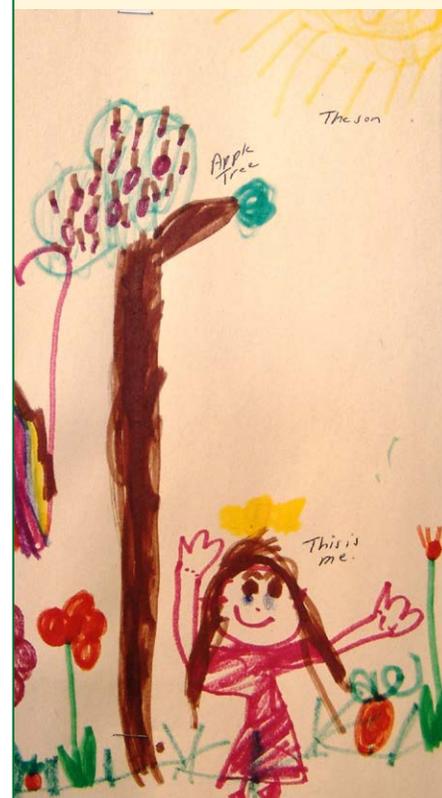
EARLY CHILDHOOD EDUCATION RESEARCH FINDINGS

The roles for principals, administrators, and teachers in early education have expanded in the last 30 years. They have taken on roles related to the total development of young children and their future learning and capabilities for living in the 21st century. At the same time families are seeking high-quality early education programs for their children based on current research findings that suggest the following:

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

Research with a focus on Pre-Kindergarten and Kindergarten Programs indicates the following findings:

Age of Entry Matters

- The younger the child enters and the longer he/she continues in a high-quality preschool program, the advantages are more prevalent and boost language skills and emotional/social skills (FPG, 2015).

Career Development Matters

- Professional Development Programs help teachers meet high standards so that they can effectively support young children and their families (NAEYC, 2009).
- There has been a steady improvement in teacher education and credentialing in the NC Pre-K Program. For example, all lead teachers must have a bachelor's degree and a B-K license (FPG, 2015).

The Benefits of a High-Quality Program Matters

- Children's gains and benefits of high-quality Pre-K programs continue over time; at the end of third grade, children from low-income families who had attended NC Pre-Kindergarten had higher reading and math scores on the NC End of Grade (EOG) tests then similar children who had not attended the state's program (FPG, 2015).
- Implementing an assessment process for kindergarten through third grade that utilizes strategies appropriate for young children and occurs in the context of instruction and learning provides the best opportunity for children to demonstrate what they know and are able to do and to help each child reach challenging and achievable goals that contribute to his/her ongoing development and learning (K-3 NC Assessment Think-Tank Report, 2013)

Program Standards Matter

- Quality of NC Pre-K has remained relatively stable over time. Patterns of developmental growth have remained constant over the past 12-14 years (NIEER, 2015).
- Benefits of high-quality programs occur regardless of gender and income levels (NIEER, 2015).

Quality Indicators Matter
- The NC Pre-K Program makes good use of research findings both nationally and state-wide. North Carolina continues to be one of only six (6) states to meet all ten of the educational quality benchmarks NIEER recommends (NIEER, 2015). (See list of all ten benchmarks in the Resource Section of this manual).

Partnering with Families Matters
- When families are actively involved in their children's education, children develop a more positive attitude toward school and perform better academically (K-3 NC Assessment Think-Tank Report, 2013).

Preschool through 3rd Grade Alignment Matters
- A smooth, coordinated learning experience from ages 3 to 8 is important to children and families. This requires attention to seamless transitions from home to school, one grade level to the other, and throughout each school day and year (FirstSchool Project, *Why PreK-3*).

With the expanded interest and pursuit of high-quality early childhood education, principals and administrators have sought information (Shore, Shue,& Lambert,2012) about what effective early childhood programs look like and how best to achieve them, including strategies for evaluating and mentoring early childhood teachers.

North Carolina has long been a leader in education innovation and is leading in early elementary school reform through statewide implementation of a developmentally appropriate formative assessment process for Kindergarten through third grade. The development of this process was launched in response to legislation passed by North Carolina's General Assembly. State Superintendent June Atkinson convened a "think tank" that included teachers, parents, scholars from NC universities, and other stakeholders. The group reviewed scientific findings and best practices and solicited broad input, including survey responses from more than 2,500 teachers and guidance from several dozen state and national scholars and education leaders. *The Assessment for Learning and Development Report* (2013) provides a summary of the think tank's findings and recommendations for an innovative process to improve learning.

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

HISTORY OF PRE-KINDERGARTEN PROGRAMS IN NORTH CAROLINA

Since 2001, North Carolina has provided state-funded Pre-K education for four-year old children originally through the More at Four (MAF) Pre-Kindergarten Program. During the 2011-2012 school year, administrative control of the program (via the NC General Assembly) was relocated from the North Carolina Department of Public Instruction (NC DPI) to the Division of Child Development and Early Education (DCDEE) within the North Carolina Department of Health and Human Services and was renamed the NC Pre-Kindergarten Program. The move carried with it all the stipulations and requirements previously agreed upon to ensure the same high-quality standards that were in place for the More at Four (MAF) Program.

Pre-Kindergarten programs are delivered in both public school and community child care settings. A licensure and support system, available to public school MAF teachers, did not exist for MAF teachers who worked in nonpublic schools (child care centers, Developmental Day and Head Start programs). As the Pre-K program developed, the unique needs of teachers of young children were recognized, including the need for similar support services for MAF teachers who work in nonpublic schools.

In January 2007, the NCSBE approved NCDPI's Office of Early Learning to implement teacher licensure services, through the Teacher Licensure Unit (TLU), for MAF teachers working in nonpublic schools. The first teacher cohort was served starting in May 2007. The TLU used the Pre-Kindergarten I Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI), endorsed by the SBE in 2006, as a measure to meet performance evaluation requirements for all licensed teachers of young children in NC until June 2010. Effective with the 2010–2011 school year, like all teachers in North Carolina, MAF teachers were evaluated using the NC Teacher Evaluation Process, linked to the NC Professional Teaching Standards.

When the NC General Assembly re-named the MAF Program in 2011 and NC Pre-Kindergarten operations were transferred to the NC Division of Child Development and Early Education (DCDEE), teacher licensure services and evaluation procedures for teachers in nonpublic sites, were continued under the Early Educator Support, Licensure and Professional Development (EESLPD) Unit within DCDEE.

The State EESLPD Unit serves as the statewide LEA for all nonpublic early childhood education teachers who hold, or are eligible for NC Birth-through-Kindergarten licensure. As such, the EESLPD Unit oversees and provides teacher enrollment and licensure support and services. They also provide oversight, management, and technical assistance to ensure that policies, professional development, and required field-based services are administered according to NC State Board of Education (NCSBE) policies and appropriate NC Child Care Rules.

PROFESSIONAL DEVELOPMENT RESOURCES
FOR NC EARLY CHILDHOOD EDUCATORS

Beginning with the 2014-2015 program year the NC EESLPD Unit developed two regional EESLPD Unit Office hubs to deliver **field-based services** of mentoring and evaluation support to nonpublic NC Pre-K and Developmental Day (DD) preschool teachers.

Two Institutions of Higher Education (IHE), The University of North Carolina at Charlotte (UNC Charlotte) and East Carolina University (ECU) who had been directly involved in developing and implementing the framework of the NC EESPLD Unit, serve as these Office hubs and have expanded their structure to embed EESLPD Unit field-based services to eligible teachers in their designated region of the state. Both Office hubs provide opportunities for research, professional development, and continued efforts toward increasing local and state capacity to effectively implement mentoring and evaluation services for all eligible nonpublic early childhood education teachers.

During the initial establishment of teacher support for More et Four teachers, the Office of Early Learning, NCDPI also launched an innovative early childhood education program: *The Power of Kindergarten Teacher Leader Initiative* (2007-2010) for NC Kindergarten teachers. From the 219 Kindergarten teachers who applied for this initiative, thirty-six were selected to participate and implement their knowledge of child development into their instructional practices.

The goals of the project were:
• To increase the teacher's ability to implement effective teaching and learning practices;
• To ensure the teacher's ability to articulate philosophy and practice; and,
• To strengthen the teacher's leadership skills in the school, district, and state.

All goals were met and the result was a network of highly trained Kindergarten teachers.

The NC Demonstration Classroom Project was created in 2000 as a best practice model for teaching emergent literacy to preschool children with special needs. The program expanded as Phase 2 of the *Power of K* Initiative during the 2010-2011 school year and added six (6) preschool and six (6) kindergarten demonstration classrooms across the state offered by the Office of Early Learning, NCDPI.

The mission of the NC Pre-K and Kindergarten demonstration classroom program today is to offer Professional Development opportunities for teachers, through guided observations, to see developmentally appropriate teaching and learning practices in action along with time to reflect and discuss effective learning environments, curricula, and best practices to ensure optimal learning and development for all children. Information about guided observations and location of the public classrooms may be found at: http://nceln.fpg.unc.edu/pre-k-and-kindergarten-demonstration-classrooms

The Early Educator Support Licensure and Professional Development (EESLPD) Unit, DCDEE, currently offers to Pre-K demonstration site for non-public Pre-K teachers and is in the process of establishing additional sites. The classrooms will be located across the state and will be available for anyone interested in scheduling a guided observation.

SECTION II

Overview of the Teacher Evaluation Process

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

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

Section II

Overview of the Teacher Evaluation Process

Any teacher working in a North Carolina public or nonpublic school, who is required to hold a NC professional educator's license, must complete specific requirements in accordance with NC State Board of Education (NCSBE) licensure policy for that specific licensure level (e.g. Lateral Entry, Provisional, Initial, or Continuing). All teachers, licensed by the North Carolina Department of Public Instruction must adhere to the annual evaluation requirements outlined in GS 115c-333.1(a). They are required to participate in performance evaluation outlined in the NC Teacher Evaluation Process Manual - Revised 2015.

In public school settings, teachers are supported in performance evaluation system components (self-assessment, professional development plan, mentoring, observation, evaluation) provided by their public schools or local education agencies (LEA). The basic components of the NC Teacher Evaluation Process (NCTEP) are defined by policy set by the NC State Board of Education (NCSBE) and include services to support professional growth - from the initial licensure stage to a continuing licensure level with the goal of positively impacting student development and learning.

The North Carolina Pre-Kindergarten (NC Pre-K) Program is operated by the NC Division of Child Development and Early Education (DCDEE). Developmental Day (DD) Programs are governed by both the NC DCDEE and the NC Department of Public Instruction (NCDPI), Exceptional Children Division. NC Pre-K and DD Program classrooms are operated in public and in nonpublic sites. The Local Education Agency (LEA) implements NC SBE requirements for Early Childhood Education teachers within public schools (NC Pre-K, Title I, Developmental Day (DD) Preschool classrooms) while the NC DCDEE's Early Educator Support, Licensure and Professional Development (EESLPD) Unit functions as the LEA for all Early Childhood Education teachers within nonpublic settings.

Section II reviews the teacher evaluation process used to implement NC SBE licensure requirements for nonpublic NC Pre-K and Developmental Day (DD) preschool teachers across North Carolina by DCDEE's Early Educator Support, Licensure and Professional Development (EESLPD) Unit.

The EESLPD Unit office in Raleigh manages all enrollment and licensure actions; EESPLD Offices at the University of North Carolina in Charlotte (UNCC) and East Carolina University (ECU) manage and provide field-based services to eligible teachers in the West or East respectively. Professional Development for enrolled early childhood educators and their site administrators is provided jointly by all three entities. Each school year approximately 1,000 teachers in nonpublic early childhood education settings across North Carolina are actively served by mentors and evaluators from the EESLPD Unit. The structure of the EESLPD Unit and contact information for all three entities may be found at: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_Regional_Map.pdf

REQUIREMENTS FOR NC PRE-K TEACHERS IN NONPUBLIC SCHOOL SETTINGS

The NC Pre-Kindergarten Program, operated under the NC Division of Child Development and Early Education (DCDEE), requires NC Pre-K teachers in public and nonpublic classrooms to hold (or be working toward) a Birth through Kindergarten (BK) Continuing License (formerly the Standard Professional II License).

LEA administration and human resource department staff support public school teachers (NC Pre-K, Title I and Developmental Day (DD) preschool) in order to meet all of their ongoing licensure requirements, including performance evaluation, mentoring, professional development, and online documentation. Early Childhood Education teachers in nonpublic Pre-K and DD preschool settings across the state must meet these same conditions both for ongoing licensure and to remain employed as a NC Pre-K or DD preschool teacher.

The EESLPD Offices at UNCC and ECU employ early childhood professionals with specific Early Childhood knowledge, expertise and extensive experience in Early Childhood Education settings. In addition, each EESLPD University office trains and provides oversight to experienced personnel in local programs who provide mentoring and/or evaluation services as EESLPD collaborative partners. Together, they have formed a team that offers a range of supports to NC Pre-K and DD preschool teachers. The teacher's site administrator (e.g. Center Director) plays an integral part in the EESLPD process. The site administrator, mentor and/or evaluator form the team with each teacher, supporting his/ her professional growth. The Site Administrator conducts at least one joint observation with the EESLPD Evaluator and offers opportunities for the teacher to show leadership within the center and the community.

As stated previously, each LEA around the state, including the EESLPD Unit, must provide a system of support that includes mentoring, formal observations and summary evaluation conferences, according to NCSBE requirements, for teachers who are required to attain and maintain a NC professional educator's license. Specific components of such a system have been outlined by the NC Department of Public Instruction (NCDPI) as follows:

- Initial Evaluation Training
- Annual Orientation
- Teacher Self-Assessment
- Professional Development Plan (PDP)
- Mentor Support
- Pre-Observation Conference (at least one)
- Observations (both formal and informal)
- Post-Observation Conferences
- Summary Evaluation Conference

The EESLPD Unit implements all components of the NC Teacher Evaluation Process (NCTEP) with adaptations unique to the nonpublic settings. The NCTEP components are conducted in phases according to the licensure level of the teacher: initial license (BK SP I / LE) or continuing license (formerly BK SP II) and the type of PDP (Individual, Monitored, or Directed Growth Plan). See the ***EESLPD Unit Evaluation Schedule*** at the end of this Section.

Trained EESLPD Evaluators review and sign PDPs, conduct formal observations, including the "peer" observation, and summative evaluation. For teachers who hold the continuing license and no longer have a Mentor assigned, the EESLPD Evaluator may coach the teacher on PDP development and provide resources or support as needed.

Trained EESLPD Mentors establish a relationship with teachers, lead the initial Team Agreement Meeting, which functions as the "annual orientation", conduct informal observations to guide teachers in PDP development, implementation and reviews. The Mentor provides ongoing support (e.g., resources, demonstrations) based on the individual strengths and needs of each teacher and outcomes of formal observations.

I. The Mentoring-Coaching & Evaluation Process

All NC Pre-K and Developmental Day (DD) Preschool Teachers, whether holding Initial Licensure (Lateral Entry or Birth-through-Kindergarten), or Continuing Birth-through-Kindergarten Licensure, are required to participate in the North Carolina Teacher Evaluation Process (NCTEP). For beginning teachers this process is the central feature of the Beginning Teacher Support Program (BTSP) and occurs in six phases annually over a three-year period. Teachers with a continuing BK license (formerly SPII) are observed and evaluated during the five-year licensure cycle and are not mentored.

II. Getting Started

The EESLPD Unit is responsible for conducting required professional development, including a series of initial orientation modules for all eligible nonpublic early childhood teachers and their site administrators to inform them about NC teacher licensure policy and procedures, program requirements (including NC Pre-K, Developmental Day, Head Start), NC Professional Teaching Standards, and how teachers are supported through their education, professional development, and licensure journey to the highest licensure status, the NC BK continuing license. After completing the initial orientation modules, teachers and site administrator must complete a one day training in the NCTEP that includes State Board of Education priorities for the 21st century, NC BK Specialty Standards and how to use the NCTEP Rubric for self-assessment, professional development requirements, and the *NC Code of Professional Practice and Conduct for NC Educators*. Training on *SMART* Goals for the PDP and a review of the NCEES HomeBase online evaluation system are also provided.

A teacher is eligible for mentor and evaluation services to begin once he or she has completed the enrollment process and initial orientation and evaluation training sessions along with his/her site administrator. An assigned EESLPD Mentor will serve as the point of contact for early childhood teachers until they complete the requirements for a continuing license.

Once a teacher attains the BK continuing license (formerly BK SP II), an EESLPD Evaluator will be the point of contact.

III. Phases of the Mentoring /Evaluating Process

Beginning Teacher Support Program (BTSP): NC Lateral Entry Teachers & BK Initially Licensed Teachers

Phase 1 – Self-Assessment and Team Development
- Begins with the self: Reflection and Self-Assessment (teacher completes the Rubric for Evaluating North Carolina Teachers)
- Development of the team (Teacher, Mentor, Site Administrator, and Evaluator)
- Team Agreement Conference led by Mentor
- Getting to Know You Conference (Mentor and Teacher)

Phase 2 – Professional Development Plan (PDP)
- Discuss goal setting with your team
- Development of Preliminary Professional Development Plan (PDP)
- Use SMART Goals to develop PDP (Specific, Measurable, Attainable/Achievable, Relevant/Realistic, Time Bound)

Phase 3 – Formal Observation Begins
- Evaluator conducts the 1st formal observation with pre & post conferences
- The EESLPD Unit requires one pre-conference prior to the first observation and others as needed
- Post-observation conferences (after each observation)
- 4 Formative Observations as scheduled
- Teacher and Evaluator Sign Preliminary Professional Development Plan (PDP)

Phase 4 – Formal Observation Continues
- Evaluator conducts the 2nd, 3rd, and 4th observations, including post conferences
- Professional Development Plan (PDP) mid-year review: adjusted and signed

Phase 5 – Summary Evaluation Conference
- Evaluator conducts Summary Evaluation Conference and scores the Teacher Summary Rating Form
- Team is invited to participate
- Professional Development Plan (PDP) year-end-review (signed by teacher, evaluator, and mentor)

Phase 6 – End of Year Submissions
- Teacher downloads, completes, and submits the Annual Professional Development Log
- Teacher saves final, completed PDP, and the **Teacher Summary Rating Form** [acknowledged by teacher and evaluator]

These phases are completed annually. Data is entered in the NCEES HomeBase online system.

In cases where teachers need additional time to develop their teaching skills and performance, as validated through the NC DPI's prescribed teacher observation and performance evaluation process, additional resources may be deployed at the local and state level, including additional observations by the EESLPD Unit, to support teacher growth. In such cases, teacher performance progress will be monitored through the use of Monitored or Directed PDPs.

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

In cases where teachers need additional time to develop their teaching skills and performance, as validated through the NCDPI's pre- scribed teacher observation and performance evaluation process, additional resources may be deployed at the local and state level, including additional observations by the EESLPD Unit, to support teacher growth. In such cases, teacher performance progress will be monitored through the use of Monitored or Directed PDPs.

Children begin to form hypotheses about cause and effect.

IV. Phases of the Evaluation Process for Teachers holding a Continuing License

All early childhood teachers with a continuing license, BK or PreK add-on, or provisional license are observed and evaluated but not mentored by an assigned mentor. Teachers who hold the continuing license (formerly SPII) are observed and evaluated two times yearly during year 1-4 and three times during year 5 of the five-year licensing renewal cycle.

Phase 1 – Self-Assessment and Team Development
- Begins with the self: Reflection and Self-Assessment (teacher completes the Rubric for Evaluating North Carolina Teachers)
- Development of the Team (teacher, site, administrator, and evaluator) Team Agreement Conference, evaluator reviews the agreement with the teacher and site administrator

Phase 2 – Professional Development Plan (PDP)
- Discuss goal setting with your team
- Development of Preliminary Professional Development Plan (PDP)
- Use SMART Goals to develop PDP (Specific, Measurable, Attainable/
- Achievable, Relevant/Realistic, Time Bound)

Phase 3 – Formal Observations
- Evaluator conducts 2 formal observations and 1 summative evaluation conference (3 observations and 1 summative evaluation *only in year 5* unless teacher is on a monitored or directed PDP action plan)
- The EESLPD Unit requires one pre-conference prior to first observation and others as needed
- Post observation conferences (after each observation)
- Development Plan (PDP) mid-year review; adjusted and signed by teacher and evaluator

Phase 4 – Summary Evaluation Conference
- Evaluator conducts Summary Evaluation Conference and scores the Teacher Summary Rating Form
- Team is invited to participate.
- Professional Development Plan (PDP) year-end-review (signed by teacher and evaluator)

Phase 5 – End of Year Submissions
- Teacher downloads, completes, and submits the Annual Professional Development Log
- Teacher saves final, completed PDP, and the **Teacher Summary Rating Form** [acknowledged by teacher and evaluator]

These phases are completed annually. Data is entered in the NCEES HomeBase online system.

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

EESLPD Unit – TEACHER EVALUATION SCHEDULE			
Teachers who hold less than a Continuing License must be assigned a mentor and evaluator by Nov. 30 (NCSBE policy). Teachers who hold a BK or Preschool Add-on Continuing License will be assigned an evaluator.			
Licensure Level	**Individual Growth Plan**	**Monitored Growth Plan**	**Directed Growth Plan**
INITIAL (formerly SPI)	Four formal observations: 1. October 17 (standards 2,3,4) 2. December 20 (standards 1,2,3,4) 3. February 20 (all standards) 4. May 30 (all standards) May 30 - Summary Evaluation Conference.	Four formal observations, **plus 2 extra** observations (formal/informal): 1. October 17 (standards 2,3,4) 2. November 30 (formal or informal) 3. December 20 (standards 1, 2,3,4) 4. February 20 (all standards) 5. March 30 (formal or informal) 6. May 30 (all standards) May 30 - Summary Evaluation Conference.	Four formal observations, **plus 3 extra** observations (formal/informal): 1. October 17 (standards 2,3,4) 2. November 30 (formal or informal) 3. December 20 (standards 1, 2,3,4) 4. February 20 (all standards) 5. March 30 (formal or informal) 6. April 30 (formal or informal) 7. May 30 (all standards) May 30 - Summary Evaluation Conference.
CONTINUING (formerly SPII) 1st – 4th Year of 5-year renewal cycle	Two formal observations: 1. December 20 (standards 2,3,4) 2. April 30 (all standards) May 30 - Summary Evaluation Conference. During last observation.	Two formal observations, **plus 2 extra** observations (formal/informal): 1. November 20 (standards 2,3,4) 2. January 30 (formal or informal) 3. March 30 (formal or informal) 4. May 30 (all standards) May 30 - Summary Evaluation Conference. During last observation.	Two formal observations, **plus 3 extra** observations (formal/informal): 1. October 30 (standards 2,3,4) 2. December 20 (formal or informal) 2. February 20 (formal or informal) 3. March 30 (formal or informal) 4. May 30 (all standards) May 30 -Summary Evaluation Conference. During last observation.
CONTINUING (formerly SPII) Renewal Year (5th Year)	Three formal observations: 1. December 20 (standards 2,3,4) 2. February 20 (standards 1,2,3,4) 3. May 30 (all standards) May 30 - Summary Evaluation Conference. During last observation.	Three formal observations, **plus 2 extra** observations (formal/informal): 1. October 30 (formal or informal) 2. November 30 (formal or informal) 3. December 20 (standards 2, 3, 4) 4. February 20 (standards 1, 2, 3, 4) 5. May 30 (all standards) May 30 - Summary Evaluation Conference. During last observation	Three formal observations, **plus 3 extra** observations (formal/informal): 1. October 30 (formal or informal) 2. November 30 (formal or informal) 3. December 20 (standards 2, 3, 4) 4. February 20 (standards 1, 2, 3, 4) 5. March 30 (formal or informal) 6. May 30 (all standards) May 30 - Summary Evaluation Conference. During last observation.

SECTION III

Overview of Key Principles of Early Childhood Education
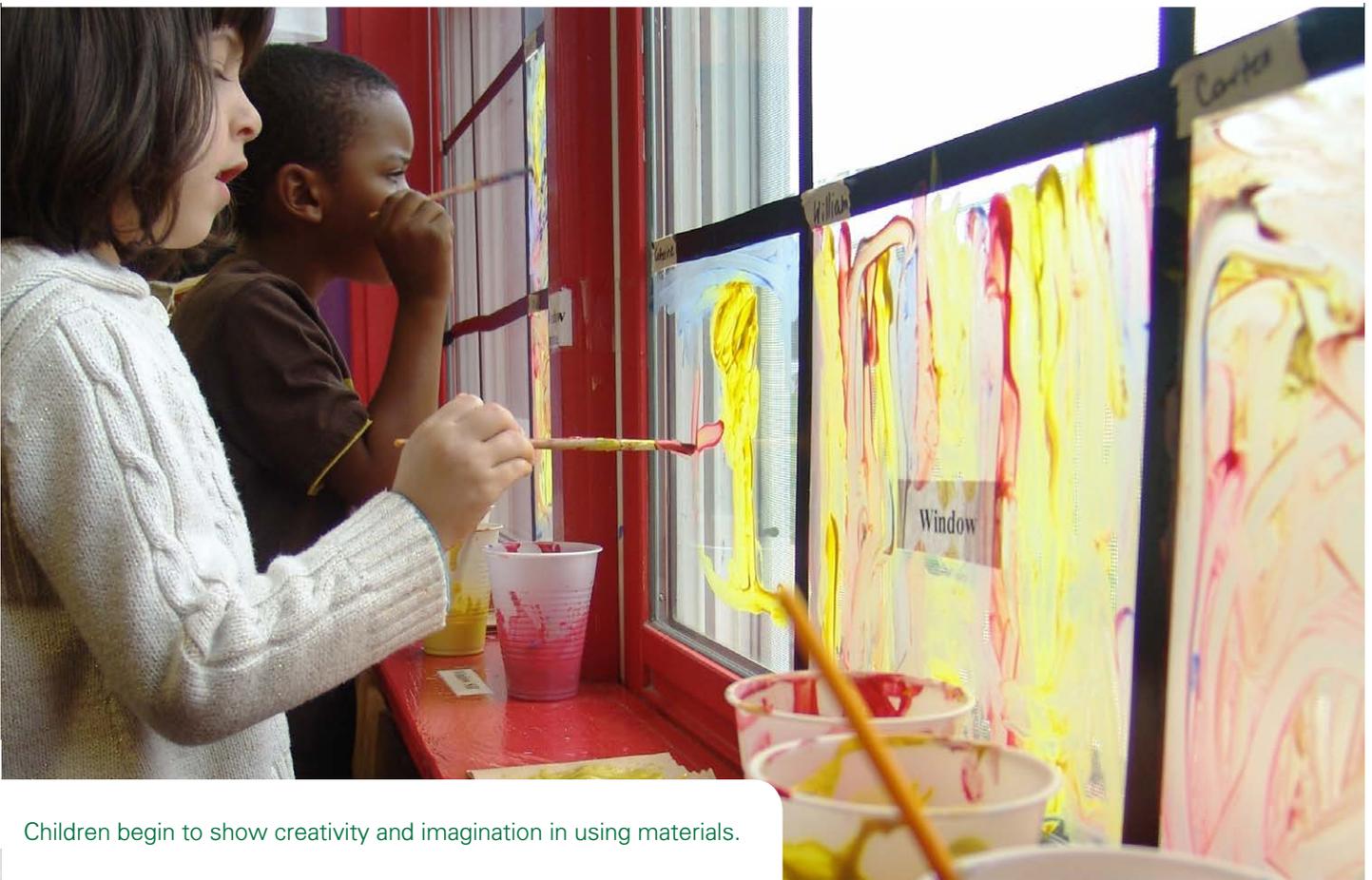
Children begin to show creativity and imagination in using materials.

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

Section III

Overview of Key Principles of Early Childhood Education

BACKGROUND

A variety of instruments have been used in the early childhood field to evaluate teachers and programs over the years. One instrument: *The Pre-K and Kindergarten Teacher's Performance Appraisal Instrument* (PKKTPAI), validated and approved by the NC State Board of Education in 2007, was initially used to evaluate knowledge, skills, and dispositions of early childhood educators in North Carolina's Pre-Kindergarten and Kindergarten classrooms.

Beginning with the 2010-2011 school year, the NC Teacher Evaluation Process (NCTEP) was fully implemented with all educators in North Carolina, including NC Pre-Kindergarten and Developmental Day (DD) preschool teachers in nonpublic sites.

Careful study and training are needed for principals, administrators, and evaluators who conduct the NC Evaluation Process with teachers of young children, as well as for those early childhood education teachers who actively participate in this process through self-assessment, reflection, presentation of artifacts and classroom performance.

To create a working document for all involved in the NCTEP, this section provides some explanation reflecting the early childhood culture and core beliefs that encompass evidence-based instructional practices, teacher and child behaviors, classroom conditions, and artifacts. A section is devoted to specific definitions in order to further clarify some foundational principles of early childhood education.

The most important component of the NCTEP is the translation of the NC Professional Teaching Standards into practical indicators of high-quality teaching. Early childhood education demands effective teachers who understand this translation, know child development and learning, know their Teaching Specialty (BK standards), and approach teaching with a strong commitment to continuous improvement. They are competent to facilitate the learning and interaction of ALL young children with a broad range of unique learning needs. These teachers can integrate standards with curriculum to design, implement, evaluate, and adapt learning experiences that promote positive development and learning for the children in their classroom. The teacher evaluation process serves as a measurement of performance for individual teachers and as a guide for improving their effectiveness as they reflect upon their teaching.

CORE BELIEFS

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

As early education grows, NC continues to make enhancements to its educational system. For example, the NCTEP was adopted and calls for new vision of leadership and skills that teachers must use daily in their classrooms in order to help children learn 21st century skills and content.

Early childhood educators are an integral part of the movement that demands relevance in teaching, leadership among staff, content that is engaging and meaningful, and the creation of safe, orderly, and nurturing learning environments.

As the NC Teacher Evaluation Process (NCTEP) is implemented, administrators with limited knowledge of early childhood education may be called upon to evaluate and mentor/coach teachers in preschool through 3rd Grade classrooms. Due to the nature of early childhood education and the unique challenges that it brings to both those responsible for managing early education programs and those new to the profession, it is important to clarity core beliefs that are widely held among early childhood educators. These beliefs have historical roots and represent fundamental values of the field. The core beliefs statements below are quoted in their entirety with permission of the authors and are included in the book, "*Getting It Right From the Start: The Principal's Guide to Early Childhood Education*" (Kostelnik & Grady, 2009).

Belief 1- Early childhood is a unique time of life that warrants respect in its own right.
A bedrock belief within the early childhood community is that young children are unlike older children and adults in many ways. The differences that distinguish this period from other times in life are both qualitative (e.g., children think and interact with the world in different ways than adults do) and quantitative (e.g., children have less experience than adults do). A corollary of this belief is that children are fully functioning human beings who deserve to be valued for whom they are today, not just for whom they might become tomorrow.

Belief 2- Early education needs to take into account the whole child.
Early childhood educators think about children as whole human beings. They believe it is their responsibility to nurture all aspects of children's development (aesthetic, cognitive, emotional, language, physical, and social) and to address the multiple dimensions of childhood learning (knowledge, skills, dispositions, and feelings). An outgrowth of this belief is the notion that children benefit from holistic experiences in which they can integrate development and learning across multiple domains and dimensions.

Belief 3- Play is integral to young children's language and development.
To have a serious conversation about early learning, one must eventually talk about children and play. Most early educators see play as a significant means (although not the only means) through which children gather and process information, learn new skills, and practice old ones. This belief extends to every young child, no matter his or her race, ethnic background, financial status, gender, or home language. The centrality of play to early childhood learning is substantiated by reams of research. It is also one of the least understood and accepted ideas by individuals outside the field. Years of research suggest that children learn best when active and engaged and find an activity both meaningful and socially interactive. Play meets all of these characteristics (Bohart, H. et.al, 2015). For Kindergarten teachers this means how teachers intentionally embed the standards into play and playful experiences in the classroom.

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

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

Belief 4- Children are individuals.
Each child is a unique being, with individual needs, abilities, understandings, preferences, and developmental attributes that must be considered in every aspect of the early learning program. As a result, Early Childhood Education (ECE) is not a "one-size-fits all" proposition.

Belief 5- Relationships are the foundation on which learning builds.
A fundamental premise in early childhood circles is that children need close personal relationships with caring adults in order to thrive. Peer relations are also critical. Thus, children benefit when they experience a sense of belonging and community in the classroom. Early childhood educators believe that if these ingredients are missing, it is less likely children will do well socially, intellectually, and academically.

Belief 6- Children's language and culture are fundamental to who they are.
Language and culture are considered primary contributors to children's self-identity. In order to demonstrate respect for individual differences while building community in the classroom, early childhood educators make a concerted effort to carry out programs that incorporate elements of children's home culture and home language.

Belief 7- Families are children's first teachers and are important partners in children's education.
Programs for young children emphasize the importance of the family as a primary context for childhood development and learning. Strong efforts to support families in their child-rearing responsibilities and to involve them in their children's education are typical dimensions of early childhood education regardless of what other theories or curriculum models an individual program might employ.

Belief 8- Early childhood educators are decision makers.
A fundamental belief among early childhood professionals is that skilled decision making lies at the heart of good teaching. In accordance with this belief, teachers are viewed as decision makers in the classroom-deciding what to teach and how to teach and gauging what children are learning. Teachers observe, evaluate, adapt, and make choices all the time to enhance children's knowledge, skills, and dispositions. The choices they make take into account what they know about individual children, groups of children, teaching methods, developmental expectations, and program content.

DEFINITIONS

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

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

Holistic Development

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

Core beliefs in the early childhood education field

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

High-quality early learning programs

The concept of high-quality early learning programs is based on a long standing and strong research base (Persner-Feinberg, 2015; NIEER, 2015; FPG, 2014). There is agreement among early childhood theorists and practitioners that developmentally appropriate, high-quality early learning programs have specific, essential components:

- Teachers and staff have a comprehensive knowledge of typical as well as atypical patterns of child development and learning.
- Environments are stimulating and designed to reflect how young children think and learn.
- There are strong family and school connections and continuity as programs complement and support families in their child-rearing roles.
- Teachers have on-going supervision and professional development opportunities.
- The curricula are whole-child focused and designed to meet the developmental needs of young children (programs include play, hands-on learning, and intentional, functional teaching strategies).

Developmentally appropriate practice

Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals. The National Association for the Education of Young Children (NAEYC) identifies the following 3 Core Considerations of DAP in Early Childhood Programs Serving Children from Birth through Age 8:

- Knowing about child development and learning.
- Knowing what is individually appropriate.
- Knowing what is culturally important.

Responsive environment

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

The "classroom" environment

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

Early learning standards and curricula

NCPre-K programs must use the *North Carolina Foundations for Early Learning and Development (NCFELD*) document (2013). Teaching staff must use these early learning standards to guide and inform their planning and facilitation of comprehensive, developmentally appropriate, high-quality Pre-kindergarten learning experiences for children and their work with families. *The North Carolina Foundations for Early Learning and Development (NCFELD)* may be found on the DCDEE website at http://ncchildcare.nc.gov/providers/pv_foundations.asp.

Each NC Pre-K classroom staff shall use an approved curriculum that aligns with *North Carolina Foundations for Early Learning and Development*. A list of currently approved preschool curricula can be found in the NC Pre-K requirements and Guidance, August, 2016, Section 5. "Curriculum" refers to a written set of materials that provides an integrated framework to guide decisions teachers make about learning experiences provided for children. Currently approved preschool curricula as set forth in the NC Child Care Rules by the NC Child Care Commission must be comprehensive, evidence-based, and include "literacy" component.

Kindergarten standard course of study

North Carolina's *Standard Course of Study* (SCOS) defines the appropriate content standards for each grade level to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students need to know and should be able to do. The SCOS is designed to support North Carolina educators in providing the most challenging education possible for the state's students. With the standards as the foundation, local school leaders make decisions about choosing a comprehensive curriculum to deliver to students so that they can reach the content standards for subjects in the early grades.

The Office of Early Learning, NC DPI, supports curriculum, standards, assessment, and professional development for kindergarten through third grade professionals in North Carolina's public schools. These early childhood educators are supported as they create a caring community of learners, teach to enhance development

and learning, construct appropriate curriculum, assess children's learning and development, and establish relationships with families so that children are provided a solid road to success.

Assessment
One of the most critical elements in designing effective early childhood programs is the inclusion of a process for documenting benefits to the children who are enrolled. High-quality early childhood programs employ well trained professionals who are knowledgeable of child growth and development and able to implement developmentally appropriate practices. These practices include assessment strategies that document the child's progress in skill and concept development in the following domains (NC FELD, 2013):
- Approaches to Play and Learning
- Emotional and Social Development
- Health and Physical Development
- Language Development and Communication
- Cognitive Development

Assessment tools designed to document the developmental progress of young children must collect information that is reliable (consistent), valid (measuring what it is supposed to measure), sensitive to language and culture, and free of bias (McAfee, Leong, & Bodova, 2004). Such information should lead to useful interpretations and actions that benefit families and children. The purpose of assessment determines the choice of assessment tools and ways for collecting information. The following purposes are emphasized in early childhood education:
- To guide children's learning and inform instruction.
- To identity children's unique needs.
- To inform families and discuss learning strategies.
- To assess the strengths and needs of programs and judge their effectiveness.
- To hold programs accountable for academic achievement.

The NC Pre-K Program requires classroom staff to conduct ongoing (regular) Formative Assessment to gather information about each child's growth and skill development, as well as to inform instruction. All Formative Assessments used by the NC Pre-K program must be approved by the NC Child Care Commission based on the assessment tools ability to collect information on children's behavior, development, skills, knowledge, strengths, needs, and interests across all domains of development. Assessment tools that are aligned with the *North Carolina Foundations for Early Learning and Development*. (NCFELD) that meet his requirement can be found in the NC Pre-K Requirements and Guidance, Section 5, August, 2016.

Kindergarten through Third Grade: In response to NC legislation regarding the Excellent Public Schools Act, 7a (GS_115C_174.11. , 2009) the NC Department of Public Instruction (NC DPI) developed the *Kindergarten through Third Grade Assessment* (K-3 Assessment) that Local Education Agencies (LEAs) are required to use. The K-3 Assessment is designed as a developmentally appropriate, individualized assessment appropriate for use by all school districts with young children in K, 1, 2, and 3rd grade. The purpose of the K-3 Assessment is to inform instruction and is formative in nature, used on a daily basis by teachers and students to guide teaching and learning. Teachers gather a variety of data (e.g., observations, conversations, work samples, tasks) from multiple sources (e.g., teachers, support staff, families, community members). The K-3 Assessment is aligned with both *North Carolina Foundations for Early Learning and Development* (2013) and the Standard Course of Study.

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

Team Approach
A group of people working interdependently to achieve a common purpose. Each member has a specific role and collaborates mutually accountable for the work they do.

Professional Learning Community (PLC) process
A concept/model which refers to an ongoing process in which educators commit to working collaboratively to achieve better learning opportunities for the children they teach.

Resources for Professionals Involved in the Evaluation Process

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

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

Section IV

Resources for Professionals Involved in the Evaluation Process

I. GUIDELINES FOR PRE KINDERGARTEN AND KINDERGARTEN IN NORTH CAROLINA

A. North Carolina Foundations for Early Learning and Development
http://ncchildcare.dhhs.state.nc.us/PDF_forms/NC_Foundations.pdf
- North Carolina's Early Childhood Advisory Committee, Division of Child Development and Early Education, and Department of Public Instruction Office of Early Learning worked together to develop *Foundations* to provide a resource for all programs in the state.
- *Foundations* describes Goals for all children's development and learning, no matter what program they may be served in, what language they speak, what disabilities they may have, or what family circumstances they are growing up in. (2013)

B. Effective Teacher Practices Supporting the North Carolina Foundations for Early Learning and Development - Online Training Modules. North Carolina Early Learning Network.
http://modules.nceln.fpg.unc.edu/foundations/module-intro
- A series of training modules that promote the use of the revised *North Carolina Foundations for Early Learning and Development*

C. NC Standard Course of Study, K-12
www.ncpublicschools.org/curriculum/
NC Department of Public Instruction.
- NC SCS defines the appropriate content standards for each grade level to provide a uniform set of learning standards for every public school in North Carolina
- State Standards Resources, NCDPI
http://www.ncdpi.wikispaces.net

D. Learning Through the Eyes of a Child: A Guide to Best Teaching Practices in Early Education (2002). NC Department of Public Instruction (NC DPI) http://files.eric.ed.gov/fulltext/ED472193.pdf

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

F. The Power of K - North Carolina Position Statement on Kindergartens of the 21st Century. (2007).
North Carolina Department of Public instruction (NC DPI). Page 5 of the Executive Summary of the NC State Board of Education meeting, June 2007.
http://www.ncpublicschools.org/docs/sbe-archives/meetings/2007/06/gcs/06gcs04.pdf

G. North Carolina's Pre-K to Grade 3 Framework. NC Department of Public Instruction, Office of Early Learning.
http://www.ncpublicschools.org/earlylearning/development/
- The Office of Early Learning has come about as a result of a series of events since 2006 to strategically focus on the early years and reform education for all NC children, preschool through Grade 3.

H. North Carolina Professional Teaching Standards (revised in 2012).
NC State Board of Education
http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf

I. NC Birth-Kindergarten Teaching Standards (Teaching Specialty) (2009).
NC State Board of Education
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_NC_BK_Speciality_Standards.pdf

J. NC Educator Evaluation System (2009). NC Department of Public Instruction
http://www.ncpublicschools.org/effectiveness-model/ncees/
- On this page, you will find information about the North Carolina Educator Evaluation System (NCEES). The NCEES system includes the professional standards and evaluation processes associated with every educator in NC. Data for the NCEES is captured annually in an online tool and the information is included in the Educator Effectiveness data reported at the state level.
- You can find information about the following topics: Professional Standards, Evaluation Instruments and Processes, Online Evaluation Tool, and Evaluation Training

K. The Early Educator Support, Licensure and Professional Development (EESLPD) Unit: http://ncchildcare.nc.gov/general/mb_eeslpd.asp
- The Early Educator Support, Licensure and Professional Development (EESLPD) Unit under the direction of the Division of Child Development and Early Education (DCDEE) functions as a Local Education Agency (LEA) and provides licensure services for Birth-through-Kindergarten (BK) licensed teachers or teachers seeking a Birth-through-Kindergarten (BK) license. The EESLPD Unit also provides support services to teachers including the Beginning Teacher Support Program, Evaluation Services, and Professional Development.

L. NC Pre-Kindergarten Program Requirements and Guidance. NC Division of Child Development and Early Education (DCDEE)
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_Program_Requirements_Guidance.pdf
- Classrooms have to provide high-quality indoor and outdoor learning environments that support the implementation of the *North Carolina Foundations for Early Learning and Development*, as well as the chosen curriculum and formative assessment. The outdoor classroom is considered an extension of the learning environment.

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

NC Teacher Evaluation Process Manual, Rev. Ed.2015, p.17

M. Pre-Kindergarten Curricula

http://ncchildcare.nc.gov/pdf_forms/nc_approved_early_childhood_curricula.pdf

- Pre-kindergarten classrooms in North Carolina are required to use a comprehensive curriculum that is based on principles of child development and learning; on educational effectiveness as measured by evidence-based research; and is developmentally appropriate. The following list has been approved by the North Carolina State Board of Education and the North Carolina Division of Child Development and Early Education. *The list does not constitute an endorsement of any program using the curriculum.*

N. *The Power of Play in Kindergarten* – Brochure. Public Schools of North Carolina.

http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/3386/PowerofPlay_K_brochure1.pdf

O. Formative Assessment

A - Pre-Kindergarten Assessment. NC Division of Child Development & Early Education (DCDEE) http://ncchildcare.nc.gov/pdf_forms/NC_Approved_Early_Childhood_Formative_Assessments.pdf

- Pre-Kindergarten teachers in NC are required to conduct ongoing assessment to gather information about each child's growth and skill development, as well as inform instruction.

B - K-3 Formative Assessment Process. Public Schools of NC – Office of Early Learning

http://www.dpi.state.nc.us/earlylearning/k3assessment/

- A developmentally appropriate, individualized formative assessment process for K-3 children. This approach, which will be applied by all school districts, is aligned with both North Carolina's Early Learning and Development Standards and the Standard Course of Study (Common Core State Standards and North Carolina Essential Standards). It builds on the best of formative assessments currently being used in the early grades while also incorporating the five domains of development and learning included in North Carolina's definition of school readiness.

C - K-3 Assessment Resource: Wiki Space

http://rtt-elc-k3assessment.ncdpi.wikispaces.net/home

- The Wiki Space provides information and research on the development of North Carolina's K-3 assessment process and offers access to:

  • The NC K-3 Formative Assessment LiveBinder for Educators http://www.livebinders.com/play/play?tab_layout=side&id=1708210
  • The NC K-3 Formative Assessment Process LiveBinder for District Teams http://www.livebinders.com/play/play/1606285
  • The Online Platform for the K-3 Formative Assessment Process https://nc.teachingstrategies.com

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

P. North Carolina Healthy Schools. NC Department of Public Instruction:
http://www.nchealthyschools.org/
- NC Healthy Schools focuses on improving the health of students and staff by providing coordination and resources within the context of the Whole School, Whole Community, Whole Child (WSCC) model.
- The goal is to create students who are healthier, in school, in class, and ready to learn. Healthy Children Learn Better!

Q. Outdoor Learning Environments
North Carolina Department of Public Instruction (DPI) Outdoor Learning Environments Initiative:
http://naturalearning.org/content/north-carolina-department-public-instruction-dpi-outdoor-learning-environments-initiative
- Natural Learning Initiative (NLI): https://naturalearning.org/about-us Frequently Asked Questions: https://naturalearning.org/child-care-ole-regulation-faq-north-carolina
- The Natural Learning Initiative has worked together with several different regulating agencies and organizations in North Carolina to get answers to some of the most frequently asked questions about safety, risk, and regulations in child care outdoor environments. The site provides information about Frequently Asked Questions, Projects, Professional Development, Recorded Presentations, and Resources.

R. Wendy Banning and Ginny Sullivan. (2010). *Lens on Outdoor Learning.* **Redleaf Press.**
http://www.learningbytheyard.com/ pages/book.html

S. Tools for Assessing Quality Practices and Environmental Supports in Early Childhood and Early Elementary Classrooms
- Early Childhood Environment Rating Scales-Revised (ECERS-R - 1998). http://ers.fpg.unc.edu/about-environment-rating-scales
- Early Language and Literacy Classroom Observation (ELLCO)- 2002. http://www.brookespublishing.com/resource-center/screening-and-assessment/ellco/
- Overview of the Tool: https://cpin.us/sites/default/files/fcab_resources/fcab_res_langlit/fcab_ll_bg/ELLCO_10.17.pdf
- Preschool Outdoor Environment Measurement Scale (POEMS). Overview: https://www.kaplanco.com/media/POEMS.pdf
- Assessment of Practices in Early Elementary Classrooms (APEEC). 2001. http://store.tcpress.com/0807740616.shtml
- Assessing Quality in the Early Years (ECERS-E). 2006. http://www.ecersuk.org/4.html
- *The Inclusive Classroom Profile* (ICP). Dr. Elena Soukakou. 2012. http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile
- Overview of the Tool: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/ICP-handout-2014.pdf
- *The Program Administration Scale* (PAS) is a valid and reliable instrument designed to measure the leadership and management practices of early childhood programs. McCormick Center for Early Childhood Leadership: http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/

Children begin to express and manage anger appropriately.

- NC School Executive: Principal and Assistant Principal Evaluation Process. NCDPI: http://www.ncpublicschools.org/docs/effectiveness-model/ncees/ principals/materials/principal-manual.pdf
- NC Evaluation Process for Support Staff. NCDPI: http://ncees.ncdpi. wikispaces.net/Support+Staff

II. GUIDELINES FOR NATIONAL STANDARDS FOR EARLY CHILDHOOD PROGRAMS

A. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 3rd Edition (2009) Copple, C. & Bredekamp, S. (Eds.) National Association for the Education of Young Children.
https://store.naeyc.org/store/developmentally-appropriate-practice-early-childhood-programs-serving-children-birth-through

B. National Institute for Early Education Research (NIEER): http://nieer.org/
- National Preschool Quality Standards Checklist (NIEER, 2009)

POLICY	BENCHMARK
1. Early Learning Standards	1. Comprehensive
2. Teacher degree	2. BA
3. Teacher specialized training	3. Specializing in Pre-K
4. Assistant teacher degree	4. CDA or equivalent
5. Teacher in-services	5. At least 15 hours/year

6. Maximum class size
  a. 3-yr. olds
  b. 4-yr. olds
	6. Twenty (20) or lower

7. Staff-child ratios
  a. 3-yr. olds
  b. 4-yr. olds
	7. One to Ten (1-10) or better

8. Screening/referral	8. Vision, Hearing, Health, and at least 1 support service
9. Meals	9. At least 1/day
10. Monitoring	10. Site visits

C. **The 2015 *State of Preschool Yearbook*.** The National Institute for Early Education Research (NIEER). Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). http://nieer.org/yearbook

D. **Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs.** (September, 2015). Released jointly by the Departments of Education (ED) and Health and Human Services (HHS). The Policy Statement states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf

E. **First Joint Policy Brief on Use of Technology with Young Children (October, 2016).**
The U.S. Departments of Education and Health and Human Services released a policy brief on the use of technology with early learners to help families and early educators implement active, meaningful and socially interactive learning. The brief includes a call to action for researchers and technology developers, highlighting topics for further research and encouraging the development of research-based products. http://tech.ed.gov/files/2016/10/Early-Learning-Tech-Policy-Brief.pdf.

III. NATIONAL PROFESSIONAL ORGANIZATIONS AND RESOURCES

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

Professional Publications
1. NAEYC- *Young Children*: http://www.naeyc.org/yc/
2. NAEYC- *Teaching Young Children*: http://www.naeyc.org/tyc/
3. NCAEYC- *Milestones:* http://www.ncaeyc.org/ milestones/
4. NAESP- *Principal* magazine and *Communicator:* http://www.naesp.org/principal-communicator
5. DEC- *Young Exceptional Children:* http://yec.sagepub.com/content/by/year
6. NHSA- *NHSA Dialog: A Research-To-Practice Journal for the Early Intervention Field* https://journals.uncc.edu/dialog/index
7. National Academies of Sciences, Engineering, and Medicine. Publications about education provide objective and straightforward advice to decision makers and the public: https://www.nationalacademies.org/hmd/

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

Jensen, 1998

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

IV. OTHER RESOURCES

A. ***Getting it right from the start: The principal's guide to early childhood education*** (2009) Kostelnick, M. J. & Grady, M. L. Thousand Oaks, CA: Corwin Press. http://www.corwin.com/books/Book230561

    - Selected resources for persons needing clarity and specifics of the elements and indicators for Pre-K and K children and teachers. Resources selected from the book are:
- Tool A- p. 291 Learning Center Checklist
- Tool G- p. 302 Early Childhood Safety and Health Checklist
- Tool H- p. 305 Physical Requirements of Small-Group Activity Centers
- Tool I- p. 307 Early Childhood Education Classroom Equipment List
- Tool J- p. 310 Indoor Environment Checklist

    - Administrators and Principals should pay particular attention to Chapter 6, *"What Principals Need to Know About How Young Children Develop and Learn"* which focuses on:
- The Essential Nature of Young Children
- How Young Children Develop
- How Young Children Learn
- What Young Children are Learning
- Principals/Administrators Roles: Supporting Development and Learning

B. **Play in the Early Years: Key to School Success- Policy Brief (2007) Bay Area Early Childhood Funders, California.**
http://earlychildhoodfunders.org/pdf/play07.pdf

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

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

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

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

E. **Assessment for Learning and Development in K-3: A Report by the K-3 North Carolina Assessment Think-Tank. (2013)** NCDPI, Office of Early Learning:
http://www.ncpublicschools.org/docs/earlylearning/k3assessment/oel-think-tank.pdf

F. Coaching-Based Evaluation Tools. North Carolina Department of Public Instruction

http://www.ncpublicschools.org/profdev/resources/coaching/?&print=true
- Resources for administrators, teachers, mentors, and evaluators for use with the NC Teacher Evaluation Instrument for moving towards Coaching-Based Evaluations.

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

http://www.fpg.unc.edu/
- As one of the nation's largest organization for studying young children and their families, the FPG Child Development Institute of The University of North Carolina at Chapel Hill conducts research and provides outreach services.

H. North Carolina's Pre-K and Kindergarten Demonstration Program.
NC Department of Public Instruction– Office of Early Learning:
www.dpi.state.nc.us/earlylearning/demo/
- Provides opportunities for guided observation visits to inclusive preschool and kindergarten classrooms across the state. Teacher leaders implement and model effective practices for working with a diverse population of preschool and kindergarten age children.
- Ritchie, S., Phillips, E., & Garrett, C. G. (2016). Professional Development at Its Best: North Carolina's Pre-K and Kindergarten Demonstration Program. *Young Children*, Vol. 71 (4). http://www.naeyc.org/yc/professional-dev-demo-program

I. FirstSchool: http://firstschool.fpg.unc.edu/
- Based at the FPG Child Development Institute at UNC-Chapel Hill. FirstSchool partners with school communities to focus on improving PreK-3rd grade school experiences for African American, Latino and low-income children and their families. The FirstSchool team provides research expertise and professional development support in collaboration with districts, schools, administrators, and teachers.
- *Why Prek-3:* http://firstschool.fpg.unc.edu/firstschool-and-prek-3

J. Early Childhood Environment Rating Scale-R (ECERS-R)

http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r

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

K. Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

http://csefel.vanderbilt.edu/

- CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

L. The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

http://challengingbehavior.fmhi.usf.edu/

- TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities.

SECTION V

The Big Picture: Tips for Observers and Evaluators

Children begin to demonstrate increasing self-direction and independence.

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

Section V

The Big Picture: Tips for Observers and Evaluators

GETTING STARTED

The North Carolina Teacher Evaluation Process (NCTEP) Rubric is meant to be universal and transcend the wide range of settings within which teachers work and the range of age groups they serve and subjects they teach. It is also meant to transcend the diverse sets of ethnic, cultural, linguistic, and socio-economic influences from the families and communities that entrust their children to our care. While this is a very high burden for any assessment system, the rubric is designed to follow the North Carolina Professional Teaching Standards, and therefore focuses on the broad themes of high quality professional practice. Our job as mentors and evaluators is to become as familiar as we can with the standards, the rubric, and the evaluation process, and to understand the unique contextual challenges that each North Carolina teacher faces. If we are to accurately interpret what we observe in each classroom, and therefore place all teachers on the rubric with equal validity, we need to pay close attention to the contextual features of each setting. An understanding of the local context makes for better interpretation of the evidences and behaviors we will observe, and the unique local conditions that will help us understand and correctly interpret the practice of each teacher.

The overarching goal of the entire evaluation process is to support and scaffold a career long journey of self-discovery and professional growth for each teacher. Just like our goal is to make every young child into a lifelong learner, in love with the process of growing and developing new knowledge and skills, this process is designed to facilitate opportunities for teachers to grow, develop, and model lifelong learning for the children. We can help teachers get excited about this prospect by inviting them to be fully engaged in the process. We can communicate to them that many forms of evidence are needed to paint a complete and holistic picture of their professional practice. As mentors and evaluators, our role is to help them understand the many forms that evidence can take, including child work samples, teaching artifacts, and anecdotes that illustrate child behaviors representative of their growth and development. We also need to emphasize to teachers that artifacts are not the ends in themselves, but rather the means through which they can tell the story of their professional growth and accomplishments, a story that is best told in their own voice. We encourage teachers to collect, reflect about, select, and present their own evidences. The NCTEP is a collaborative and participatory process. It is not something we do *to* or *for* teachers; rather it is a process we go through *with* teachers.

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

In order to have the maximum positive impact on the quality of early childhood teaching, evaluators need to fully engage in training, preparation, and practice to develop their own professional skills as observers and evaluators. Before conducting the first observation, review the rubric, including all the Standards, Elements, and Descriptors. Practice using the instrument in a variety of settings.

THE FIRST OBSERVATION

A pre-observation conference is required prior to the first observation each school year. A pre-observation conference is not required for subsequent observations but may be helpful.

When going in the classroom for the observation, use the Evidences Summary Page (at the end of this section) or other documentation aides that you find helpful. Evaluators have found a summary of the Elements on one page to use as a quick reference useful. Many evaluators take notes next to the respective Elements on the summary page as they observe relevant positive evidences. Using plus and minus signs next to the Elements have also been found to be helpful to gain a sense of the frequency of positive behaviors as well as areas for professional growth.

The Evidences Summary Page brings together in one place a shorthand version of the Standards and Elements. At the bottom of the page, the evaluator has the opportunity to indicate the specific elements that will be the focal points for a given observation. It may be helpful to be reminded of the components that help define each element, including focal evidences. This manual includes references to a variety of other observation aides which can facilitate the documentation process (see Appendix of this manual).

On the day of the first observation, evaluators (when not the principal, designee or site administrator) should introduce themselves again to the principal, site administrator, or assistant director as well as to the teacher. It is often helpful to ask permission from the teacher to look around the room before beginning the observation. You can also ask to see the daily and weekly schedule, lesson plans, and class roster at the start of each visit. At some point during the observation, child assessments, portfolios of children's work, and any other supporting documentation or evidence needed in order to complete the placements on the rubric, can be reviewed.

DOCUMENT WHAT YOU OBSERVE

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

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

Power of K Report, 2009

Children begin to make estimates based on experiences with objects.

MAKE SURE YOUR PRESENCE DOES NOT DISRUPT THE CLASSROOM

When you first begin observing a particular classroom, you want to be as invisible as possible. It is helpful if a particular place in the classroom is selected and the evaluator remains relatively stationary and unobtrusive for extended periods of time during the observation. The goal is to be the least disruptive to the usual educational process as possible. It is difficult, if not impossible at times, to resist interactions with the children. Often children in the classroom will naturally ask for a visitor's name, etc. One of the things that can help decrease distractions is having the teacher let the children know prior to the evaluation that someone is coming to do "teacher work" and they need to be able to do so without interruptions. After the teacher and children are used to your presence, it can be invaluable to interact with the children. After the initial period of adjustment, there will be times when you will find yourself watching the children much more than you pay attention to the teacher. While this may seem unusual, remember that your simple snapshots of the teacher's behavior could not possibly capture a true picture of everything a teacher does in a single day, much less across an academic year. However, the children are impacted by the teacher all the time and their behavior will often be your best indicator of the most consistent patterns in the teacher's practice.

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

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

PHOTOGRAPHIC EVIDENCE CAN BE HELPFUL

Some evaluators have found that taking photos and videos can help communicate strengths and areas for improvement to teachers. They can be particularly useful during the post observation conference. Photos and video can really help stimulate rich conversation and reflection and can illustrate behaviors and patterns in a much clearer way at times than can verbal or written descriptions. If you use photographic evidence, check first that permission has been granted by all the families and that the director/teacher has the corresponding current consent forms on file.

STAY IN THE CLASSROOM AS LONG AS NEEDED TO MAKE ACCURATE PLACEMENTS ON THE RUBRIC

The evaluator is free to use professional judgment when determining how long to spend in a particular classroom during observations. For example, it is natural to spend relatively more time in the classroom during the first observation. You may also be able to spend relatively less time in the classroom during the subsequent observations, particularly for teachers who have demonstrated at least Proficient

levels of performance on the rubric. Over time, attention will naturally shift to more fine grained observations of those Elements related to a teacher's particular areas of focus as driven by the PDP. It will always be important to spend enough time during the observations to fully justify, with evidences, placements on the rubric. One of the central roles of the evaluator is to gather evidence that can be easily understood by the teacher and mentor and can be directly tied back to the PDP. Such evidence will stimulate reflection about salient pedagogical issues and promote meaningful interaction between the mentor and teacher.

THE ROLE OF EVALUATOR AND MENTOR

Initially licensed teachers (formerly SP I) are provided with both an evaluator and mentor. Teachers with a continuing license (formerly SP II) are supported by a single person who plays both roles. Early career teachers benefit greatly from having a mentor with whom they can share all of their challenges as they progress through their initial adjustments to teaching. It is helpful for them to form a different kind of relationship with their mentor than they have with an observer, evaluator, or administrator. Teachers with a continuing license; however, are able to take more responsibility for their own professional development and need less support.

Remember that while the NCTEP is a performance evaluation system, it is also an important tool that can provide teachers with motivation and encouragement to fully engage in their own professional development. The focus should be on professional growth and lifelong learning. However, for early career teachers, the mentor and evaluator have different roles. The evaluator's role is to document performance and make meaningful and accurate placements on the rubric. The mentor's role is to provide technical assistance to the teacher with a focus on professional development and improvement. The mentor can also provide encouragement, motivation, and acknowledgement of growth, and support. The evaluator may witness growth in the teacher's practice but that growth may not be reflected in the placements on the rubric of the Standards on the rubric. Each step on the rubric encompasses a range of professional practice. The rubric is intended to be a coarse classification system and may not be sensitive to all of the small changes that can occur in teacher performance. Therefore, each evaluator needs to resist the temptation to reflect growth in the placements on the rubric simply for the purpose of showing growth. Teachers will often demonstrate progress in their professional growth that will not directly translate into higher placements on the rubric. (Descriptions of teacher performance levels can be found later in this section). However, both mentors and evaluators can recognize and validate this growth through their interactions and conversations with the teacher.

PREPARE FOR THE POST OBSERVATION CONFERENCE

After the observation has ended, be sure to take adequate time to review your notes, reflect, and record your impressions before conducting the Post Observation conference. Remember that classroom situations are dynamic and ever changing and your observations may not be representative of typical patterns. It can be helpful to make notes regarding the Elements that need to be discussed or clarified during the conference. Begin the post observation conference by allowing the teacher to reflect on the time you were in the classroom. You can refer to the suggested questions for post observation conferences as a guide. These can be found in the Appendix of this manual. You may need to postpone making your placements on the rubric on some of the Elements until after the clarification discussion during the post observation conference.

FOCUS ON ONLY AS MANY ELEMENTS AS NEEDED

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

BE CONSISTENT AND OBJECTIVE

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

OBSERVATIONS AS FORMATIVE EVALUATIONS

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

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

KEEP A POSITIVE TONE

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

COMMENTS CAN HELP FILL IN THE GAPS

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

USE HOLISTIC PLACEMENT STRATEGIES

The NCTEP is designed to encourage and facilitate professional growth. Unlike earlier evaluation systems used in NC, this system is not focused on compliance with a set of minimum competencies. The focus is not on identifying teachers who exhibit "At Standard" performance. The NCTEP is designed to be a flexible and fair measurement of teacher performance. The placements on the rubric, in the context of meaningful mentoring and support, provide a basis for instructional improvement, provide a foundation for planning and establishing professional goals, and facilitate teacher self-assessment.

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

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

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

Children begin to make estimates based on experiences with objects.

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

LEVELS OF TEACHER PERFORMANCE

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

Proficient
Proficient teachers have made it through the initial adjustments to the teaching profession and have achieved an easily recognized level of **Intentionality** and **Consistent Implementation** of the broad principles contained in the professional teaching standards. These teachers understand how to plan instructional activities, manage the classroom, facilitate child development, and direct child learning. They can demonstrate the connections between the standards, their instructional goals and strategies, and the assessment data they collect. All teachers are expected to reach the proficient level across all of the standards within the early stages of their career. All beginning teachers are expected to reach the proficient level on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Continuing license.

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

Distinguished

Distinguished teachers regularly participate in **Leadership** and **Dissemination** activities in the profession. They hold leadership positions in their schools, systems, and professional organizations. They are generally widely known for their expertise and they develop and demonstrate model and innovative practices. They conduct action research and disseminate findings through publications, professional development and presentations. They may serve as mentors or model demonstration classrooms for other teachers.

In summary, it is important to remember that the rubric drives the placements. Therefore, this is a criteria referenced evaluation. Teachers are placed on the rubric according to their current level of professional progress and achievement. There are no specific guidelines regarding the percentage of teachers who will be at each level within a particular school or setting. The graphic below (Figure 1) gives some very rough guidelines that illustrate that all teachers are expected to start as Developing and progress to Proficient as soon as their professional growth so warrants. It is also expected that most teachers in a school or setting will be Proficient at any given time. Many teachers will remain there for their entire careers. Progressing to become Accomplished or Distinguished is expected to be relatively rare, and teachers who achieve these levels for one or more of the Standards are expected to be Proficient in the other areas.
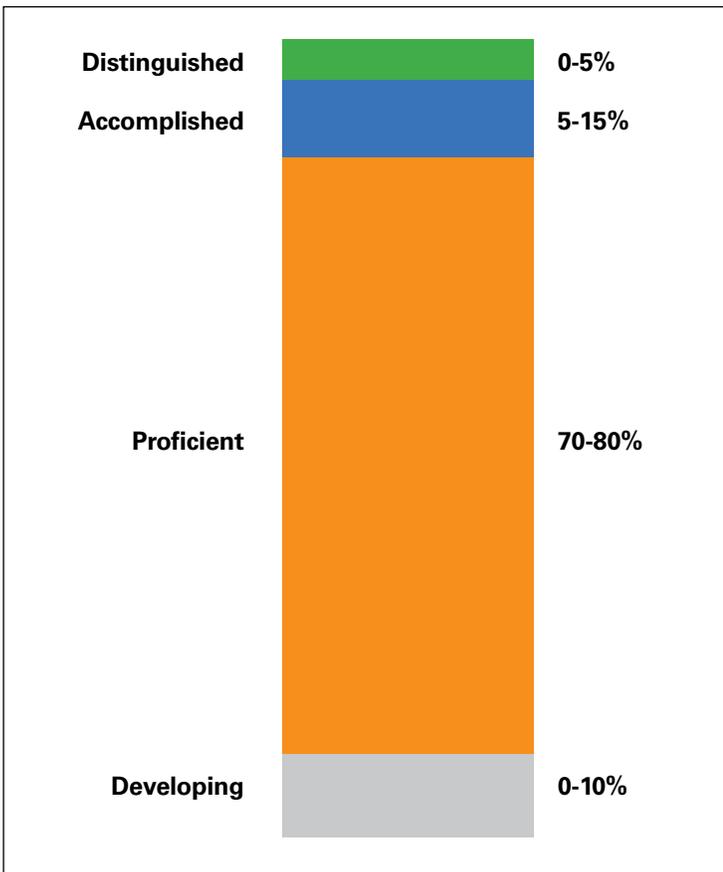
Distinguished		**0-5%**
Accomplished		**5-15%**
Proficient		**70-80%**
Developing		**0-10%**

Figure 1-Illustration of Performance Level Expectations

NOT ALL EVIDENCES ARE CREATED EQUAL

The importance of holistic scoring to the validity and accuracy of the information provided by this evaluation system can easily be demonstrated by a review of the Elements. Within a given Standard, some Elements address basic safety and health issues, some refer to fundamentals of good educational practice, and some refer to more advanced teacher behaviors that we hope will be realized by all teachers, but can expect to be observed in varying degrees. Some Elements involve "minimum competencies" and others involve behaviors that teachers can learn to more fully integrate into their practice as they grow and develop as professionals. You will develop an intuitive sense of the weighting of different evidences as you become a more experienced evaluator. For example, if you observe particularly problematic behavior on some Elements that are fundamental to creating and maintaining a healthy and nurturing classroom, naturally those Elements will acquire more weight as you rate the Standard. Furthermore, some evidences will reflect a fleeting "state" of activity in a classroom on a given day, while other evidences may help form a stable pattern, or "trait", across time. The latter will of course be given more weight in the placements on the rubric process.

KEEP COPIES FOR YOUR FILES

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

EVALUATOR BEST PRACTICES

Develop a thorough understanding of the NC Teacher Evaluation Process (NCTEP), its intended use, and proper interpretation of the information gathered. Understand the evaluation system and all its processes and components, and ensure that the process is followed. This includes a thorough understanding of the team agreement and the roles and responsibilities of each team member: teacher, evaluator, mentor, and administrator. Rely heavily on your evaluator training and on your overall knowledge of child growth and development. Think about what you bring to the evaluation process and use your self-awareness to be as objective as possible.

Like with any form of assessment, care should be taken to insure that the information collected possesses the utmost reliability and validity. Reliability means that two evaluators, observing the same teacher under the same circumstances, would make the same placements on the rubric. It is important for all evaluators to reflect about their practice on an ongoing basis and to stay in contact with other mentors and

evaluators. Discussions with other professionals are essential to avoiding rater biases and drifts in our calibration. Placements that embody validity are those that remain true to the rubric and reflect the true ability and professional achievements of each teacher.

The NCTEP measure is an authentic assessment tool and is designed to help develop reflective practitioners and show respect for teachers and their professional development. Remember, evaluation is a 3-year process initially and then a 5-year process for teachers with the continuing license. There is plenty of time to provide a complete picture of the teacher's professional practice and professional growth. Finally, be specific and thorough, while also keeping it simple, accessible, understandable, and useful for both teachers and mentors.

NORTH CAROLINA TEACHER EVALUATION PROCESS – EVIDENCES SUMMARY PAGE

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

Rubric - Developing   **Teacher Behaviors**   Proficient   Artifacts   Accomplished   Distinguished   **Evidences - Student Behaviors**

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

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

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

Section VI

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

This section of the resource manual contains a detailed breakdown of each of the Standards and Elements. Particular attention has been paid to how the standards and elements may manifest themselves in early childhood education classrooms. Key features of developmentally appropriate, high-quality early childhood teaching have been identified for each level of performance and are listed for each Element. Items listed in this section are examples of teacher and child behaviors.

It is important to remember that the NC Teacher Evaluation Process (NCTEP) is intended to be used as a growth-oriented system that facilitates a process by which teachers and administrators reflect on the professional growth and development of teachers. It is not intended to communicate to teachers that they have achieved a level of compliance with a set of minimum competencies, or to indicate that their job performance is proficient. Rather, this system is intended to facilitate holistic placements (markings/ratings) of teachers on each of the Professional Teaching Standards. These holistic placements are made by considering the preponderance of the evidence experienced by evaluators across the range of Elements and Descriptors contained in the Rubric. The process is based on the assumption that all teachers can reflect about their professional practice and fully engage in a career long process of professional growth.

Before introducing the Element-specific information, it is important to review some of the concepts we present in this manual. The teacher behaviors, child behaviors, classroom conditions, and artifacts that are presented in this section are organized by the Standards and Elements of the evaluation process for ease of reference only. However, they are not intended in any way to fully define a comprehensive list of sample teacher behaviors for any Element.

This document is not intended to replace or substitute for any part of the NCTEP rubric in any way. However, permission was granted to modify language in the descriptions of the Elements to better reflect early childhood education practices. Evaluation ratings can only be made using the evaluation rubric. Furthermore, the teacher behaviors, child behaviors, classroom conditions, and artifacts that are introduced in this section of the manual are not intended to be transformed into checklists of any kind. Rather, administrators, evaluators, mentors, and teachers can use this section of the manual to prepare for observations and to more completely understand the Standards and Elements as they may manifest themselves in early childhood classrooms. Keep in mind that samples of behaviors listed for individual performance levels continuously build on one another.

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

High-quality teachers consistently reflect on the professional teaching standards and student learning standards for their teaching specialty, all of which are specific to grade level and subject area. Similarly, and in order to make this process of reflection most helpful for early childhood teachers, we offer this section of the manual as one strategy to help them make the Standards and Elements meaningful and relevant to their practice in early childhood education classrooms.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands how they contribute to young children graduating from high school.
- Teacher fosters self-regulation and instills a sense of curiosity and supports the needs of the whole child.
- Teacher provides choices for children.
- Teacher provides opportunities for families to participate in the classroom.
- Teacher has knowledge of child development and of how young children learn and think.
- Teacher has a general knowledge of and uses *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Standard Course of Study* in planning instruction.
- Teacher has a daily lesson plan.
- Teacher has developed a Professional Development Plan (PDP).
- Teacher implements discovery activities.
- Teacher is beginning to work as a team with the assistant teacher.
- Teacher provides opportunities for young children to participate in collaborative dramatic play.
- Teacher implements general classroom routines.
- Teacher informs substitute teachers of what to do throughout the day.
- Teacher understands that children learn through play.
- Teacher is aware of safety guidelines set forth by licensing/public health requirements.
- Children are engaged in play-based learning.
- Children begin to participate during group time.
- Children are aware of and refer to daily routines.
- Classroom is designed to respond to children's needs and interests.
- Classroom has a job chart posted that includes both pictures and words.

Teacher uses data to understand the skills and abilities of young children.
- Teacher keeps anecdotal notes and collects other forms of assessment data in each child's portfolio to understand the skills and abilities of young children and is beginning to develop plans for individual children.
- Teacher listens to children's comments and collects information about their interests.
- Teacher is aware of data sources and information gathered during the screening process.
- Teacher begins to implement required assessment procedures.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher takes responsibility for the progress of young children to ensure that they graduate from high school.
- Teacher uses children's prior knowledge, skills, experiences and personal interests in introducing topics of study, themes and/or units.
- Teacher intentionally implements discovery activities that extend learning on the current topic of study and/or unit.
- Teacher provides frequent opportunities for children to participate in collaborative dramatic play.
- Teacher encourages the verbalization of discoveries and provides appropriate feedback (open-ended questions) to facilitate these learning opportunities.
- Teacher responds appropriately and positively when children share their activities, experiences, thoughts and opinions.

- Teacher creates lesson plans that provide opportunities for inquiry-based learning experiences.
- Teacher has a detailed substitute plan in place that includes information about individualizing for children.
- Teacher assists children to make connections from a story to the world around them.
- Teacher involves children in non-stereotypical learning opportunities.
- Teacher provides opportunities for young children to collaborate and work together (e.g., field trips, class projects) with peers both indoors and outdoors.
- Teacher has a solid understanding of *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Standard Course of Study* and consistently uses them in planning for instruction and assessing children's learning and development.
- Teacher supports children as they learn to take responsibility for their own learning.
- Teacher provides opportunities for children to be responsible in the classroom (e.g. following classroom procedures, holding classroom jobs, etc.).
- Classroom is designed to respond to children's needs and interests including making necessary modifications.

Teacher provides evidence of data driven instruction throughout all classroom activities.
- Teacher's lesson plans reflect learning goals/objectives and assessment strategies.
- Teacher initially plans for modifications to both indoor and outdoor activities.
- Teacher makes spontaneous modifications as needed.
- Teacher uses data to develop plans for individual children.
- Teacher engages children in the creation of their own portfolio to monitor developmental progress.
- Teacher ensures child portfolios contains multiple sources of information (e.g., from families, other professionals).
- Teacher assesses frequently through visual, audio, and tactile child experiences and evidences.

Teacher establishes a safe and orderly classroom.
- Teacher follows safety guidelines set forth by licensing/public health requirements (e. g., harmful cleaning supplies and other hazardous materials are not accessible to children; first-aid kit and emergency contact information is readily accessible to the teacher; teacher anticipates and takes action to prevent injuries/accidents).
- Teacher stops unsafe behaviors promptly, consistently and appropriately while maintaining the dignity of the children.
- Teacher provides a developmentally appropriate level of support and direction with children.
- Teacher assists children in choosing alternative resolutions to problems and conflicts.
- Teacher ensures that all children are visually supervised at all times.
- There is an easy traffic flow within the classroom that accommodate a variety of activities.
- Classroom reflects discovery and use of materials, but is generally clean or well maintained.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher communicates to young children the vision of being prepared for life in the 21st century.
- Teacher can articulate how the *North Carolina Foundations for Early Learning and Development* Early Learning Standards and/or the *Kindergarten Standard Course of Study* are addressed through instruction and can communicate this to families, colleagues, and administrators.
- Teacher uses knowledge of child development to evaluate and reflect upon classroom practices in relation to 21st century skills.
- Teacher consistently uses 21st century interdisciplinary themes such as environmental awareness, good health practices, and positive sense of self in daily practices and procedures.
- Teacher plans with children in-depth studies based on children's interests and experiences.

Teacher evaluates student progress using a variety of assessment data.
- Teacher-child interactions are built on previous experiences.
- Teacher encourages children to frequently share their portfolios with their families.
- Teacher uses assessment data consistently to help children build upon their previous learning and experiences.
- Children use their portfolios to assess their own progress and growth.
- Children can self-regulate and are self-disciplined.

Teacher creates a classroom culture that empowers young children to collaborate.
- Teacher frequently provides opportunities for children to lead groups.
- Teacher intentionally and consistently provides opportunities for children to plan for collaborative dramatic play.
- Teacher consistently encourages children to take responsibility for their own classroom.
- Children demonstrate problem-solving and reasoning skills.
- Children demonstrate classroom ownership, responsibility, and leadership.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher encourages young children to take responsibility for their own learning.
- Teacher encourages and supports children to follow their interests, investigate new ideas, and extend their learning beyond the themes in the lesson plan.
- Teacher encourages and supports children in conducting research, inquiries, and developing presentations.
- Teacher shares special projects developed by children, based on their interests and discoveries, with colleagues.
- Children keep journals that document their learning and their interests.
- Children begin to assess themselves and their peers.
- Children choose project materials/information to share with families, school, and outside communities.

Teacher uses classroom assessment data to inform program planning.
- Teacher uses classroom assessment data to teach colleagues about using assessment for planning and individualized instruction.
- Teacher conducts research projects related to assessment strategies and program planning.
- Teacher uses classroom assessment data to evaluate the whole program or school.
- Teacher uses classroom assessment data in program/school improvement.
- Teacher frequently collects a variety of both formative and summative data using both formal and informal strategies.
- Teacher consistently connects assessment data to a variety of instructional objectives to evaluate student progress.

Teacher empowers and encourages young children to create and maintain a safe and supportive school and community environment.
- With teacher assistance, children create a Handbook for dissemination to other classrooms based on their learning experiences (e.g. long term project notebook).
- Children are involved in making and reviewing classroom procedures and in understanding new ways to collaborate with others throughout the school year.
- Children participate in classroom meetings and make suggestions about ways to modify the environment and show respect for one another.

Potential Artifacts

- Formal and informal assessment data
- Lesson plans
- Classroom set-up and organization
- Photos of children leading in the classroom
- Documentation of long term studies
- Professional Development Plan (PDP)
- Posted classroom jobs (with pictures)
- Posted classroom rules (with pictures)
- Books created by teacher and children.
- Documentation of the culture of a classroom community
- Posted safety and health rules, routines, and reminders

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher attends professional learning community meetings.
- Teacher attends planning sessions to determine direction of projects and events.
- Teacher becomes aware of external supports that are available.
- Teacher becomes aware of places where teachers can meet and access resources.
- Teacher attends workshops that enhance young children's learning and teacher working conditions.
- Teacher begins to use self-assessment strategies.
- Teacher knows about *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Standard Course of Study*.
- Teacher meets regularly with other teachers.

Teacher displays awareness of the goals of the school improvement plan.
- Teacher is beginning to question practices with other teachers about shared goals, interests, and needs.
- Teacher understands the mission and philosophy of the educational program or school.
- Teacher begins to ask questions about the agencies that collaborate with the center/school.
- Teacher has a copy and/or knows about the center's/school's goals, policies, and procedures.
- Teacher participates in center/school planning meetings related to goal setting and policies and procedures.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher participates in the Professional Learning Community (PLC) to discuss research needs, resources, and children.
- Teacher discusses with other teachers through the PLC process the unique characteristics and needs of specific children.
- Teacher is flexible about ways they can meet with families and accommodate family needs when scheduling and organizing family workshops and meetings / family conferences, etc. and is respectful of diverse points of view suggested when engaging with colleagues of different cultures.
- Teacher uses self-assessment strategies to identify areas of growth needed to share with other educational professionals.
- Teacher is able to articulate to colleagues how they intentionally use *North Carolina Foundations for Early Learning and Development* Early Learning Standards and/or the *Kindergarten Standard Course of Study* to meet the needs of individual children.
- Teacher demonstrates that he/she is a reflective practitioner who continually evaluates the effects of his/her decisions and actions on children, families, and other professionals in the educational community.
- Teacher shares thoughts and ideas with colleagues about their role based on evidence-based practices.
- Teacher provides supporting evidence/research about best practices for young children and implements these in the classroom.
- Teacher shares ways in which they include families in their child's education.

Teacher participates in developing and/or implementing the school improvement plan.
- Teacher assists colleagues with planning and implementing center or school projects. Examples could include field days, PTA projects, and family education sessions.
- When appropriate and/or necessary, the teacher effectively utilizes a network of school and community resources for providing assistance and information to families.
- Teacher establishes a family network to support projects.
- Teacher participates in center/school-related activities in support of the vision/mission of the institution.
- Teacher provides input into the program/school plan, offers new ideas and may take the initiative to start a project.
- Teacher uses multiple opportunities (e.g. in the classroom, school, district) to implement the improvement plan.
- Teacher participates in center/school planning meetings related to goal setting and policies and procedures.
- Teacher can identify and communicate program/school goals to others.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher assumes a leadership role in the professional learning community.
- Teacher leads professional learning community process activities that focus on the needs of young children.
- Teacher shares ideas with colleagues about how to empower families to meet their child's growth and developmental needs.
- Teacher serves on committees.
- Teacher develops a family program.
- Teacher is perceived as a "go-to" person to assist in problem solving and locating resources.
- Teacher shares children's action research projects with colleagues.

Teacher collaborates with school personnel on school improvement activities.
- Teacher assists colleagues with resources and expertise.
- Teacher initiates collaboration with colleagues for greater understanding of developmentally appropriate practices.
- Teacher leads teams in the center/school for planning of center/school events.
- Teacher leads in school or center activities that support the mission of the institution.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher collaborates with colleagues to improve the quality of learning in the school.
- Teacher leads collaboration for greater understanding of developmentally appropriate practices.
- Teacher shares strategies with other centers/schools about how to implement a highly-functional PLC process.
- Teacher conducts trainings for other professionals that focus on children's learning and evidence based practice.
- Teacher fosters the development of the center/school as a demonstration center.

Teacher assumes a leadership role in implementing school improvement plan throughout the building.
- Teacher assumes a leadership role in a professional learning community.
- Teacher conducts professional development for others with regard to the center's/school's role in relationship to high-quality education for young learners.
- Teacher plans and implements fundraising activities to support the school improvement plan.
- Teacher engages families and the community in projects/events to support the school improvement plan.
- Teacher leads center/school committee(s) to support school improvement.

Potential Artifacts

- Lesson plans
- Family information board
- Policy/Procedure handbook
- Children's portfolios
- Formal and informal assessment data
- Communication log
- Professional teaching portfolio
- Documentation of professional development
- Teacher self-assessment
- Meeting notes/agendas
- Documentation of school events

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.
- Teacher is aware of the need to set personal goals for improving his/her profession.
- Teacher is aware of online resources and training events.
- Teacher is aware of professional learning communities and their purpose.
- Teacher develops a Professional Development Plan (PDP).
- Teacher is aware of professional organizations.
- Teacher begins to connect with other teachers to plan.
- Teacher participates in professional development.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher contributes to the improvement of the profession through professional growth.
- Teacher is a member of a professional organization (e.g. NAEYC, NCAEYC, NHSA, DEC).
- Teacher participates in PLC process and professional organization meetings and applies knowledge learned to the classroom.
- Teacher has created a plan for professional development and demonstrates participation in professional growth opportunities.
- Teacher demonstrates implementation of research-based, developmentally appropriate educational practices.

Teacher contributes to the establishment of positive working relationships.
- Teacher plans weekly with colleagues.
- Teacher meets with school/center staff and administration for goal setting and event planning.
- Teacher intentionally shares his/her new understandings and ideas with colleagues.
- Teacher models respectful, professional interactions with colleagues.

Teacher contributes to the school's decision-making processes as required.
- Teacher contributes his/her ideas in center/school special event planning.
- Teacher takes responsibilities for managing school/center-wide family events.
- Teacher investigates opportunities for community involvement in the program/school.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher promotes positive working relationships through professional growth activities and collaboration.
- Teacher mentors other teachers.
- Teacher leads discussions that focus on collaborative problem-solving and community concerns.
- Teacher takes the lead in helping colleagues to identify professional growth opportunities and activities.
- Teacher takes a leadership role within the PLC process to discuss colleagues' interests and needs.
- Teacher participates in leadership activities outside his/her program/school (e.g. serves on local Smart Start Partnership committee, School district level committee).
- Teacher meets with center/school staff and administration and leads conversations for goal setting and event planning.
- Teacher is a member of a professional organization (e.g. NAEYC, NCAEYC, NHSA, DEC) and attends its annual conference.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher seeks opportunities to lead professional growth activities and decision-making processes.
- Teacher offers workshops to other professionals in the program or school and community.
- Teacher serves on committees or holds a leadership position in a professional organization.
- Teacher develops a model classroom.
- Teacher teaches others about how to be an effective mentor.
- Teacher organizes and facilitates professional development events.
- Teacher creates a professional development resource document for Pre-K and/or K teachers, which may include professional development websites, helpful resource books, quality children's literature, resources/tools for teachers, and websites to assist in planning/classroom management, etc.
- Teacher is a board member of a professional organization and/or presents at its annual conference (e.g., NAEYC, NCAEYC, NCHSA, DEC).

Potential Artifacts

- Teacher self-assessment
- Teacher reflections
- Professional Development Plan (PDP)
- Notices, photos of workshops or special events
- Special event notices and photos
- Training/workshop certificates
- Documentation of mentor/demonstration opportunities
- Lesson plans
- Directory of websites/resources
- Documentation of communications and collaborations with colleagues
- Documentation of membership in a professional organization
- Documentation of publications and/or presentations

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher knows about the policies and practices affecting young children's learning.
- Teacher is aware of the center's/school's policies and procedures handbook.
- Teacher begins to use best practices in the classroom.
- Teacher attends workshops and professional learning community to expand knowledge of effective policies and practices in early education.
- Teacher is aware of the issues that affect the early childhood education profession (e.g. funding, working conditions, access to high-quality care, family engagement).
- Teacher begins to adhere to program's/school's policies and procedures.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher supports positive change in policies and practices affecting young children's learning.
- Teacher participates in program evaluations be evidence in their classroom.
- Teacher collaborates with colleagues to review policies and procedures and identifies strategies for improvement.
- Teacher knows the rules/policies and implements them in a positive way.
- Teacher takes a leadership role with the PLC process.
- Teacher works as a member of a center/school team to effect teaching practices.
- Teacher expresses his/her ideas of practices that enhances the learning of children.
- Teacher is aware of the referral and IEP process.
- Teacher attends IEP meetings and advocates for children's needs.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher participates in developing policies and practices to improve young children's learning.
- Teacher volunteers to be part of the process of developing new rules/policies/practices.
- Teacher can identify problem areas with regard to policies and procedures and attains resources for solutions to share with colleagues.
- Teacher belongs to and participates in professional organizations that deal with early education policies (e.g., NAEYC, NCHSA, DEC).
- Teacher leads discussions within the PLC process about needed policies and procedures.
- Teacher advocates for appropriate practices and policies.
- Teacher consistently and intentionally demonstrates appropriate practices and can articulate the reasons for doing so.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.
- Teacher has created new policies/procedures and shares that process with others.
- Teacher inspires other professionals through the implementation and dissemination of new initiatives.
- Teacher serves on Task Forces and Professional Organization Boards which determine policies and procedures for early childhood education.
- Teacher advocates for children, families, and the profession by serving in leadership roles in professional organizations and committees.
- Teacher develops and implements a plan to evaluate what policies are working and not working based on evidence.
- Teacher advocates on a local and state level for high-quality early education issues and programs/schools.

Potential Artifacts

- Policy/Procedures Handbook
- Documentation of service on a task force/committees
- Documentation of advocacy efforts. (e.g. attendance at IEP meetings, emails to legislatures)
- Record of committee/task force meeting leadership
- Evidence of the teacher's use of advocacy position papers
- PLC process agendas/meeting notes
- Documentation of membership in professional organization(s)
- Documentation of mentor/demonstration opportunities
- Documentation of publications and/or presentations

IE. TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS – Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators and Standards for Professional Conduct adopted February, 1998.

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
- Teacher is aware of, and has read the NC Code of Ethics.
- Teacher has received a training component on the NC Code of Ethics.
- Teacher discusses the NC Code of Ethics with Center Director.
- Teacher begins to implement the NC Code of Ethics.
- Teacher is aware of issues that affect the profession (funding, working conditions, access to high-quality care, family engagement).

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms.

Teacher demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
- Teacher adheres to established laws, policies, rules and regulations, including the Code of Ethics for NC Educators.
- Teacher discusses the NC Code of Ethics with colleagues.
- Teacher protects confidentiality and personal information of all children, families, and colleagues.
- Teacher can articulate to others both inside and outside the field the issues with and challenges of the early childhood education profession.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
- Teacher models ethical behavior for other teachers and professional colleagues.
- Teacher shares ideas with colleagues about the role of teacher and ethical standards.
- Teacher discusses with children the appropriate behaviors and interactions that create a positive classroom community.
- Teacher demonstrate innovative ways to impact issues that affect the early childhood education profession.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.
- Teacher serves on professional standards committee.
- Teacher conducts a training on the NC Code of Ethics.
- Teacher models code of ethics and professional conduct behavior.
- Teacher coaches others on how to incorporate discussions with children about the principles of ethical behavior.

Potential Artifacts

- Supervisor's documentation of teacher's ethical behavior
- Training notes/agenda
- Children's dictations and comments
- Evidence that confidential information is protected
- Documentation of Code of Ethics training
- Documentation of ethics conversation (s) with colleagues
- Posted Health & Safety rules/policies
- Documentation of publications and/or presentations
- Coaching/Mentoring logs

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

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher appreciates and understands the need to establish and embrace nurturing relationships.
- Teacher uses supportive facial expressions (e.g., smiling) and body language.
- Teacher is beginning to incorporate strategies to support children's development of nurturing relationships with their peers.
- Teacher provides materials that are developmentally appropriate for children.
- Teacher sets up basic centers and interest areas that all children can use independently.
- Teacher is aware of themes and conventional books.
- Teacher understands the need to establish relationships with young children.
- Teacher understands the need to have rules and limits in place.
- Teacher has space for each child to participate and work with the group.
- Teacher has the classroom arranged so that there is space for a large group.
- Teacher incorporates centers into an appropriate and balanced schedule (e.g. quiet/active, indoor/outdoor, individual/small group/large group).
- Teacher has space available for small groups and independent work.5
- Teacher provides space with small, comfortable furnishings to allow children time to be alone.3
- Teacher begins to provides specific and meaningful feedback to children about their behavior, minimizing inappropriate language (e.g.," Good Job") and other less effective methods for recognizing positive behavior (e.g., stickers, praise language).
- Teacher begins to learn less external and superficial strategies and begins to use encouragement etc.
- Children interact and share and begin to take turns.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.
- Teacher uses authentic responses to children's conversation that relate specifically to what children are sharing.
- Teachers consistently and intentionally uses a wide array of facial expressions / body language and verbal and nonverbal language to communicate to children that they are valued.
- Teacher consistently and intentionally supports children to contribute ideas to resolve conflict and maintain a respectful environment.
- Teacher has well defined and intentionally placed interest areas (centers) such as blocks, art, dramatic play, science, music, sand and water, writing, book reading, and celebration station.
- Teacher has materials in the classroom that are easily accessed by all children including those with disabilities.
- Teacher adds different materials to centers and intentionally plans experiences/ongoing instruction connected with current topics of study and/or children's interests.
- Teacher creates a classroom culture that connects the home and community culture.
- Teacher plans learning experiences that require children to interact with each other throughout the day (e.g. cooperative games both indoors and outdoors, cooperative art projects).
- Teacher encourages children to not only respond to questions asked by the teacher, but to pose their own questions and answer each other's questions.
- Teacher models and encourages positive communication and interactions between children and adults including with those of different cultures.
- Teacher supports children during social problem solving and acknowledges positive behavior in authentic and meaningful ways.
- Teacher consistently shows affection toward all children through appropriate verbal and non-verbal communication.
- Teacher creates a positive environment that helps children feel comfortable to express themselves.
- Teacher consistently uses internal motivations by providing authentic and specific feedback, encouragement, and natural consequences.

- Teacher plans for and supports individual children.
- Classroom is designed for children to interact with each other during meals, center time, and outside time.
- Classroom includes an individual secure place to allow children time to be alone and select materials to support self-regulation and a sense of security.
- Centers and materials are labeled with pictures and in the native language(s) of the children enrolled (including accommodations for children with special needs).
- Pictures of classroom schedule and routines are posted where children can access and use them.
- Children make choices and work cooperatively with other children.
- Children use classroom areas independently.
- Children communicate freely with peers.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

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

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher encourages and advises others to provide a nurturing and positive learning environment for all young children.
- Teacher models and provides support to other teachers who seek his/her guidance in incorporating strategies to develop high-quality, nurturing, and mutually respectful relationships with children.
- Teacher conducts professional development for colleagues about providing positive and nurturing learning experiences for young children.
- Teacher helps other teachers with strategies for creating high-quality, positive learning environments.
- Teacher assists other teachers with room arrangement strategies for selecting authentic learning materials.
- Teacher provides information for families, community members, and other professionals on the impact of positive and nurturing learning environments for children.
- Teacher supports other teachers and families in considering developmentally appropriate strategies for helping children develop self-regulation.

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

- Teacher collaborates with other colleagues in other grade levels to understand the social development of individual children and families.
- Teacher disseminates his/her expertise of early childhood education knowledge to others.
- Children begin to express interest in and show respect for the creative works of others.
- Children take charge in developing areas of the classroom (e.g. re-create dramatic play, science, block centers).

Potential Artifacts

- Family newsletters
- Lesson plans
- Classroom set-up and organization
- Developmentally appropriate materials, learning centers, and daily schedule
- Photos of children engaged in learning experiences
- Assessment data
- Documentation of workshop/PLC process discussions
- Written teacher reflections
- Posted goals/objectives for each center
- Posted classroom rules with pictures
- Posted picture schedule
- Conflict resolution resources
- Documentation that children have and make choices in the classroom
- Space available for children to be alone
- Documentation of individual planning for children

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher acknowledges that diverse cultures impact the world.
- There are some books and learning materials that represent different cultures in the classroom.
- Teacher has an awareness that books and pictures from diverse cultures need to be made available to children.
- Teacher has occasional guest speakers or a family sharing about another culture.
- Teacher begins to incorporate multicultural learning experiences on lesson plans.
- Teachers begins to be aware of local resources for Dual Language Learners (DLL).
- Teacher incorporates multicultural, non-stereo-typical or surface level materials into the learning environment.
- Children select nontraditional centers and play experiences.

Teacher demonstrates awareness of the diversity of young children in the classroom.
- Teacher begins to understand and respond to the diverse and unique needs of children in the classroom.
- Teacher has a variety of materials for children with various abilities/skills.
- Teacher is aware of prevalent cultures in his/her community.
- Teacher demonstrates an awareness of how culture/diversity affects the classroom.
- Teacher begins to plan for culturally diverse music and movement experiences.
- Teacher communicates with families to learn about the cultures of children in her classroom.
- Teacher uses some words in the native language(s) of the children in the classroom.
- Teacher provides resources/books in the native languages of the families.
- Classroom materials are labeled with pictures and/or text in additional language(s).

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.
- Teacher incorporates multicultural materials and learning experiences that reflect the cultures represented in the classroom in ways that are meaningful to the children.
- Teacher labels in multiple languages and points to labels during activities.
- Teacher has a variety of pictures representing different cultures, not just stereotypical pictures of people from different races.
- Teacher plans relevant learning experiences and lessons that incorporate diverse cultures.
- Multicultural materials are used by the teacher to facilitate awareness of different cultural traditions and beliefs.
- Teacher seeks out resources and information to learn more about culturally diverse populations and uses these for planning.
- Teacher incorporates and encourages multicultural and non-stereotypical play and exploration.
- Children freely share home/community experiences and traditions with others.
- Children see their family culture reflected in the classroom.

Teacher acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a student's development and attitudes.
- Teacher displays examples of children's individual culture throughout the classroom.
- Teacher sends notes home in the native language of the family.
- Teacher labels centers and materials with pictures and in the native language(s) of the children in the classroom.
- Teacher is sensitive to and validates individual children's home culture and background.
- Teacher makes adaptations for individual learning needs of children.
- Teacher makes a conscious effort to learn about each child's family.
- Teacher invites families to share about their culture with the children.
- Diversity materials are incorporated in most centers (e.g. pictures of children, families, structures around the world, menus from different restaurants, ceremonial and cultural clothes, musical instruments etc.).
- Print and non-print concrete materials are available for children to interact with that represent diverse cultures.
- Teacher encourages children to participate in non-stereotypical roles and experiences.
- Teacher invites all families to visit and/or participate in the classroom.
- Teacher talks with families about what the children are learning with respect to attitudes toward children different from themselves.
- Teacher provides opportunities for children to bring in items from home and talk about them.
- Teacher consistently utilizes outside resources to learn more about culturally diverse populations.
- Teacher collaborates and consults with outside resources, such as English as a Second Language (ESL) coordinators.
- Teacher intentionally communicates in the native language(s) of the children in the classroom.
- Teacher encourages and provides opportunities for children to share about their background and home life.
- Teacher intentionally incorporates culturally diverse music/movement activities in the classroom.
- Children are comfortable sharing about their background and home experiences.
- Children assist their peers who have unique needs (e.g. different language, disability).

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.
- Teacher guides children in building meaningful connections to other cultures through multicultural materials and experiences.
- Teacher participates and contributes to special projects that promote the diverse community in which they work.
- Teachers holds special meetings and conferences with groups and families to discuss diversity.
- Teacher participates in advocacy efforts and works with other professionals and organizations to support diversity.
- Teacher is a model for the implementation of multicultural experiences in the classroom and demonstrates this to other teachers.
- Teacher consistently studies and improves his/her knowledge of culturally diverse backgrounds especially those present in the classroom.
- Teacher leads a PLC process meeting that focuses on meeting the needs of a population of diverse children.

Teacher consistently incorporates different points of view in instruction.
- Teacher incorporates elements of the home cultures of each child in daily activities, including their home language.
- Teacher facilitates young children's collaboration with other classrooms to work on projects related to multicultural awareness.
- Teacher collects evidence of children's progress within the context of their culture.
- Teacher seeks out and utilizes professional development opportunities to learn about cultures that are reflective of the children, their families, and the community.
- Teacher meets with families and talks about ways in which they can incorporate the child's home culture in the classroom.
- Teacher frequently seeks out and includes resources from different cultures in learning centers/experiences.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.
- Teacher promotes the acceptance of diversity through many topics of study and shares them with colleagues through formal professional development, the PLC process, conferences, and/or journals.
- Teacher includes community members and families of various cultures in classroom planning.
- Teacher advocates with community and/or professional organizations to promote understanding of diversity.
- Young children in this classroom demonstrate a respect for their peers.
- Children in this classroom role play scenarios from different cultures (e.g. food preparation, traditions).

Teacher capitalizes on diversity as an asset in the classroom.
- Teacher creates new knowledge and resources about diversity and shares with other professionals through articles, presentations, etc.
- Teacher has a positive impact on the community.
- Teacher has a reputation in the community of being a knowledgeable resource on using diversity instruction in the classroom.
- Teacher shares research about other cultures conducted with children as an instructional strategy.
- Teacher disseminates to other teachers information about how to capitalize on the diversity in their classrooms as an asset for instruction.
- Teacher seeks and receives funding to conduct research about how to capitalize on the diversity as an asset for instruction.
- Children show respect for one another and develop friendships across cultural lines.

Potential Artifacts

- Materials and center labels with pictures reflecting the native language(s) of the children in the classroom
- Family communication in the child's native language (e.g. notes, newsletters)
- Use of culturally diverse music
- Lesson plans
- Evidence of family participation in the classroom/school
- Documentation of the use of technology to incorporate diversity
- Posted photos of children and their families
- Culturally diverse materials (e.g. dolls, play food, dress-up clothes, books, etc.).
- Documentation that children engage in multicultural learning opportunities
- Brochures, menus, maps, and other documents from various places or in various languages
- Documentation of home visits and/or conversations with families
- Documentation of teacher led training
- Agendas/notes of PLC process meetings
- Child's portfolio reflects the child's culture, including the native language

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher holds high expectations of young children.
- Teacher has expectations for behavior(s) that are appropriate for the child's age and developmental level.
- Teacher is aware that he/she should use a kind voice, show respect for the children and their families, and hold age and individually appropriate expectations for behavior.
- Teacher is beginning to realize that some behavioral management strategies do not work with specific children.
- Teacher is aware of strategies to foster cooperation, negotiation and friendships between children.
- Teacher is aware of the individual differences and needs among the young children.
- Teacher makes efforts to differentiate instruction or expectations.
- Teacher recognizes when children are developmentally ready for specific whole or small group learning experiences.
- Teacher modifies expectations for social behavior in learning experiences based on an understanding of individual differences.
- Teacher searches for alternative learning experiences to meet individual needs of the children.
- Teacher is becoming aware of the need for children to learn how to resolve their own conflicts.
- Teacher displays children's work related to topics of study.
- Teacher redirects behavior into other learning experiences.
- Children are encouraged to self-regulate.
- Children show enthusiasm in showing teachers, families, and other adults their displayed work.
- Children help their peers.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher communicates high expectations for all children.
- Teacher differentiates instruction or expectations for children.
- Teacher searches for alternative learning experiences to meet children's individual needs.
- Teacher uses authentic and meaningful encouragement that reinforces children's work and behavior.
- Teacher provides support and resources to children that help hem resolve conflicts.
- Teacher helps children recognize and express their own feelings and the feelings of others.
- Teacher provides opportunities and supports that help children in develop internal self-regulation.
- Teacher listens attentively and responds appropriately and respectfully at child's developmental level.
- Teacher treats children as individuals and values children's contributions.
- Teacher knows when to intervene and when to allow children to resolve their own disagreements, misunderstandings, and conflicts.
- Teacher uses multiple strategies that are appropriate for the child and circumstance.
- Teacher intentionally reflects upon the effectiveness of behavioral strategies.
- Teacher has created developmentally appropriate expectations with the children.
- Teacher upholds the dignity of all children.
- During child directed activities in the classroom, the teacher provides individualized experiences for children to meet their interests and needs.
- Teacher appropriately follows Individual Education Plans (IEPs) for young children with disabilities.
- Teacher demonstrates the value of each child through experiences such as special day acknowledgements, displaying children's work, acknowledging children's contributions.
- Teacher provides opportunities for children to take increasing responsibility for their own learning and development.
- Teacher uses displays to highlight children's learning to visitors and families.
- Children demonstrate social problem solving skills and support each other, using resources provided by the teacher.
- Children are responsible members of the classroom community with classroom jobs.
- Children naturally follow classroom rules and routines without having to be reminded.
- Children are able to save structures such as blocks, legos, or other small building structures.
- Children are respectful of one another.
- Children have input in how their work will be displayed.
- Children use their portfolios for self-assessment.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher encourages and values contributions of young children regardless of background or ability.
- Teacher holds children responsible for negotiating and solving conflicts with peers and supports/encourages children throughout the process.
- Teacher reflects on children's accomplishments.
- Teacher consistently creates and maintains a positive classroom climate where children and adults respect and care for each other.
- Teacher reflects on children's engagement and behaviors to determine effectiveness of activities and classroom arrangement.
- Teacher provides opportunities to develop and enhance the social skills of children.
- Teacher collaborates with teachers in the next grade level to understand the social development of individual children and families.
- Teacher knows what the children can do independently.
- Teacher has created a community of learners with the children.
- Teacher asks all children to share their thoughts, ideas, and creations with the other children.
- Teacher encourages children in their interests.
- Teacher and children collaborate in the creation of class-made books.
- Teacher encourages children to select work samples for their portfolios and self-assessments.
- Teacher serves as a model for other teachers and families in developmentally appropriate ways of interaction with children.
- Teacher presents at a PLC process meeting for colleagues with a focus on teaching a population of diverse children.
- Children encourage other children to self-regulate and work out problems independently.
- Children have input in planning for displays of their work.
- Children create class books.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher helps young children hold high expectations for themselves and their peers.
- Teacher teaches and advises others in a variety of ways about the importance of providing a nurturing and positive living and learning environment.
- Teacher supports other teachers and families in developing strategies for helping children develop self-regulation through professional development and presentations.
- Teacher develops and disseminates information to colleagues about modeling developmentally appropriate ways of interacting with children.
- Teacher researches challenging behaviors and works with outside resources to learn more about working with children with special needs.
- Teacher develops and disseminates a presentation to families, colleagues, and community about strategies for helping children be independent in problem-solving and resolving conflicts
- Teacher develops and presents information about social skills and domain development.
- Children plan for project presentations to peers, families and the school.

Potential Artifacts

- Evidence that children have choices
- Lesson plans
- Formal and informal assessment data
- Teacher reflections
- Documentation of collaborations/communications with families, colleagues, community
- Designated areas for alone time and/or problem-solving
- Problem-solving/resolution resources
- Feeling chart/posters and other props for self-regulation
- Documentation of family meetings/workshops conducted by the teacher
- Posted classroom rules and jobs (with pictures)
- Display of narrated children's work
- Child portfolios
- Saved structures created by the children
- "Work in Progress" signs

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher recognizes that children have a variety of needs.
- Teacher's lesson plans reflect various learning experiences planned for large group and centers.
- Teacher makes classroom materials available that represent different developmental levels.
- Teacher has basic knowledge of children with special needs and uses some strategies to accommodate their learning.
- Teacher encourages children to help each other.
- Children are engaged with materials and peers.

Teacher is knowledgeable of effective practices for children with special needs.
- Teacher is aware that he/she should be making modifications and/or adaptations for individual children.
- Teacher begins to request assistance for children in her classroom.
- Teacher is aware that he/she should be involved in the development and implementation of IEP's.
- Teacher is aware of assistive technology and adaptations designed to support children with special needs.
- Teacher is aware of resources and specialists available to support children in the classroom.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher collaborates with specialists who can support the special learning needs of young children.
- Teacher frequently makes modifications for individual children.
- Teacher refers children for further evaluations, as needed, based on observational data.
- Teacher plans for individual modifications and/or adaptations and notes these on lesson plans.
- Teacher actively collaborates with resource personnel and participates in the development and implementation of IEPs for children with disabilities.
- Teacher communicates with families concerning accomplishments, challenges and progress (at home and at school) to ensure children's unique needs are met.
- Teacher seeks assistance from therapists to modify the environment or adapt materials to maximize learning for children with special needs.

Teacher provides unique learning opportunities such as inclusion and research based effective practices for young children with special needs.
- Teacher ensures that all areas of the classroom and learning materials are accessible to all children.
- Teacher creates a flexible classroom which allows children time to complete tasks and acknowledges contributions of all children.
- Teacher provides individual modifications and/or adaptations to support learning of all children.
- Teacher ensures that materials not only represent different skill levels, but are further modified or adapted, including technology, to meet children's individual needs.
- When appropriate, and following confidentiality guidelines, the teacher provides opportunities for community agency members to work with individuals or groups of children.
- Teacher demonstrates understanding of all learning abilities and learning styles in the classroom and plans accordingly.
- Teacher seeks out research-based strategies for meeting the needs of children with special needs and implements them in the classroom.
- Teacher provides opportunities for inclusion in the classroom by using adaptive equipment, modifying activities, providing special seating, etc. to help all children be successful.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher understands the roles of and collaborates with the full range of support specialists to help meet the special needs of young children.
- Teacher actively contributes when working with families and other professionals to develop and implement children's IEPs
- Teacher actively seeks information, strategies, techniques, and assistive technology from families and support specialists (Occupational Therapist, Physical Therapist, Speech Therapist) and uses these resources to meet children's individual needs.
- Teacher seeks out and attends workshops and seminars about resources and teaching practices to effectively support the needs of children with and without disabilities or other unique needs (e.g. dual language learners).
- Teacher ensures that all learning activities and teaching strategies are effective and appropriate to support children with a variety of learning abilities and needs to learn together.

Teacher effectively engages with young children with special needs in learning activities and ensures their unique learning needs are being met.
- Teacher consistently plans for individual modification/adaptations of experiences and materials that support full participation of children with unique learning needs.
- Teacher notes and adjusts when unplanned modifications are needed to support learning/participation.
- Teacher reflects on the effectiveness of all modifications and makes adjustments.
- Teacher demonstrates unique capabilities in working with assistive technology needed for specific children.
- Teacher intentionally plans learning experiences and implements teaching strategies that are effective and appropriate to support children with a variety of learning abilities and needs to learn together.
- Teacher engages children in identifying and selecting the modifications or adaptations they need to be successful.
- Children with special needs are successfully included in all learning experiences.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher anticipates the unique learning needs of young children and solicits assistance from within and outside the school to address those needs.
- Teacher communicates effectively and frequently with families and community service providers about children's progress towards IEP goals in the classroom.
- Teacher encourages families to advocate for their children, providing them with resources they may use.
- Teacher stays abreast of new research about unique differences in learning and development of young children and effective practices to support them and incorporates new information into her/his practice.
- Teacher takes a leadership advocacy position for children with special needs.
- Teacher develops and shares strategies for successful advocacy to support all young learners with families, colleagues and community.

Teacher adapts instruction for the benefit of young children with special needs and helps colleagues do the same for their young children.
- Teacher shares strategies for successful inclusion with other teachers, families and professionals in meetings, presentations, publications.
- Teacher collaborates with families and service providers to link all practices to ongoing instruction and daily living activities based on individual strengths and needs of children.
- Teacher demonstrates special strategies used with children with special needs and provides informal coaching support to colleagues.
- Teacher develops unique adaptations for use in early childhood classrooms and presents those to others.

Potential Artifacts

- Classroom set-up and organization
- Classroom materials that represent different developmental levels
- Assessment data and child portfolios
- IEPs that reflect a link between goals and objectives and classroom practices
- Documentation of collaboration with families.
- Lesson plans reflect individualization/differentiation, including implementation of IEP goals
- Documentation of interactions with support specialists
- Documentation of advocacy efforts on behalf of children with special needs
- Samples of children's work, including photos
- Adaptive equipment, including assistive technology
- Documentation of IEP specific data collection
- Research-based articles and /or resources with strategies to support children in the classroom
- Documentation of communication with parents to provide evidence of child progress
- Communication devices for individual children
- Documentation of meetings/presentations conducted by the teacher
- Published articles

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher responds to family and community concerns.
- Teacher listens to families' comments about children's interests.
- Teacher understands and responds to family concerns.
- Teacher recognizes possible contributions of volunteers and uses them.
- Teacher knows the appropriate resources to use to assist families.
- Teacher begins to ask questions about the agencies that collaborate with the center/school.
- Teacher becomes aware of external supports that are available to be recommended to families.
- Teacher makes families aware of space available in the center/school, if applicable, where families can meet to support one another, access resources, etc.
- Teacher has some methods in place for communicating with families and other adults working with children.
- Teacher recognizes that families are their child's first teacher.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher communicates and collaborates with the home and community for the benefit of young children.
- Teacher plans learning experiences and actively involves family members in planning strategies for enhancing children's progress.
- Teacher listens and actively reciprocates families' ideas into the classroom.
- Teacher encourages families to participate in classroom activities.
- Teacher consistently communicates with families about the needs, strengths, and progress of the child.
- Teacher provides families with ideas to help children with specific skills
- Teacher understands needs of families and sources of assistance to make necessary connections and referrals
- Teacher is flexible about when and how they can meet with families using multiple communication strategies (e.g., newsletters, daily notes, communication bulletin, website, phone, face-to-face conversations, e-mails).
- Teacher creates opportunities for families to be involved.
- Teacher accommodates family needs when scheduling and organizing family workshops and meetings, parent conferences, etc.

- Teacher is aware of the barriers that are present for family engagement and tries to overcome them.
- Teacher seeks support from other teachers.
- Teacher invites community members to share and/or speak in the classroom in order to expand on learning opportunities.
- When appropriate and/or necessary, the teacher effectively utilizes a network of school and community resources for providing assistance and information to families.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.
- Teacher clearly explains to families how the classroom uses children's interests and input to accomplish specific goals.
- Teacher enlists community resources to help the family and child.
- Teacher consistently provides information in the families' native language.
- Teacher has an ongoing process for training classroom volunteers.
- Teacher has goals and objectives that relate volunteer work to class activities.
- Teacher leads professional learning community process meetings that focus on identifying and overcoming obstacles to family and community participation in the school/classroom.
- Teacher regularly explains learning experiences to families.
- Teacher has a trusting relationship with families.
- Teacher provides specific home activities that support classroom learning and families' goals for their children.
- Teacher consistently communicates with the community and seeks out ways to bring the community into the classroom for supporting learning goals in the classroom.
- Teacher designs events to engage families in conversations about best practices for children.
- Teacher conducts workshops for families with regard to the center's/school's role in relationship to high-quality education for young learners.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher promotes trust and understanding throughout the school/center community.
- Teacher writes grants to build partnerships with all segments of the school community.
- Teacher uses volunteers' strengths in the classroom in an effort to work towards the school vision.
- Teacher collects samples of children's work and uses them to demonstrate to others how to use children's work to assess abilities.
- Teacher delegates to families opportunities to organize and lead social gatherings.
- Teacher listens to families and views families as partners in their child's education.
- Teacher provides supporting evidence about best practices for young children.

Potential Artifacts

- Newsletters for families
- Summary progress report for families
- List of resources for families
- Volunteer sign-up sheets
- Documentation of family conferences / home visits
- Documentation of meetings/workshops for families conducted by the teacher
- Family bulletin/information board
- Family handbook
- Lesson plans
- Materials brought in from families and displayed/used in the classroom
- Documentation of collaborative efforts with families and community
- Donated items from the community (e.g. pizza boxes, masks from dental office, etc.)
- Child produced thank you notes for donated items
- Photo documentation of family and community visitors
- Family meeting space made available
- Documentation of grant proposals, informational flyers/articles on behalf of the classroom or school

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

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

<u>**Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:**</u>

Teacher demonstrates an awareness of the North Carolina Foundations for Early Learning and Development, Early Learning Standards, and/or the Kindergarten Standard Course of Study and references it in the preparation of lesson plans.
  • Teacher understands the role of adults in facilitating children's learning and discovery.
  • Teacher recognizes that there are many ways to give children self-initiated learning opportunities.
  • Teacher is aware of and begins to use developmentally appropriate strategies for interacting with children.
  • Teacher begins to integrate the *North Carolina Foundations for Early Learning and Development* Standards and/or the *Kindergarten Standard Course of Study* and references the appropriate standards when preparing lesson plans.

Teacher begins to integrate literacy instruction in selected lessons (elementary)
  • Teacher has reading and writing centers and materials.
  • Teacher selects some books related to the study topic and places them across the classroom.
  • Teacher reads to the children, formally and informally.
  • Teacher writes dictations on children's art.
  • Children explore books.
  • Children draw and "write."
  • Children create stories from pictures in the book.

<u>**Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:**</u>

Teacher understands the North Carolina Foundations for Early Learning and Development Early Learning Standards and/or the Kindergarten Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.
  • Teacher guides exploration and investigation without adult demonstration.
  • Teacher participates in ongoing assessment throughout the day to guide planning.
  • Teacher guides exploration and investigation through asking children open-ended questions.
  • Teacher does not use templates and worksheets for class projects.
  • Teacher provides creative, self-initiated opportunities for children to document their learning versus standardized worksheets.
  • Teacher intentionally plans activities and learning experiences that are relevant to child's interests, abilities, and the child's own world.
  • Teacher intentionally plans for classroom events and learning experiences that promote connections between past events, home events, and current events.
  • Teacher integrates a variety of literacy materials and tools into centers around the room (e.g., writing center, library, media/technology).
  • Teacher understands *North Carolina Foundations for Early Learning and Development* Standards and/or the *Kindergarten Standard Course of Study* and applies it in lesson plans.
  • Teacher encourages and promotes that children take responsibility for their own learning.
  • Teacher intentionally plans lessons that meet the needs of the whole child.
  • Teacher consistently documents children's current interest and choices.
  • Children engage in conversations that connect to previous learning experiences.
  • Children use materials in creative ways.
  • Children demonstrate knowledge of concepts through artwork, conversations, choices, and discovery practices.

Teacher integrates effective literacy instruction throughout the curriculum (elementary)
- Teacher consistently includes literacy instruction on lesson plans.
- Teacher intentionally provides reading and writing materials throughout the environment (indoors and outdoors).
- Teacher places center- related books in all centers for children to use as resources.
- Teacher understands the importance of integrating literacy with other disciplines (math, science, social studies, etc.)
- Teacher encourages children to write their own name, stories, dictation, etc.
- Teacher allows children to further explore topics of interest found in books.
- Teacher consistently models that expressive language is captured in written words.
- Children write their own name, stories, experiences, letters, etc.
- Children use books as resources when playing.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher develops and applies strategies based on the North Carolina Foundations for Early Learning and Development and/or the Kindergarten Standard Course of Study and other standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.
- Teacher observation and active listening are integral parts of ongoing assessment and used consistently for planning for every child.
- Teacher develops and applies strategies based on multiple sources of NC standards as approved by the State Board of Education to make the curriculum is balanced, rigorous, and relevant.
- Teacher consistently uses assessments of individual children during planning.
- Teacher spontaneously adjusts lessons based on child's interests and as "teachable moments."
- Teacher intentionally checks for rigor and balance in the curriculum units and topics of study.
- Teacher frequently collaborates with children and families to make instructional decisions.

Teacher evaluates and reflects upon the effectiveness of literacy instruction (elementary)
- Teacher uses children's work samples to consistently monitor growth and plan deeper exploration of literacy experiences.
- Teacher begins to specialize and be known for his/her ability and skills in developmentally appropriate and effective literacy instruction.
- Teacher intentionally develops opportunities for children to engage in literacy experiences throughout the day.
- Teacher values many ways of written expression and uses children's ideas when planning.
- Teacher consistently uses a literacy approach that helps with deeper understanding of effective instruction.
- Children demonstrate that expressive language is captured in writing instruction.
- Children "read" to others to provide instruction.
- Children use literacy to document their own learning.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher assists colleagues in applying such strategies in their classrooms.
- Teacher implements innovative strategies thoroughly and complete so that they can be analyzed, reflected upon, shared, and replicated by others.
- Teacher researches effective strategies for high-quality classroom practices and shares these with other teachers, therapists and support staff.
- Teacher assists colleagues in applying effective strategies for their classrooms.
- Teacher is involved in developing materials, websites and resource books.
- Teacher uses technological tools (webinars, blogs, chat rooms) to disseminate information.

Teacher makes necessary changes to instructional practice to improve student learning (elementary)
- Teacher implements innovative strategies in literacy experiences and instruction that build on children's growth & development.
- Teacher develops literacy materials (blog, website, training, journal articles, etc.) to disseminate to colleagues, families and community.
- Teacher serves as a demonstration classroom for other teachers.
- Teacher researches effective literacy instruction to inform the early childhood education field.
- Teacher contributes to literacy research initiatives.

Potential Artifacts

- Lesson plans
- Documentation of children's current interests and choices
- Teacher reflections
- Classroom arrangement/center design
- Graphic Organizers (e.g. charts, graphs, webs)
- Documentation of research findings, articles, professional development, etc.
- Diversity in books (language, culture, disabilities, etc.)
- Books made by children
- Learning experience displays made by children
- Writing materials throughout the classroom (white board, note pads, chalk, art materials)
- Documentation of the use of *North Carolina Foundations for Early Learning and Development* Standards and/or the *Kindergarten Standard Course of Study* and the NC BK Specialty Standards

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher demonstrates a basic level of content knowledge in the teaching specialty to which assigned.
- Teacher listens to children's conversations to determine interests.
- Teacher asks follow-up questions to establish areas of children's expressed interests.
- Teacher uses assumed knowledge of children in general to introduce topics.
- Teacher uses concrete examples of concepts.
- Teacher is aware of his/her own language and is aware of inappropriate wording and descriptions.
- Teacher models correct grammar for children.
- ·Teacher uses Standard English word usage and grammar in verbal and written communication
- Teacher has a lesson plan that includes appropriate content.
- Teacher is aware of the NC BK Specialty Standards and uses that information to design his/her classroom and teaching/learning strategies.
- Teacher is aware of current research to improve teaching/learning strategies.
- Daily schedule reflects unstructured blocks of time for child-choice and child-directed learning experiences.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher demonstrates an appropriate level of content knowledge in the teaching specialty in which assigned.
- Teacher is knowledgeable of the components of the NC BK Specialty Standards as evidenced in lesson plans, activities, and experiences.
- Teacher plans learning experiences both indoors and outdoors related to the topic of study.
- Teacher's lesson plans demonstrate planning based on children's interests.
- Teacher provides materials for opportunities to explore the topic of study.
- Teacher consistently incorporates literacy, science, and math in children's centers.
- Teacher uses prior knowledge and interests of children to plan learning experiences.
- Teacher is consistent and intentional when using appropriate descriptions of concepts with children.
- Teacher uses detailed lesson plans based on analysis and data collection based on what children are learning.
- Teacher implements spontaneous and planned small group activities.
- Teacher regularly allows children to plan for their own learning.9
- Differentiated instruction is evident on lesson plans.

- Teacher consistently modifies learning experiences for individual needs and interests.
- Teacher knows how children form thoughts and learn and is able to apply this knowledge.
- Teacher is reflective on developmental domains and children's learning.
- Teacher is aware of and uses current research to improve teaching/learning strategies.
- Teacher consistently seeks ideas from families and incorporates them into learning experiences.
- Teacher keeps and displays children's work and encourages children to describe how it provides evidence of growth and development.
- Teacher uses flexibility to modify lessons based on children's interests and discoveries.
- Children's interests are evident during child directed learning experiences.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher applies knowledge of subject beyond the content in assigned teaching specialty. Motivates young children to investigate the content area to expand their knowledge and satisfy their natural curiosity.
- Teacher offers in-depth investigation that supports all domains of growth and development.
- Teacher creates learning experiences as children suggest emerging interests and modify existing materials and plans.
- Teacher uses own knowledge of children's specific prior knowledge, skills and experiences to foster interest and to encourage further investigation by the children into the topic of study.
- Teacher demonstrates attributes of a life-long learner.
- Teacher implements current research strategies to improve teaching and learning and shares information with others.
- Teacher searches for new and innovative ways to share materials or to supplement a story that the children are reading and show interest in, then shares that information with colleagues.
- Teacher provides developmentally appropriate learning experiences that families can consider and use at home.
- Teacher creates learning experiences that are unique and expand children's basic knowledge of everyday happenings.
- Teacher plans intentionally for projects that are within and outside of the classroom that encourage interaction with children and the community.
- Classroom is set up to support long term studies based on children's interests
- Children are engaged in long term studies and projects
- Children are able to describe how their work provides evidence of their growth and development

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher extends knowledge of subject beyond content in their teaching specialty and sparks the curiosity for learning of young children.
- Teacher develops the classroom into a demonstration site.
- Teacher does research to equip himself/herself to extend children's interests in a developmentally appropriate way.
- Teacher uses interactive technology to support research and presentations.
- Teacher shares expertise with others by leading presentations on the implementation of long term studies.
- Teacher articulates evidence-based professional practices.
- Teacher publishes articles about developmentally appropriate evidence-based teaching practice.
- Teacher videotapes and /or allows videotaping of his/her classroom in order to show model practices (with family permission) to colleagues and professionals in the community.

Potential Artifacts

- Lesson plans
- Classroom arrangement/center design
- Daily and/or picture schedule
- Photos of classroom modifications
- Teacher reflections
- Children's work/writing samples
- Assessment data

- Children's portfolios
- Documentation of project studies (class books, narrated photo boards, project boards, etc.).
- Documentation of intentionality
- Video recordings
- Posted open-ended questions
- Documentation of research findings, articles, presentations
- Published articles
- Documentation of professional development

IIIC. TEACHERS RECOGNIZE THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES – Teachers use the *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Standard Course of Study* to demonstrate the links and vertical alignments of an integrated curriculum that facilitates each child's construction of knowledge and provides a strong foundation for lifelong learning. The integrated curriculum is derived from the *North Carolina Foundations for Early Learning and Development,* NC BK Specialty Standards, and the *Kindergarten Standard Course of Study.* Preschool classrooms must use one of the curricula approved by the NC Child Care Commission, which can be found at: http://ncchildcare.nc.gov/pdf_forms/nc_approved_early_childhood_curricula.pdf

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands the links between the pre-kindergarten/kindergarten classroom and the Kindergarten Standard Course of Study, North Carolina Foundations for Early Learning and Development Standards, and the NC BK Specialty Standards.
- Teacher begins to be aware that the integrated curriculum in Pre-K/K includes recognizes the importance of the whole child which include all developmental domains -socio-emotional development; physical development, health, nutrition, and safety; cognitive development (literacy, math, science, social studies, and the creative arts); and all content areas (emergent science; emergent social studies; and emergent creative arts).
- Teacher becomes aware that there are multiple content areas that can be incorporated into planned learning experiences.
- Teacher has lesson plans that reflect the interconnectedness (all developmental domains) of the Pre-K/K curriculum.

Teacher displays global awareness.
- Teacher begins to display global awareness in the classroom (e.g., books, photographs, posters, planned community experiences).
- Teacher uses technology to introduce children to the outside world.
- Teacher has books and stories about environmental needs.
- Teacher has books and stories that reflect the children's families.
- Photos of children and their families are displayed.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher demonstrates knowledge of links between pre-kindergarten/kindergarten classroom and North Carolina Foundations for Early Learning and Development Standards and/or the Kindergarten Standard Course of Study.
- Teacher articulates that there is a link between specialty areas and *North Carolina Foundations for Early Learning and Development* Standards and/or the *Kindergarten Standard Course of Study.*
- Teacher utilizes knowledge of the links between specialty areas and *North Carolina Foundations for Early Learning and Development* Standards and/or the *Kindergarten Standard Course of Study.*
- Teacher builds upon the previous learning experiences and interests of the children.
- Teacher understands the relationship between young children's experiences to the interconnecting of content areas.
- Teacher intentionally makes connections between content, previous and future learning experiences.
- Teacher knows how to create/use a graphic organizer (KWL, charts, webs, etc.) that connects different domains of development within the same lessons.
- Teacher involves children in reviewing what was learned during the day (or week).
- Teacher implements scaffolding strategies that build on young children's prior learning and support their ongoing development.

• Teacher uses anecdotal notes of children to plan for individual children.
• Teacher writes detailed lesson plans that make intentional connections to all developmental domains.

Teacher promotes global awareness and its relevance to Pre-K/K curriculum.
• Teacher invites families and community partners to visit the classroom and share their experiences.
• Teacher intentionally plans experiences that include the local community (recycling program/community garden).
• Teacher uses technology to connect children to their local community and the children's outside world (e.g. using Google Earth/Google Maps, phone, Face Time, photographs, etc.).
• Teacher helps children make connections to their own family/community.
• Teacher plans projects for children that are environmentally conscientious (e.g. recycling program, conservation efforts, collecting rain water to water plants, etc.).
• Teacher considers ways to reduce, reuse, and recycle in the classroom and includes children and families in these efforts.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher demonstrates knowledge of the links and vertical alignment of the pre-kindergarten/kindergarten classroom and the North Carolina Standard Course of Study. Relates content to other disciplines.
• Teacher uses integrated curriculum as described in the NC BK Specialty Standards as the foundation for the goals and objectives of the lesson plans.
• Teacher and his/her colleagues work together on ways to build upon children's previous learning and experiences.
• Teacher uses anecdotal notes and other methods of assessment to plan for individuals.
• Teacher creates and adapts environments and intentionally implements an integrated curriculum.
• Teacher provides a comprehensive and effective curriculum across developmental domains.
• Teacher frequently adapts environments and curriculum for all children.

Teacher integrates global awareness activities throughout lesson plans and classroom instructional practices.
• Teacher frequently relates global awareness learning by connecting to child's experiences, backgrounds, and culture.
• Teacher frequently calls attention to global awareness concepts that are connected and consistently reflects upon and improves those connections.
• Teacher spontaneously relates global awareness concepts to other content.
• Teacher understands that documenting learning may be expanded beyond the obvious to show connections.
• Teacher connects multiple domains of development in the same lesson by consistently implementing in-depth lesson plans that connect multiple types of content.
• Teacher shares with colleagues ways in which he/she is using technology to incorporate global awareness into the classroom.
• Teacher collaborates frequently with families to contribute to global awareness projects.
• Teacher empowers families to initiate global awareness projects.
• Children initiate the use of technology to connect the world outside of the classroom (e.g. Face Time, Skype, etc.).

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide/center-wide curriculum and teaching practice.
• Teacher continues to identify links between Pre-K and Kindergarten developmental domains, curriculum, and teaching practices and shares those with others.
• Teacher conducts presentations for colleagues about lesson plans that include intentional connections to developmental domains when planning activities for young children.
• Teacher makes information gained through research about the alignment of Pre-K/K curriculum available to others.
• Teacher leads a PLC process meeting or workshop on the integration of Pre-K/K curriculum.
• Teacher serves as a resource to others throughout the PLC process.

Teacher promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the center/school.
- Teacher promotes global awareness through study and research and its relevance to all young children.
- Teacher disseminates to others curriculum and teaching practices, which include global awareness.
- Teacher conducts a training for colleagues, families, and the community that focuses on global awareness learning experiences in the classroom.
- Teacher leads in advocacy efforts to promote global awareness.
- Teacher intentionally plans collaboratively with other centers and schools for global awareness learning.
- Teacher makes information gained (research, readings, professional development) about global awareness available to others.

Potential Artifacts

- Children's work/writing samples
- Assessment data
- Documentation of teacher presentations
- Lesson plans.
- Photos of children's activities and experiences.
- Graphic organizers (charts, webs, graphs, etc.)
- Community, city, state map(s)
- Documentation of connections with outside world (pen pal program, email, etc.).
- Documentation of family involvement
- Teacher reflections
- Video-tape recordings
- Published articles

IIID. TEACHERS MAKE INSTRUCTION RELEVANT TO YOUNG CHILDREN – Teachers incorporate the knowledge that during the early years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies. They build strong foundations for early learning and development in the Pre-K – 3rd grade classroom for 21st century life. They use *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Course of Study* as their standard course of study. Young children are prepared to develop new understandings and skills that will influence future functioning.

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher identifies relationships between the North Carolina Foundations for Early Learning and Development and/or the Kindergarten Standard Course of Study and life in the 21st century.
- Teacher seeks opportunities for expanding basic knowledge about the *North Carolina Foundations for Early Learning and Development* or the *Kindergarten Standard Course of Study* and 21st century life in order to promote career development.
- Teacher understands the *North Carolina Foundations for Early Learning and Development* Early and/or or the *Kindergarten Standard Course of Study* as the framework for appropriate instruction and begins to implement its strategies.
- Teacher begins to connect instruction to relevant experiences and developmental levels of the children.
- Teacher employs basic knowledge of child growth, development, and approaches to learning.
- Teacher begins to investigate the 21st century learning framework and relevant early childhood experiences and practices.
- Teacher begins to create an environment that includes developmentally appropriate materials and experiences that facilitate play and learning.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher identifies relationships between the core content and the 21st century content.
- Teacher intentionally creates an environment that includes appropriate materials and experiences that facilitate constructive play and learning.
- Teacher intentionally provides opportunities for play experiences to help young children expand learning in all domains and content.
- Teacher consistently builds upon the interests and experiences of the children when planning instruction.

- Teacher provides opportunities for young children to use technology in ways that make instruction authentic, functional, engaging, and relevant for young children.
- Teacher reviews experiences with children and encourages them to share ideas and learning.
- Teacher uses data to plan and understands the goals and objectives of planned learning experiences.
- Teacher connects instruction to the world that young children experience outside the classroom.
- Teacher provides opportunities and experiences that encourage young children to creatively explore and discover.
- Teacher develops lesson plans that provide evidence of 21st century content.
- Teacher intentionally links stories, learning experiences, and classroom projects with 21st century ideas and skills.
- Teacher reaches out for internet global opportunities to bring persons and experiences from around the world into the classroom.
- Children demonstrate 21st century knowledge and skills (teamwork, leadership, responsibility, cooperation).
- Children use technology to problem solve.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher integrates core content and 21st century content throughout lesson plans and classroom instructional practices.
- Teacher routinely and frequently uses information during review for planning further instruction.
- Teacher frequently connects instruction to the world that young children experience inside and outside the classroom.
- Teacher routinely includes children in the planning and development of learning experiences.
- Teacher provides a wide range of experiences that focus on the process of scientific inquiry and the relationship between science and daily life.
- Teacher intentionally provides in-depth, complex challenges and opportunities for play experiences.
- Teacher facilitates children's construction of basic principles of data analysis which includes probability, experimentation, and observations to make predictions.
- Teacher frequently analyzes and reflects about daily experiences to determine whether they are relevant, interesting, and engaging for young children.
- Children show their work and indicate that they understand the concepts and topics being studied.
- Children can articulate the process and the connections made when reviewing current and past project work.
- Children document their own learning through the use of self-created graphic organizers (charts, graphs, journals, drawings).

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher deepens the understanding of 21st century skills of young children and helps them make their own connections and develop new skills.
- Teacher invites other classes, families, and groups so that young children can share their work.
- Teacher disseminates child work samples in order to demonstrate to others what they can reveal about children's knowledge and learning.
- Teacher models his/her knowledge about how to provide outside opportunities and experiences that encourage children to creatively explore and discover.
- Teacher helps support the understanding of how to analyze and reflect about daily experiences to determine whether they are relevant, interesting, and engaging for young children.
- Children identify their best work for portfolio presentation purposes.
- Children present documentation of their own learning to others.

Potential Artifacts

- Lesson plans
- Children's work/writing samples
- Evidence of 21st century materials
- Developmentally appropriate classroom set-up and design
- Documentation of professional development

- Documentation of the use of technology
- Documentation of child-led presentations
- Child portfolios
- Graphic organizers (charts, webs, graphs, etc.)
- Photo/art displays with narration
- Documentation of teacher presentations
- Documentation of connections with outside world/community
- Published articles

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR YOUNG CHILDREN

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands developmental levels of young children and recognizes the need to differentiate instruction.
- Teacher is becoming aware of his/her own actions, words, and methods and their impact on children's learning.
- Teacher demonstrates familiarity with developmentally appropriate environmental planning in classroom design.
- Teacher establishes standard areas for exploration and interests (e.g., blocks, dramatic play, sand/water, reading, discovery, art, etc.).
- Teacher provides materials and learning experiences for children of varying abilities.
- Teacher knows developmental principles and is beginning to learn how to implement them.
- Teacher provides choices for children.
- Teacher provides a print rich environment.
- Teacher asks open-ended questions.
- Teacher includes some differentiation on lessons plans.
- Teacher is beginning to understand the importance of collaborating with specialists serving children in the classroom in an effort to differentiate instruction.
- Teacher provides regular and appropriate gross motor experiences during both indoor and outdoor work/play time.
- Teacher and children communicate throughout the day.
- Teacher develops an environment designed for active learning which includes well equipped areas for social, emotional, and physical development. Examples include art supplies, creative or dramatic play supplies, music/movement/dance materials, gross motor development experiences (outdoor), media technology, and other materials related to children's special interests.
- Children are able to express their needs/feelings.
- Children interact and problem solve with their peers.
- Children freely access materials.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher understands developmental levels of young children and appropriately differentiates instruction.
- Teacher uses centers to facilitate learning based on children's choices, prior knowledge and skills.
- Teacher is intentional about facilitating gross motor work and play, both indoors and outdoors.
- Teacher intentionally and frequently differentiates instruction for children.
- Teacher intentionally communicates with children at all times of day.

- Teacher embeds the *North Carolina Foundations for Early Learning and Development* standards and/or the *Kindergarten Standard Course of Study* into differentiated instruction.
- Teacher embeds concept and skill development into authentic and relevant learning experiences that align with the *North Carolina Foundations for Early Learning and Development* Standards and/or *Kindergarten Standard Course of Study.*
- Teacher intentionally allows time for children to process, experience and respond.
- Teacher intentionally plans on-going experiences for individual children and small groups that address all developmental domains.
- Teacher intentionally plans opportunities for literacy development which are embedded throughout the classroom and learning experiences.
- Teacher maintains and adapts an environment designed for active learning which includes well equipped areas for social, emotional, and physical development. Examples include art supplies, creative or dramatic play supplies, music/ movement/ dance materials, gross motor development experiences (outdoor), media technology, and other materials related to children's special interests.
- Teacher recognizes when adaptation of environments and materials is necessary for some children.
- Teacher (independently or with an assistant) supervises all other children in the classroom while working with small groups of children.
- Teacher moves from area to area within the classroom during individual and small group experiences to engage in conversation and questioning, when appropriate
- Teacher consistently plans for needs and interests of individual children.
- Children often exhibit positive interactions with peers and adults.
- Children can choose to work individually and in small and large groups.
- Children interact and problem solve with their peers.

Teacher assesses resources needed to address strengths and weaknesses of young children.
- Teacher creates a classroom with a community atmosphere and reaches outward to community resources.
- Teacher provides learning opportunities in centers which encourage children to build on prior knowledge and skills.
- Teacher intentionally guides children to reflect on their own learning and behavior.
- Teacher utilizes assessment tools appropriately.
- Teacher uses ongoing assessment to plan, modify, and differentiate instruction.
- Teacher attends workshops to learn strategies for meeting the needs of all children.
- Teacher conducts screenings and uses information to connect to appropriate referral sources when needed.
- Teacher works collaboratively with support specialists and agencies serving young children and families.
- Teacher provides authentic learning opportunities that connect experiences of the children.
- Teacher uses interactions with families to learn more about the children.
- Teacher intentionally adapts the environment based on children's interests, abilities and needs.
- All children are valued members of the classroom community.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher identifies appropriate developmental levels of young children and consistently and appropriately differentiates instruction.
- Teacher consistently provides authentic learning experiences in greater depth that connect to children's real world experiences.
- Teacher collaborates with principals and administrators to explain developmentally appropriate practice and differentiated instruction.
- Teacher knows how to use curriculum to promote development across all classroom domains at individual learning levels.
- Teacher shares with members of the school learning community about how classroom activities relate to the *North Carolina Foundations for Early Learning and Development* and/or *Kindergarten Standard Course of Study* and curricular goals.
- Teacher is willing to educate administrators and supervisors on developmentally appropriate strategies to differentiate instruction.
- Teacher shares with colleagues research and knowledge on how to differentiate instruction to meet the needs of all children.
- Teacher intentionally and consistently develops child portfolios documentation growth in all domains for the purpose of differentiating instruction.

Teacher reviews and uses alternative resources or adapts existing resources to take advantage of young children's strengths or address weaknesses.
- Teacher consistently reflects and makes significant changes to teaching practices including the physical environment, classroom materials, and child expectations.
- Teacher shares with colleagues strategies used to collaborate with families on how to build on their child's strengths and challenges.
- Teacher is skillful in the adaptation/modification of environments and materials for children.
- Teacher can analyze and articulate differences between appropriate instruction and those based on fads and inappropriate marketing materials.
- Teacher utilizes multiple resources and creates new ways of using materials and equipment.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher encourages and guides colleagues to adapt instruction to align with young children's developmental levels.
- Teacher advocates for and supports other teachers, families, and professionals in making necessary accommodations.
- Teacher advocates for and demonstrates developmentally appropriate practices beyond the school and/or to influence policy.
- Teacher presents at conferences and serves on task forces and committees.
- Teacher develops and facilitates professional development opportunities that focus on adapting instruction.
- Teacher creates modules for dissemination to enhance curricula.

Teacher stays abreast of current research about young children's learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all young children.
- Teacher uses media and research to incorporate current innovative teaching practices and to model 21st century learning.
- Teacher holds a leadership position on committees, school leadership teams, and/or professional organization committees.
- Teacher engages in collaborative research about Pre-K/K instructional practices.
- Teacher uses a variety of resources to seek out current research-based strategies related to high-quality Pre-K/K classrooms and shares finding with others.

Potential Artifacts

- Teacher reflections
- Lesson plans
- Photos of children engaged in learning experiences
- Copy of training certificates
- Child portfolios
- Formal and informal child assessment data
- Posted learning goals in centers
- Class books, study displays made by children
- Books and writing materials in learning centers
- Media technologies8
- Children's work/writing samples
- Graphic organizers (charts, webs, graphs, etc.)
- Photo/art displays with narration
- Documentation of teacher presentations
- Documentation of the implementation of research based strategies/practices
- Documentation of collaborative efforts with families, colleagues, community
- Evidence of advocacy efforts

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher recognizes data sources important to planning instruction.
- Teacher is aware of IEPs and how they are to be implemented.
- Teacher begins to use authentic assessment tools to develop effective intervention plans and improve child outcomes.
- Teacher asks colleagues for and acknowledges interests in planning units of study for his/her classroom.
- Teacher communicates with families to discover children's interests.
- Teacher is becoming aware of the importance of using open-ended questions.
- Teacher attends workshops and begins to select professional development opportunities.
- Teacher is aware of NCDPI and/or EESLPD Unit resources (websites, manuals, WikiSpace).

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher uses a variety of data for short-and long-range planning of instruction. Monitors and modifies instructional plans to enhance the learning of young children.
- Teacher intentionally involves families in reviewing their child's progress and setting short and long term goals.
- Teacher routinely assesses all children and establishes short and long term goals and objectives based on results of the assessment.
- Teacher plans responsive curriculum to meet individual needs of all children.
- Teacher meets with the IEP team and contributes to the meeting with updates on progress, identified strengths, and input for next steps.
- Teacher bases topics of study and learning around the interests of the children.
- Teacher consistently uses open-ended questions that lead to critical thinking and problem solving.
- Teacher uses the prior knowledge, skills, experiences and personal interests of young children in their classroom planning and developing topics of study and/or units.
- Teacher routinely modifies lesson plans to accommodate the emerging interests of the children.
- Teacher participates regularly in professional development opportunities related to instructional planning, data collection, assessment, and/or differentiation.
- Teacher uses the *North Carolina Foundations for Early Learning and Development* Standards and/or *Kindergarten Standard Course of Study* along with approved curriculum for planning.
- Teacher intentionally modifies the classroom environment based on the needs of all children.
- Teacher routinely uses authentic assessment tools to develop effective intervention plans and improve child outcomes.
- Teacher collects children's ideas over time and uses them in planning learning experiences.
- Teacher monitors and modifies instructional plans to enhance the development of individual young children.
- Children's progress towards individual goals/targets is measured by observational data, portfolios, anecdotal records, work samples, etc.
- Children are engaged in learning centers based on interests.
- Children show interest and curiosity by expressing their experiences and asking questions.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher monitors the performance of young children and responds to individual learning needs in order to engage young children in learning.
- Teacher uses multiple and varied strategies based on child interests and developmental level to support their learning.
- Observation and assessment is ongoing throughout the day as part of the instructional process.
- Teacher consistently monitors and modifies instructional plans at a greater depth to enhance the development of individual children.
- Teacher frequently and intentionally leads children through processes necessary to think critically, analyze, and problem solve.
- Teacher documents the process and direction of learning experiences (initial plan, materials, children's work, new interests, and assessment) with and/or for the children.
- Teacher facilitates PLC process discussion on data collection, assessment, lesson planning, and/or differentiation.
- Children exhibit a sense of success and accomplishment in response to learning experiences at their developmental level.
- Children are frequently engaged and interested in challenging learning experiences.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher monitors young children's performance and responds to cultural diversity and learning needs through the center/school improvement process.
- Teacher advocates in IEP team meetings for the unique needs of young children.
- Teacher conducts presentations to share research-based strategies for meeting the needs of all young children.
- Teacher is known for specialized knowledge on the importance of and strategies used to support critical thinking, analyzing and problem solving skills (e.g., higher order thinking, representational or symbolic thought).
- Teacher assumes a leadership role in the formulation of the center/school's improvement plan and process.
- Teacher disseminates information (presentations, publications) to families, colleagues and community members on the diverse needs of the children and families.
- Teacher demonstrates effective models linking assessment data and for planning for diverse learners.
- Children show self-confidence as they develop abilities and discuss their learning.

Potential Artifacts

- Professional development log/notes
- Meeting/training agendas and notes
- Children's assessment data
- Copies of IEPs
- Evidence of differentiated instruction on lesson plans
- Documentation of referral data.
- Anecdotal notes
- Documentation of child-directed experimentation
- Children's work/writing samples
- Classroom newsletters
- Child portfolios
- Photo documentation of children engaged in learning experiences
- Teacher reflections
- Documentation of family collaboration/communication
- Graphic organizers (charts, graphs, webs, etc.)
- IEP progress notes
- Documentation of presentations/publications

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

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher demonstrates awareness of the variety of methods and materials necessary to meet the needs of all young children.
- Teacher recognizes that the physical space is divided into interest areas.
- Teacher creates a physical environment that is accessible to all children and adults.
- Teacher arranges the physical environment to facilitate growth, development, and learning, while providing the safety and well-being of children.
- Teacher has a schedule posted in classroom.
- Teacher recognizes that their class daily schedule can be spontaneous and flexible.
- Teacher understands that transitions provide opportunities for guidance and learning.
- Teacher is aware of children's developing skills and areas in need of support.
- Teacher is aware of resources available (e.g., *North Carolina Foundations for Early Learning and Development* Standards, the *Kindergarten Standard Course of Study,* approved curriculum, BK Specialty Standards, The NC Guide for the Early Years, KEA Livebinder of resources).
- Teacher has access to classroom materials that meet different needs of young children (e.g., picture labels, puzzles of varying levels, variety of books). 81
- Teacher has access to classroom materials that meet different needs of young children (e.g., picture labels, puzzles of varying difficulty, variety of books).
- Teacher uses photographs to display classroom learning experiences.
- Teacher has open-ended questions posted in classroom.
- Children have materials that are easily accessible in the classroom.
- Children participate in a variety of learning experiences throughout the day.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all young children.
- Teacher understands the purpose and appropriate use of all materials and intentionally facilitates their use.
- Teacher intentionally plans arrangements and furnishings to allow for the engagement of all children.
- Teacher uses assessment information to make decisions about planning small group activities necessary for effective learning.
- Teacher ensures that developmentally appropriate materials are easily accessible to children.
- Teacher provides a variety of materials reflecting child's age, developmental level, and interests.
- Teacher provides regular and appropriate opportunities for large group, small group, and individual work/play.
- Teacher uses effective transitions to provide guidance and learning opportunities.
- Teacher routinely equips centers for the successful learning of all children.
- Teacher makes accommodations for children with unique learning needs.
- Teacher uses observation and facilitation skills to promote deeper learning in children's play.
- Teacher facilitates the use of technology to promote learning based on the topic of study.
- Children work in a variety of learning centers based on their interests.
- Children remain engaged in learning experiences because of their interest and access to a variety of materials.
- Children work collaboratively with their peers.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher ensures the success of young children through the selection and utilization of appropriate methods and materials.
- The physical environment is intentionally planned to meet the developmental needs of all children.
- Teacher consistently provides additional materials that encourage in-depth explorations by the children.
- Teacher adjusts the daily schedule as needed or requested by the children for completion of investigations, projects, etc.
- Teacher researches and implements new information to use in the classroom.
- Teacher observes how individual children learn best and uses that information during intentional planning.
- Young children reflect in their daily choices the teacher's consistency with practices and expectations.
- Children consistently exhibit interest and are actively engaged during learning experiences.
- Children frequently help and encourage their peers.
- Children are engaged in long term projects/studies that promote child leadership and collaboration with peers.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.
- Teacher assists colleagues in understanding the importance of organizing the physical environment to facilitate the learning of all children.
- Teacher articulates and shares knowledge and practices through presentations, workshops, mentoring others, and writing articles for newsletters and journals.
- Teacher shares with colleagues research-based models which include planning for the use of technology by children for investigations and learning.
- Teacher develops and disseminates models of lesson planning that include materials appropriate for all children.
- Children demonstrate comfort with new and innovative materials.
- Children frequently ask to further research a topic of study.

Potential Artifacts

- Lesson plans
- Graphic organizers (charts, webs, graphs, etc.)
- Professional Development Plan
- Child portfolios
- Teacher reflections
- Picture schedule accessible to children
- Formal and informal assessment data
- Documentation of collaboration with colleagues
- Documentation of professional development events/ presentations
- Posted open-ended questions
- Classroom set-up and organization
- Posted learning goals in centers
- Class books, study displays made by children
- Books and writing materials in learning centers
- Photo/art displays with narration
- Documentation of the implementation of research based strategies/practices
- Published articles

Children begin to use one or more of the senses.

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher assesses effective types of technology to use for instruction.
- Teacher observes children's ability to use technology.
- Teacher reviews computer games, apps, programs, and websites with developmental guidelines to determine appropriateness.
- Teacher begins to use various tools and types of media, including technology to seek out information.
- Teacher understands the possibilities for children's learning through the use of various media.
- Teacher knows how to operate technology in his/her classroom.
- Teacher seeks information about the appropriate use of technology in Pre-K/K classrooms.
- Soft technology tools are available in classroom (e.g. measuring tools, magnifying glasses, balance and weighing scales, flashlights, blocks, etc.).
- Children ask about using computers, digital camera, record players, CD players, and tablets.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher demonstrates knowledge of how to utilize technology in instruction.
- Teacher has objectives for using various forms of media and makes adjustments as needed to ensure successful use.
- Teacher models for the children the use and purpose of technology tools in the classroom.
- Teacher selects appropriate computer games, apps, programs, and websites.
- Teacher integrates a variety of media and technology within the learning environment and creates experiences for children to explore. These media may include, but are not limited to: pictures, big and small books, fish tanks, terrarium, games, audio players, computers, digital cameras, photos, Smart Boards, tablets, etc.
- If a computer is available in the classroom, teacher chooses well-designed developmentally appropriate (e.g., age individually, and culturally, etc.) software and adheres to guidelines for length of screen time.
- Teacher uses computer/websites for research both independently and with the children.
- Teacher has books with CD available for use with selected technology (computer, CD players, tape player, etc.).
- Teacher utilizes multiple electronic resources (e.g., tablets, websites, audio players etc.) during learning experiences.
- Teacher uses technology spontaneously to address children's questions.
- Teacher uses technology to document (audio and video) child progress for portfolios.
- Teacher works with Information Technology (IT) professionals and other teachers to provide opportunities with technology for the children.
- Children use assistive technology when needed.
- Children are aware of and ask to look for information using various forms of technology.
- Children are able to use technology tools independently.
- Children create projects individually and with peers (e.g., books, art, etc.).
- Young children use technology to seek out information related to the topic of study.
- Children engage in the use of soft technology tools (e.g. measuring tools, magnifying glasses, balance and weighing scales, flashlights, blocks, etc.) to promote their own learning.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher integrates technology with instruction to maximize student learning.
- Teacher has a variety of media to offer children based on demonstrated needs and shares with colleagues.
- Teacher consistently encourages the children to demonstrate their learning by using and developing projects through the use of technology.

- Teacher develops media (e.g. graphic organizers, social stories, individual schedules, etc.) for specific needs.
- Teacher intentionally uses various technology tools to make instructional modifications in order to meet all children's needs.
- Teacher helps children create their own digital portfolios.
- Teacher utilizes multiples types of technology (e.g. Skype, Face Time, Tango, etc.) to communicate with families and the community.
- Media is used to share classroom projects (e.g. a ramps and pathways project shared on the school/classroom page, Facebook, or school/classroom website).
- Children demonstrate learning by using and developing software projects.
- Children engage in long term studies related to technology (e.g. wheels, ramps, bridges, machines, etc.).
- Children collaborate with peers to explore and teach each other how to use technology.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher provides evidence of young children's engagement in higher level thinking skills through the integration of technology.
- Teacher researches and critiques media with other professionals for effective use in the early childhood profession.
- Teacher researches and reviews new offerings in materials (CDs, books, computer programs, etc.) in order to share innovative technology tools.
- Teacher shares with others the implementation of using technology in instruction.
- Teacher creates and disseminates a presentation of the use of multiple types of technology to communicate with families and the community.
- Teacher shares her process with others for helping children create their own digital portfolios.
- Young children demonstrate and share their learning with others through the use of technology.
- Children utilize technology for relevant communication experiences outside the classroom (e.g. email another class in other state or country, Skype with classroom in another program).

Potential Artifacts

- Lesson plans
- Documentation of media use for planning
- Soft and high-tech technology tools
- Read-along, big books, student journals
- Graphic organizers (charts, webs, graphs, etc.)
- Class books, study displays made by children
- Documentation of long term studies/projects
- Digitally created child portfolios
- Documentation of the use of technology to communication with families and community.
- Classroom books depicting experiences with technology and multi-media.
- Child portfolios
- Teacher reflections
- Formal and informal assessment data
- Documentation of teacher presentations
- Published articles

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands the importance of developing critical-thinking and problem solving skills in young children.
- Teacher responds to what children are doing in centers.
- Teacher has an awareness of strategies involving assessing children.
- Teacher knows that children's conversations provide information for both planning and assessment.
- Teacher seeks support from peers or other resources when needed conflict resolution.
- There is a mutual respect among the teacher and children.
- Teacher begins to consider behavioral expectations that are appropriate for the age and developmental level of individual children.
- Teacher introduces topic of study during circle time and begins to ask about children's prior knowledge of the topic.
- Teacher posts examples of open-ended questions at adult level around the classroom.
- Teacher uses open-ended questions with young children.
- Teacher encourages children to participate in group time.
- Teacher understands that children learn on their own and build on their own interests.
- Children feel safe emotionally and physically in the classroom so that they can begin to process information and problem-solve.
- Children share what they learn during circle time.
- Children are aware of where and from whom to get help.
- Children are learning about appropriate/inappropriate actions and behaviors.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher demonstrates knowledge of processes needed to support young children in acquiring critical thinking skills and problem solving skills.
- Teacher poses questions and responses so that children can reflect and discover.
- Teacher uses (inquiry-based) questioning techniques to apply, expand, extend, compare, contrast, synthesize and evaluate children's learning.
- Teacher embeds critical thinking strategies with lessons and daily routines.
- Teacher establishes rules with the children.
- Teacher models appropriate, positive behavior.
- Teacher allows time for children to problem solve and does not intercede in their activities too quickly.
- Teacher consistently applies developmentally appropriate expectations concerning conflict resolution and problem solving.
- Teacher uses appropriate language and strategies in facilitating alternative resolutions.
- Teacher is aware of appropriate expectations for individual children and consistently applies that knowledge.
- Teacher seeks out and utilizes resources and strategies available for addressing challenging behaviors, self-regulation, and problem-solving skills.
- Teacher effectively focuses on the learning needs of the children.
- Teacher focuses attention towards the learning objectives and the purpose of the lesson.
- Teacher scaffolds as necessary to facilitate the children's acquisition of critical thinking and decision making skills
- Teacher focuses on meaningful learning experiences throughout the day and uses this information to determine and expand children's thinking.
- Children engage in scientific inquiry and problem-solving.
- Children begin to participate in resolving issues and problems with each other in large group.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

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

- Teacher consistently plans content goals and strategies based on children's needs and interests.
- Teacher focuses on more in-depth, complex learning experiences for children that encourage analysis and reasoning.
- Teacher collaborates with other teachers to help children develop critical thinking skills.
- Teacher leads a training about appropriate expectations for children.
- Teacher uses a "plan-do-review" process with the children.
- Teacher provides frequent opportunities for children to develop and test innovative strategies and ideas.
- Children demonstrate self-regulation and responsibility.
- Children participate in resolving issues and solving problems.
- Children help make a plan for conflict resolution and act as peer mediators.
- Children make complex choices for meeting their own needs.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

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

- Teacher conducts training opportunities that focus on children's critical thinking and problem-solving skills.
- Teacher provides assistance to others (families, colleagues, community) regarding conflict resolution.
- Teacher develops and demonstrates strategies for developmentally appropriate problem-solving and critical thinking skills.
- Teacher documents and disseminates studies that include the planning process, materials, samples of children's work, and ideas for future extensions.
- Teacher models/demonstrates a variety of strategies that promote critical thinking and problem solving skills in young children for other teachers in the school and community.
- Teacher successfully supervises interns, student teachers, volunteers, etc.
- Teacher publishes an article for dissemination to colleagues.
- Children initiate and help peers develop charts, graphs, and other graphic organizers for dissemination in the school.
- Classroom serves as a demonstration site.

Potential Artifacts

- Posted rules (with pictures)
- Resources for conflict resolution/problem solving
- Documentation of children's involvement in planning and developing topics of study (e.g., voting opportunities, drawings, dictations)
- Lesson plans
- Classroom photos
- Posted open-ended questions and statements
- Formal and informal assessment data
- Visitor logs
- Documentation of teacher mentoring/supervision activities
- Documentation of class presentations
- Graphic organizers (charts, webs, graphs, etc.)
- Books and writing materials in learning centers
- Teacher reflections
- Documentation of teacher presentations, publications, etc.

Children begin to play and interact cooperatively with other children.

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher provides opportunities for cooperation, collaboration, and leadership through student learning teams.
- Teacher recognizes that cooperation is a skill that is learned over a period of time.
- Teacher is sensitive to the needs of the individual children.
- Teacher creates opportunities for children to interact and work together.
- Teacher demonstrates acceptance and respect for children.
- Teacher provides a learning environment that facilitates cooperation and turn taking.
- Teacher uses positive strategies to reframe conflict situations.
- Children participate in group routines.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher organizes learning teams for young children for the purpose of developing, cooperation, collaboration, and student leadership.
- Teacher utilizes strategies for teaching negotiation, cooperation, and friendship skills (role playing, long term studies, etc.).
- Teacher is proactive in planning and engaging children in experiences that promote cooperation, collaboration, and leadership.
- Teacher provides opportunities for children to be leaders.
- Teacher is intentional about teaching problem-solving skills.
- Teacher encourages children to "think outside the box".
- Teacher involves children in planning learning experiences.
- Teacher allows children to make complex choices and encourages cooperation.
- Teacher provides play experiences that foster self-regulation, cooperation, negotiation, and friendship.
- Young children express feelings in words.
- Children take turns, share ideas and ask questions.
- Children demonstrate warm, supportive relationships with one another.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher encourages young children to create and manage learning teams.
- Teacher consistently acknowledges a child for what he/she has done and intentionally explains why it is important.
- Teacher helps children to see the positive intent in social conflicts.
- Teacher intentionally plans projects that allow for children to work in teams over a period of time.
- Teacher intentionally encourages children to plan for and organize peer groups.
- Young children exhibit respect, acceptance, and caring for one another.
- Children maintain friendships and are protective of one another.
- Children share, take turns, and problem solve together.
- Children take on leadership roles.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher fosters development of young children's leadership and teamwork skills to be used beyond the classroom.
- Teacher serves on school, community, and state-wide committees.
- Teacher advises colleagues concerning social skills development in children.

- Teacher role models appropriate collaborative skills in the school environment and in the community.
- Teacher creates a community wide project which enables children to serve the community in a developmentally appropriate way (e.g., cards for the elderly, make decorations for school/ center luncheon).
- Teacher disseminates strategies for developing children's leadership and teamwork skills to colleagues, families, and the community.
- Children create documentation of and share their long term projects/studies with others.
- Children plan for and organize their own learning teams.

Potential Artifacts

- Lesson plans
- Narrated children's work
- Teacher reflections
- Documentation of community involvement
- Documentation of child/teacher presentations
- Documentation of child research
- Child portfolios
- Documentation of children's involvement in planning and developing topics of study/presentations
- Classroom photos of team work
- Posted open-ended questions and statements
- Formal and informal assessment data
- Visitor logs
- Documentation of teacher mentoring/supervision activities
- Graphic organizers (charts, webs, graphs, etc.)
- Books and writing materials in learning centers
- Documentation of cooperation/collaboration with colleagues
- Published articles

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher demonstrates the ability to effectively communicate with young children.
- Teacher engages children in conversations throughout the day.
- Teacher knows how to communicate effectively with young children.
- Teacher acknowledges/recognizes days and events that are important to the children (e.g. birthdays, changes in routines, new siblings, etc.).
- Teacher places labels on objects throughout the classroom.
- Teacher is aware and knowledgeable of the home language(s) of each child in the classroom.
- Teacher is aware of various levels of receptive and expressive language development within the classroom.
- Teacher uses proper grammar with young children.
- Classroom materials and centers are labeled with words (in the native language(s) of children enrolled) and with pictures/ visuals.

Teacher provides opportunities for young children to articulate thoughts and ideas.
- Teacher involves the children during conversations in circle time.
- Teacher recognizes the importance of displaying work samples and portfolio information for the purpose of generating conversations with children.
- Teacher begins to use open-ended comments and questions to expand children's thoughts and ideas.

- Teacher provides opportunities for conversations with children.
- Teacher is aware of the importance of communicating with families concerning their child's receptive and expressive languages.
- Teacher uses picture cards to accompany the daily schedule.
- Children have classroom jobs.
- Children informally engage in conversations with peers.
- Children have a space to display their work.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher uses a variety of methods for communication with young children.
- Teacher intentionally interacts and uses child-friendly words both individually and in small groups.
- Teacher uses follow-up questions when interacting with children to encourage them to expand their thinking.
- Teacher analyzes children's work samples.
- Teacher intentionally designs an environment for active learning that encourages communication.
- Teacher encourages active participation from children as work samples are analyzed collaboratively.
- Teacher uses a variety of strategies to expand story endings, activities, and play experiences.
- Teacher uses a wide range of learning experiences to facilitate children's development of expressive and receptive language.
- Teacher provides opportunities for emergent written expression throughout the learning environment.
- Teacher introduces children to a rich vocabulary related to the topic of study.
- Teacher encourages children to explain their thinking and rationale.
- Teacher helps children research their additional information to expand on their interests and understanding of topics.
- Teacher makes appropriate modifications and adaptations in an effort to meet the communication needs of all children.
- Teacher posts classroom expectations (with pictures) developed by the teacher and children.
- Teacher uses picture cards to accompany the daily schedule as needed for individual children.
- Teacher creates tools and resources to promote interactive learning with materials (e.g. visuals on charts and graphs, environmental print dictionary, word wall, song and story charts with visuals, etc.).
- Children remind peers of classroom rules and expectations.
- Children engage in conversations to create and carry out extended play scenarios.
- Children exhibit turn taking in conversations with others.

Teacher consistently encourages and supports young children to articulate thoughts and ideas clearly and effectively.
- Teacher poses questions that encourage children to express their own ideas.
- Teacher discusses the children's work with them.
- Teacher displays children's work with the children's descriptions.
- Teacher interacts with the child regarding the meaning of the child's work.
- Teacher provides opportunities for each child to participate in his/her own conference with their family.
- Teacher shows children how to use resources in the classroom to investigate more about an area of interest.
- Teacher uses nonverbal cues, assistive technology, and body language to communicate with children as needed.
- Teacher creates visual aids and graphic organizers (e.g. KWL charts, topics webs, "I wonder" board, etc.) with the children.
- Teacher encourages children to use inquiry for learning.
- Teacher intentionally uses strategies that stimulate children's thoughts and ideas.
- Teacher consistently uses a variety of communication strategies for children with and without disabilities.
- Teacher supports children as they learn to listen to adults and to one another.
- The schedule allows for exceptionalities and is flexible enough to allow for new discoveries and alternative plans.
- Children identify what is valuable and meaningful and where they want to put their work.
- Children take leadership roles to plan for and present their own work in family conference(s).
- Children begin to explain their thinking and rationales for their responses, behaviors, and/or actions.
- Children engage in long term studies/projects and investigations.
- Children write for a purpose (making a grocery list, thank-you notes, sign-in sheet at block center).
- Children display their own work and identify what is valuable and meaningful about their work.
- Children begin to articulate their own objectives to other children (e.g. child guides a peer in a social conflict, child explains plan for creating structure in block center).

<u>Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:</u>

Teacher creates a variety of methods to communicate with all young children.
- Teacher and child collaborate to assess the child's portfolio.
- Teacher posts positive classroom rules developed by the teacher and children.
- Teacher discusses the children's work with them and encourages them to share with each other.
- Teacher consistently stimulates the development in both English and the native language(s) of individual children in the classroom.
- Teacher uses proper grammar with young children.
- Teacher, when needed, uses assistive technology to communicate with children having diverse needs.
- Teacher accurately reads/interprets children's communication (nonverbal cues and body language).
- Teacher shares strategies for promoting the importance of using and modeling proper grammar with children, families, and colleagues.
- Teacher gathers and shares with colleagues/families a variety of communication strategies for children with and without disabilities.
- Teacher takes into account various learning styles (auditory, visual, kinesthetic, etc.) of children in the classroom and communications with individual children accordingly.
- Teacher frequently stimulates the development of both English and the native language(s) of the children.
- Teacher and children role play classroom dilemmas and possible solutions.
- Children exhibit nonverbal cues and body language to communicate with teachers and other children.

Teacher establishes classroom practices, which encourage all students to develop effective communication skills.
- Teacher's lesson plans consistently include learning goals and strategies throughout all learning experiences that are developmentally and age appropriate.
- Teacher encourages children to research/find information related to a topic of their interest on a regular basis.
- Teacher promotes the implementation of simultaneous studies occurring in the classroom and differentiates instruction based on children's interests and levels of ability.
- Teacher consistently uses questioning, wait time, and knowledge of content goals to engage in effective, communication practices throughout the day.
- Young children remind peers of classroom rules.
- Children exhibit turn taking with others and assist peers as needed.
- Children create their own documentation of long term studies/projects to share with others.
- Children consistently write for a purpose to communicate with teacher and peers.
- Children take a lead role in conflict resolution.
- Children use alternative communication as needed (e.g. signs, pictures) with peers who have special communication needs
- Children can articulate their plans for the day through a "plan-do-review" process with the teacher.

<u>Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:</u>

Teacher anticipates possible misunderstandings of young children and proactively develops teaching techniques to mitigate concerns.
- Teacher is prepared to respond to children's possible misunderstandings of concepts and is equipped with strategies and techniques to address concerns or problems.
- Teacher shares with colleagues various strategies used to address children's individual learning needs when introducing new concepts and skills.
- Teacher anticipates inappropriate behaviors and proactively has plans in place to address challenges.
- Teacher disseminates information to assist other teachers in effective classroom management.
- Teacher seeks out and incorporates resources into the classroom to assist children in clarifying concepts being discussed and finding solution.
- Teacher disseminates information on creating the culture of a classroom community.
- Children use resources beyond the teacher to seek out clarification and knowledge related to the topic of study and problem-solving.

Teacher establishes school-wide/center-wide and grade appropriate vehicles to encourage young children throughout the school/center to develop effective communication skills.
- Teacher conducts workshops for teacher/families and shares strategies for how to listen attentively and respond positively to children.
- Teacher exhibits leadership through the dissemination of information related to effective communication skills and strategies with children.
- Teacher participates in inquiry and lifelong learning.
- Teacher verbally reflects with children on his/her actions throughout the day in an effort to promote deeper and more meaningful learning experiences.
- Children document and share long term studies with others in the school and community.

Potential Artifacts

- Written documentation of children's thoughts and experiences
- Classroom pictures with explanations of what the children are learning and doing
- 3-D projects with specific quotes from young children
- Newsletters
- Family information boards
- Communication/visitor logs
- Teacher chats/blogs, presentations, meeting notes
- Classroom schedule and rules (with pictures)
- Classroom job charts (with pictures).
- Documentation of long term studies/projects
- Lesson plans
- Evidence of use of assistive technology.
- Documentation of child participation in family conferences
- Child portfolios
- Lesson Plans
- Teacher reflections
- Documentation of children's research
- Formal and informal assessment data
- Graphic organizers (charts, webs, graphs, etc.)
- Documentation of teacher mentoring/supervision activities
- Published articles

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher uses indicators to monitor and evaluate the progress of young children.
- Teacher observes children and records anecdotal notes of their interactions and learning.
- Teacher recognizes that children learn best in the context of relationships and provides some guidance to facilitate positive interactions.
- Teacher recognizes that children need to be assessed across all developmental domains.
- Teacher begins to understand indicators within a specific developmental domain of the approved assessment tool and/or the *North Carolina Foundations for Early Learning and Development* and/or the *Kindergarten Standard Course of Study.*

- Teacher monitors children as they interact with others in order to assess progress.
- Teacher is aware of developmentally appropriate assessment procedures and practices.
- Teacher begins to use a variety of authentic assessment procedures.
- The classroom environment is designed to allow teachers to easily observe children.
- Teacher begins to consider the needs of individual children when planning.
- Children interact with each other.

Teacher assesses young children's attainment of 21st century knowledge, skills, and dispositions.
- Teacher keeps samples of children's work.
- Teacher enters information into each child's portfolio.
- Teacher begins to use data based on observations to create individual activities for each child on lesson plans.
- Teacher begins to analyze assessment data to determine classroom plans and practices.
- Classroom is a positive environment that exhibits respectful teacher-child relationships.
- Children use various types of technology (e.g. CD player, computer, books on tape, etc.).
- Children are aware of 21st century concepts/ideas (climate change, relationship skills, and personal responsibility.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher uses multiple indicators, both formative and summative, to monitor and evaluate young children's progress and inform instruction.
- Teacher reviews notes to see patterns of behavior.
- Teacher understands the meaning of the data he/she collects and uses the information to plan individual learning experiences.
- Teacher creates lesson plans that indicate planning for a variety of learning experiences that encourage interaction leading to collaboration.
- Teacher consistently records children's language as evidence of child growth and development.
- Teacher guides children to maintain their own portfolios.
- Teacher consistently records observed progress in a variety of ways.
- Teacher uses formal and informal assessment data to plan individual learning experiences and as evidence in the referral process when needed.
- Teacher uses assessment data and reflections to determine goals, objectives, and teaching strategies on a daily basis.
- Teacher gathers information from families to monitor child progress and/or for referral purposes when needed.
- Teacher uses authentic assessment during many daily situations and routines.
- Children begin to "write" anecdotal notes.
- Children understand that making mistakes is a valued part of learning.
- Children report to others what they understand and have learned.

Teacher provides evidence that young children attain 21st century knowledge, skills, and dispositions.
- Teacher establishes a classroom community where children feel safe and happy.
- Teacher is sensitive to the feelings of children.
- Teacher intentionally incorporates learning experiences that encourage interactions among children.
- Teacher develops a classroom community with the children that nurtures social competence.
- Teacher listens attentively to children as they talk about activities, experiences, thoughts and opinions and uses this information to assess children's progress.
- Teacher consistently uses open-ended questions and comments as children engage in experiences in order to assess understanding.
- Teacher continually assesses all children's abilities, interactions, responses, and reactions and uses this information to adjust learning experiences as necessary.
- Teacher provides many opportunities for children to make friends and practice social skills.
- Teacher invites community members to visit the classroom to discuss current topics of study or topics of interests to the children.
- Teacher and children create graphic organizers based on the topic of study and/or children's interests.

- Children lead classroom experiences and take ownership of the classroom..
- Children feel safe to help one another and see themselves as part of a group.
- Children work together positively and learn from one another.
- Children demonstrates problem-solving strategies.
- Children independently use technology to seek out information related to the current topic of study and/or their interests.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher uses the information gained from the assessment activities to improve teaching practice and student learning.
- Teacher's lesson plans indicate planning time with children based on their prior knowledge, skills and interests.
- Teacher shares with colleagues strategies for gathering and using authentic child assessment data across all developmental domains.
- Teacher intentionally uses anecdotal notes and documentation of children's conversations to develop age appropriate learning experiences.
- Teacher includes individual goals and activities for each child in his/her lesson plans.
- Teacher continually shares with support specialists and families assessment data that impacts program services for individual children.
- Teacher uses a variety of methods to analyze and share assessment data.
- Children select artifacts for their portfolios.
- Children share their portfolios with one another as they discuss their accomplishments.
- Children understand and can articulate what their next learning targets are.

Teacher provides opportunities for young children to assess themselves and others.
- Teacher consistently creates and supports opportunities for children to independently resolve social conflicts.
- Teacher actively involves children in planning for their own learning.
- Teacher shares with colleagues strategies for guiding children to assess themselves and their peers.
- Teacher encourages children to reflect on their thoughts, ideas, and learning in order to acknowledge their own progress.
- Teacher encourages children to set goals and make plans related to their interests and needs.
- Teacher intentionally pairs or groups children to ensure that all are included and supported in the classroom.
- Teacher involves children in developing criteria for success for individual learning targets/goals.
- Children independently resolve social conflicts.
- Children confidently share their own learning.
- Children use higher order thinking skills (e.g. planning, predicting, analyzing, and problem-solving) in collaborative play.
- Children document long term studies/projects.
- Children choose artifacts for portfolios or identify work they want to display.
- Children provide feedback to peer and "buddy up" with a peer in order to provide needed support.
- Children independently use technology to seek out information related to the current topic of study and/or their interests.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher teaches young children and encourages them to use peer and self-assessment feedback to assess their own learning.
- Teacher encourages children to examine their portfolio and make comments related to their entries and progress.
- Teacher plans for group projects which includes ongoing assessment of children's contributions to the project and its outcomes.
- Teachers has monthly conversations with individual children with regard to their daily choices, personal goals, and relationships with peers.
- Teacher provides feedback on a daily basis, to children which encompasses their strengths, accomplishments, and their new understandings.
- Children share their portfolios with one another as they discuss their accomplishments.
- Children explain to others what they learned and how they came to learn it.

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

- Teacher shares examples of evaluations and observations that demonstrate to other teachers how to collectand interpret children's progression.
- Teacher works with other professionals to recognize and implement learning experiences and strategies that support peer learning and assessment.
- Teacher disseminates information to colleagues/community about improving classroom communities based on assessment that promote social competence.
- Teacher demonstrates the use of the inquiry-based instructional model.
- Teacher leads workshops on strategies to assess 21st century skills, learning, and dispositions.
- Teacher uses technology to disseminate the latest research and best practices for assessing children and adjusting instructional practices.
- Teacher works collaboratively within a PLC process to identify best practices for assessing 21st century learning.
- Children independently create and explain graphic organizers (charts, graphs, webs, etc.).
- Children independently provide guidance to other children in resolving conflicts.
- Children assist their peers with using technology to seek out information related to the current topic of study and/or their interests.

Potential Artifacts

- Teacher reflections
- Lesson plans
- Documentation of authentic child assessments
- Evidence of small and large group activities
- Materials that promote 21st century learning
- Formal and informal child assessments
- Narration of children's observations
- Children's work/writing samples
- Photos that depict 21st century learning and experiences
- Documentation of assessment checkpoints
- Graphic organizers (charts, webs, graphs, etc.)
- IEP progress notes
- Documentation of long term projects/studies
- Communication/visitor log
- Documentation of communications/collaborations with families
- Child portfolios
- Resources for conflict resolution and problem-solving
- Documentation of dissemination of information, presentations, workshops, articles
- Documentation of research and how it is used in the classroom
- Various forms of soft and high-tech technology tools
- Documentation of children's involvement in family conferences
- Class books/project displays made by the children
- Teacher chats/blogs, presentations, meeting notes, publications

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICES

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher recognizes the need to improve young children's learning in the classroom.
- Teacher begins to understand the importance of collecting assessment data and how the data relates to planning for children's learning.
- Teacher understands what makes an appropriate assessment for young children.
- Teacher recognizes that artifacts and data can be used to assess children's development.
- Teacher makes open-ended statements (e.g. Tell me about your drawing.) to children and is beginning to ask open-ended questions (e.g. What else could you do?) in order to assess learning.
- Teacher begins to understand that assessing can be done formally and informally (e.g., listening, daily observing, understanding, interacting).
- Teacher begins to search for information for the purpose of improving young children's learning.
- Teacher begins to intentionally design the classroom based on the knowledge of how children learn.
- Teacher shares information and materials with families during family engagement events (e.g. appropriate home-based activities, kindergarten readiness, accomplishments, successes and concerns.).
- Children are self-directed and engaged in learning experiences.
- Children tell the teacher what they are creating.
- Children choose where to display their art/work.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher provides ideas about what can be done to improve young children's learning in the classroom.
- Teacher uses collected assessment data to plan for children's learning.
- Teacher's lesson plans include assessment strategies/targets for all children.
- Teacher sets up the classroom to collect artifacts from children (e.g. providing writing materials for children in centers, opportunities for children to collaborate/communicate)
- Teacher uses children's open-ended responses to document their leaning and for assessment purposes.
- Teacher uses systematic and authentic data collection strategies (e.g. collect drawings, writings, anecdotal notes, photo/video documentation, work samples).
- Teacher reflects on previous assessment results for planning.
- Teacher consistently assesses children's interests and builds upon them for classroom learning experiences.
- Teacher explains how different learning objectives were accomplished and demonstrated.
- Teacher intentionally responds to children's approaches to learning (e.g., child's attitudes, learning style, spirit of inquiry, and choices).
- Teacher guides discussions with children concerning selection of their portfolio content.
- Teacher reflections provide ideas on how to improve teaching/learning.
- Teacher shares assessment results with families and gets input from families.
- Teacher provides additional materials to encourage in-depth studies/investigations.
- Children demonstrate behaviors necessary to building a caring community.
- Children respect each other's ideas.
- Children are engaged with appropriate rigor and relevance in learning experiences.
- Children are secure, creative and willing to take risks.
- Children reflect on their own work in their portfolio.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher thinks systematically and critically about learning in his/her classroom: Why learning happens and what can be done to improve the achievement of young children.
- Teacher's lesson plans include assessment strategies for all children that build on previous data collected.
- Teacher understands the structure of all content areas and knows how to apply this structure to developmental stages and children's interests.
- Teacher knows children's interests are relevant and consistently uses these interests to plan daily activities and experiences.
- Teacher demonstrates that he/she continually evaluates the effects of his/ her decisions and actions on children, families, and other professionals in the educational community.
- Teacher demonstrates the use of research and information in planning for learning experiences.
- Teacher collaborates with peers to analyze children's assessment data in order to reflect on practice.
- Teacher designs classroom action research to analyze and improve children's learning.
- Teacher intentionally plans learning experiences for individual children based on assessment data and interests.
- Teacher guides children in creating their own graphic organizers (e.g. charts, webs, graphs) to gather data and to share their thoughts, ideas, and learning.
- Children independently reflect on their own learning and share their work with others.
- Children create their own graphic organizers (e.g. charts, webs, graphs) to gather data and to share their thoughts, ideas, and learning.
- Children are engaged in research through long-term studies.
- Children can easily access their own portfolio.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher provides a detailed analysis about what can be done to improve young children's learning and uses such analyses to adapt instructional practices and materials within the classroom and at the center/school level.
- Teacher provides opportunities for the children to share artifacts of their learning with adults in and outside of the classroom.
- Teacher disseminates information to colleagues and communities about using children's performance data to improve pre-K and kindergarten effectiveness.
- Teacher engages in evidenced-based research on teaching practices and long term effectiveness for young children's learning.
- Teacher creates and presents information (e.g. meetings, professional development sessions) about "How Young Children Learn" to colleagues, families and community.
- Teacher plans and presents to colleagues a family engagement training that includes materials for appropriate home-based activities.
- Children independently create a plan to collect artifacts related to topics of study/investigations.
- Children participate in events to share products of their learning with families, other classrooms, and/or the community.
- Children create their own graphic organizers (e.g. charts, webs, graphs) to gather data and to share their thoughts, ideas, and learning with others in the school/community.

Potential Artifacts

- Lesson plans
- Children's portfolios
- Multiple types of artifacts and data included in child portfolios
- Formative and Summative child assessment data
- Assessment targets/strategies included on lesson plans
- Authentic artifacts created by children
- Displays of children's work
- Documentation of collaborations and communications with families and community
- Documentation of long term studies/projects.
- Evidence of the teacher's implementation of research strategies
- Teacher reflections with ideas to improve teaching/learning
- Graphic organizers (charts, webs, graphs, etc.)
- Documentation of teacher presentations

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher understands the importance of professional development.
- Teacher creates, with assistance, a professional development plan (PDP) with goals and timelines for personal improvement and effectiveness.
- Teacher begins to participate in a professional learning community to focus on professional growth, needs and interests.
- Teacher attends professional development focusing on personal growth and needs.
- Teacher seeks input from colleagues to further his/her understanding of importance of professional development.
- Teacher begins to seek out online resources that support professional growth needs.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher participates in professional development aligned with professional goals.
- Teacher incorporates evidence-based research on educational practices around the world into the Pre-K and Kindergarten classrooms.
- Teacher participates in professional development related to 21st Century skills and knowledge and intentionally implements strategies in instructional practices.
- Teacher reaches out for online, global opportunities to bring persons and experiences from around the world into the classroom.
- Teacher creates a Professional Development Plan (PDP) that is comprehensive and incorporates strategic and measurable annual goals based on the North Carolina Professional Teaching Standards.
- Teacher participates in training events (e.g. workshops, conferences, webinars, etc.) that align with the goals of the PDP.
- Teacher is actively involved in meetings with colleagues, including a PLC, in an effort to promote professional growth.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher participates in professional development activities aligned with the goals and needs of young children.
- Teacher participates in professional development activities that are aligned with children's strengths, needs and interests.
- Teacher maintains a professional portfolio to evaluate and reflect upon his/her teaching performance and to communicate and collaborate with colleagues.
- Teacher demonstrates how he/she is a continuous, collaborating learner.
- Teacher exceeds professional goals throughout the school year.
- Teacher's professional goals reflect his/her knowledge of multiple aspects of child growth and development.
- Teacher leads PLC process meeting discussions focused on effective strategies to promote children's learning.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher applies and implements knowledge and skills attained from professional development consistent with its intent.
- Teacher takes the lead in forming a PLC process that reflects on the needs of the children, classroom and school.
- Teacher serves in leadership roles in professional organizations and acts on the mission in support of children, families, and the early childhood education field.
- Teacher implements research findings to make connections with professional goals that improve instructional practices.
- Teacher has developed a model classroom that could be used as a demonstration site.
- Teacher holds monthly meetings with center/school staff to share information learned at professional development opportunities in order to guide colleagues in developing professional growth plans.
- Teacher supports and encourages colleagues in the development of PDP's.

Children begin to understand that people communicate in many ways.

Potential Artifacts

- Documentation of professional development
- Professional Development Plan (PDP)
- Documentation of reflections on professional growth
- Class books (e.g., evidences of student projects, field trips, & student use of technology).
- Graphic organizers (charts, webs, graphs, etc.)
- Formative and Summative assessment data.
- Meeting notes/agendas
- PLC process notes/agendas
- Documentation of meetings/training led by teacher.
- Evidence of completing professional goals
- Child portfolios

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

Developing – Sample teacher behaviors that may be present in Developing early childhood education classrooms:

Teacher is knowledgeable of current research-based approaches to teaching and learning.
- Teacher is aware of current evidence-based, developmentally appropriate practices.
- Teacher attends workshops and professional learning communities to gain new information and expand on ideas that improve teaching and learning.
- Teacher is sensitive to the cultural context of the children.
- Teacher listens to suggestions from mentor teachers.
- Teachers begins to share reflective thoughts and ideas.

Proficient – Sample teacher behaviors that may be present in Proficient early childhood education classrooms:

Teacher considers and uses a variety of research-based approaches to improve teaching and learning.
- Teacher collaborates with families concerning child's progress and interests.
- Teacher actively seeks new ideas and practices relevant to young children and implements them in instructional practice.
- Teacher makes modifications and adaptations based on children's strengths, needs and interests, supported by evidence-based research.
- Teacher includes goals in his/her PDP that are directed toward the use of current research-based approaches.
- Teacher provides information to families regarding school and community resources in an effort to help families be successful in support of their child's learning and growth.
- Teacher consistently reflects on own teaching practices and children's learning.
- Teacher uses research-based approaches in daily instructional practices.
- Teacher engages in inquiry-based practices and encourages children to do the same.
- Teacher integrates the use of technology in classroom research.
- The classroom is setup to support the implementation of long term studies/projects, based on children's interest.
- Children are actively engaged in studies/projects and investigations.

Accomplished – Sample teacher behaviors that may be present in Accomplished early childhood education classrooms:

Teacher actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.
- Teacher participates in school-wide committees and teams and advocates for the needs of young children based on research and evidence based practice.
- Teacher intentionally establishes new connections with outside resources and collaborators that can help the school or center meet the unique needs of young children.
- Teacher consistently seeks new ways (through study and research) for knowing and understanding the needs of children important for 21st century learning and shares this new information with colleagues.
- Teacher analyzes current research-based strategies to meet the needs of young children and improve student learning.
- Children frequently reflect on what they have learned.
- Children are involved in planning for their own learning.

Distinguished – Sample teacher behaviors that may be present in Distinguished early childhood education classrooms:

Teacher adapts professional practice based on data and evaluates impact on the learning of young children.
- Teacher engages in action research and uses the findings to improve educational practices in the classroom, the center, the school, and the system.
- Teacher models being a lifelong learner by pursuing advanced and intellectually stimulating activities that extend his/her own learning.
- Teacher disseminates his/her findings concerning professional practices to colleagues, families and the community.
- Teacher establishes classroom webpage, or other media platform, accessible to families and colleagues.
- Teacher uses brain development research to reflect upon and improve instruction.
- Teacher conducts professional development on how to plan, document, and articulate how learning takes place in the classroom.
- Children share with other classrooms, families, and the community what they have learned.
- Children plan for and lead group activities.

Potential Artifacts

- Lesson plans
- Documentations of teacher reflections
- Professional Development Plan
- Documentation of collaborations and communications with families and community
- Children's portfolios and work
- Documentation of Professional Development
- Child data and assessments
- Classroom webpage/media platform
- Documentation of leadership experiences
- Documentation of studies/projects/investigations
- Documentation of the use of technology for research
- Photos/videos of children engaged in learning experiences
- Documentation of modifications/adaptations to lessons
- Documentation of teacher presentations
- Evidence of the teacher's implementation of research findings, such as brain development, to facilitate learning

SECTION VII

Appendix

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

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

Section VII

Appendix

The appendix includes sample evidence summary pages for each Standard that can assist the teacher, principal, evaluator, and other observers to collect evidences across the range of elements and descriptors contained in the NC Teacher Evaluation Process (NCTEP) Rubric. **Evidence summary pages are not a substitute for documentation on the NCTEP Rubric.**

In addition, this section includes a Glossary of terminology, the NC Professional Teaching Standards, and Birth-through-Kindergarten (BK) Specialty Standards. Examples of guiding questions for Pre- and Post– Observation Conferences developed by the Early Educator Support, Licensure and Professional Development (EESLPD) Unit are included. The guiding questions are designed to encourage teacher reflection and they are aligned with the Standards.

Finally, a graphic alignment of functions between the EESLPD Unit and a public Local Education Agency (LEA) is provided.

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

Sample Evidence Summary Pages

To supplement the evidence summary page provided in Section V, the following pages provide additional evidence summary pages for each individual Standard of the NC Teacher Evaluation Process (NCTEP) Rubric. These pages are not a replacement of the NCTEP Rubric, rather a tool to organize observations and evidences that can aide any observer with documentation relevant to elements in the Standards.

For each Standard, teacher behaviors, child behaviors, classroom conditions, and artifacts are delineated to help observers identify evidences that might be used to indicate each level of a teacher's performance on any given element of the Standard. Documentation on these evidence summary pages can be used for review and reflection with the teacher during the post-conference following the observation and for determining placements on the Rubric.

STANDARD I: Teachers Demonstrate Leadership – EVIDENCE SUMMARY PAGE

Elements	Teacher Behaviors	Child Behaviors	Classroom Conditions	*Rubric Placement (Dev; P; A; D; NO)
a. Leads in the classroom				
b. Leads in the school				
c. Leads in the profession				
d. Advocates for students/schools				
e. High ethical standards				
Areas for Growth:				
Artifacts:				

*Rubric Placement Key: Dev = Developing   P = Proficient   A = Accomplished   D = Distinguished   NO = Not Observed

STANDARD II: Teachers Establish a Respectful Environment for Diverse Students – EVIDENCE SUMMARY PAGE

Elements	Teacher Behaviors	Child Behaviors	Classroom Conditions	*Rubric Placement (Dev; P; A; D; NO)
a. Nurturing relationships				
b. Embraces diversity				
c. Treats students as individuals				
d. Adapts for special needs				
e. Works with families				
Areas for Growth:				
Artifacts:				

*Rubric Placement Key: Dev = Developing   P = Proficient   A = Accomplished   D = Distinguished   NO = Not Observed

STANDARD III: Teachers Know the Content They Teach – EVIDENCE SUMMARY PAGE

Elements	Teacher Behaviors	Child Behaviors	Classroom Conditions	*Rubric Placement (Dev; P; A; D; NO)
a. Aligns with NCSCOS (NC *Foundations* Early Learning Standards and/or Kindergarten SCOS)				
b. Knows teaching specialty				
c. Interconnectedness of content				
d. Makes instruction relevant				
Areas for Growth:				
Artifacts:				

*Rubric Placement Key: Dev = Developing   P = Proficient   A = Accomplished   D = Distinguished   NO = Not Observed

STANDARD IV: Teachers Facilitate Learning for Their Students — EVIDENCE SUMMARY PAGE

Elements	Teacher Behaviors	Child Behaviors	Classroom Conditions	*Rubric Placement (Dev; P; A; D; NO)
a. Knows learning & development				
b. Plans instruction				
c. Variety of instructional methods				
d. Uses technology				
e. Critical-thinking				
f. Students work in teams				
g. Communicates effectively				
h. Assessment methods				
Areas for Growth:				

Artifacts:

*Rubric Placement Key: Dev = Developing   P = Proficient   A = Accomplished   D = Distinguished   NO = Not Observed

STANDARD V: Teachers Reflect on Their Practice – EVIDENCE SUMMARY PAGE

Elements	Teacher Behaviors	Child Behaviors	Classroom Conditions	*Rubric Placement (Dev; P; A; D; NO)
a. Analyzes student learning				
b. Professional growth goals				
c. Adapts to change				
Areas for Growth:				
Artifacts:				

*Rubric Placement Key: Dev = Developing   P = Proficient   A = Accomplished   D = Distinguished   NO = Not Observed

Glossary

Artifact – A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts can be presented by the teacher to the evaluator to provide evidence of descriptors in the rubric.

Assistive Technology – Any device or modification needed by a student to successfully access the environment or curriculum.

Authentic Assessment – Systematic record of developmental observations over time about the naturally occurring competencies of children in daily routines and across all developmental domains.

Beginning Teacher Support Program (BTSP) – A required three-year program for initially licensed teachers that provides mentoring, coaching and evaluation services.

Birth-through-Kindergarten (BK) License – Institutions of higher education (4-year colleges/universities) offer an inclusive, interdisciplinary course of study leading to the North Carolina Birth-through-Kindergarten teacher license. Individuals completing the requirements for this license will be prepared to enter the profession of teaching infants, toddlers, preschoolers, and kindergartners in public schools, child care programs, and developmental day centers. Teachers will also acquire skills to assist the families of young children. The interdisciplinary approach includes early childhood education, special education, child and family studies, and elementary education.

Birth-through-Kindergarten Teacher Education Standards – Standards and Indicators for Teacher Education Programs and Specialty Content Standards for early childhood education.
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_NC_BK_Speciality_Standards.pdf

Continuing Licensure – A professional educator license that allows the teacher to serve on an ongoing basis. A continuing license must be renewed every five years. Teachers are observed and evaluated annually (also referred to as Standard Professional II license).

Early Childhood Program – Any nonpublic school that serves young children (private child care center, NC Pre-Kindergarten, Developmental Day or Head Start program) and for which the EESLPD Unit provides services and supports to the licensed teachers as the state-wide LEA.

Early Educator Support, Licensure and Professional Development (EESLPD) Unit – Located within the Early Education Branch in the Division of Child Development and Early Education, NC Department of Health and Human Services (DHHS), the EESLPD Unit administers and manages the initial Lateral Entry Teacher Support Program (LETP), the Beginning Teacher Support Program (BTSP), and the License Renewal Program for Early Childhood Education (ECE) teachers in nonpublic schools (NC Pre-K, Developmental Day, Head Start and other early childhood programs). The EESLPD Unit collaborates with the NC DPI through the Licensure Division and the NC Educator Recruitment and Development Division to ensure that ECE teachers in nonpublic schools meet teacher licensure requirements as set forth in NC State Board of Education policy. http://ncchildcare.nc.gov/general/mb_eeslpd.asp

Educator Effectiveness Model – The State Board of Education and Department of Public Instruction are building upon the statewide North Carolina Educator Evaluation System to create an educator effectiveness model that recognizes effective educators and provides targeted support for educators who want to improve their skills and knowledge. http://www.ncpublicschools.org/effectiveness-model/

Evaluator – An individual assigned to formally and informally observe licensed teachers, using a formative and summative evaluation.

Evidence – Documents and events that demonstrate or confirm the work of the person being evaluated and support the placement (marking or rating) on a given element.

Formative Child Assessment – Ongoing assessment of a child's strengths and learning, used to track the child's progress.

Formative Teacher Evaluation – Ongoing assessments of an educator's strengths and areas for development, used to identify strategies for professional growth.

Individual Education Program (IEP) – A formal intervention plan developed by the IEP Team that outlines individual goals, strategies and supports needed for students with identified disabilities to successfully participate in the general curriculum.

Initial Licensure – The first license granted to practice the teaching profession in North Carolina based upon successful completion of an approved Institution of Higher Education (4-year college/university) preparation program. Initial licensure include the lateral entry and provisional licenses (formerly Standard Professional I Licensure).

Lateral Entry Teacher Program (LETP) – A process for granting entry into the teaching profession (lateral entry license) for up to three school years, while the individual completes requirements for the designated teaching area.

Local Education Agency (LEA) – Local Public School District charged with implementing the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education at the local level. The EESLPD Unit functions as the statewide LEA for nonpublic teachers required to obtain and maintain NC B-K Licensure.

Mentor – An individual assigned to provide emotional, instructional, and organizational support to a beginning (initially licensed) teacher through the Beginning Teacher Support Program. Mentors receive formal training to support effective instructional practices.

National Association of the Education of Young Children (NAEYC) – Professional organization which promotes excellence in early childhood education. http://www.naeyc.org/

NC Department of Pubic Instruction – North Carolina Department of Public Instruction (NCDPI) is charged with implementing the state's public school laws and the State Board of Education's policies and procedures governing pre-kindergarten through 12th grade public education. http://www.ncpublicschools.org/organization/

NC Educator Evaluation System (NCEES) – The NCEES system includes the professional standards and evaluation processes associated with every educator in NC. Data for the NCEES is captured annually in an online tool and the information is included in the Educator Effectiveness data reported at the state level. http://www.ncpublicschools.org/effectiveness-model/ncees/

NC Foundations for Early Learning and Development (NCFELD) – NC Foundations describes goals for all children's development and learning, no matter what program they may be served in, what language they speak, what disabilities they may have, or what family circumstances they are growing up in. The document provides age-appropriate goals and developmental indicators for each age level - infant, toddler, and preschooler. Foundations is also intended to be a guide for teaching and serves as the NC Standard Course of Study (NCSCS) in preschool settings. http://www.ncpublicschools.org/docs/earlylearning/2013foundations-color.pdf

NC Pre-Kindergarten Program (NC Pre-K) – High-quality Pre-K program that serves children who are at risk and prepares them for success in school. http://ncchildcare.nc.gov/general/mb_ncprek.asp

NC Professional Teaching Standards – Standards adopted by the NC State Board of Education (SBE). These standards reflect what teachers need to know and do to be able to teach students in the 21st Century. These standards are included in the Appendix of this manual.

NC Standard Course of Study (NCSCS) – North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. http://www.ncpublicschools.org/curriculum/

NC Standards for Mentors – Standards adopted by the NC State Board of Education (SBE) that define what mentors should know and be able to do to support effective classroom instructional practices. These standards can be found at: http://ncchildcare.nc.gov/pdf_forms/NCPre-K_Mentor_Standards.pdf

NC Teacher Evaluation Process (NCTEP) – The North Carolina Teacher Evaluation Process, includes self-assessment, goal-setting, observations and conferencing, planning professional development, and summary evaluations. The Teacher Evaluation Process is completed each year while licensed teachers are employed as lead teacher in public and nonpublic schools. http://www.ncpublicschools.org/docs/effectiveness-model/ncees/instruments/teach-eval-manual.pdf

Office of Early Learning (OEL) – The Office of Early Learning within the NC Department of Public Instruction (NCDPI) focuses on Pre-K - Grade 3 to support children's success in the early grades. The Office of Early Learning combines the Department's staffs in primary education and prekindergarten and promotes other linkages for reforming early education for North Carolina's children. http://www.ncpublicschools.org/earlylearning/

Pre-K/K Public Demonstration Program – The NC Department of Public Instruction's Office of Early Learning provides opportunities for guided observation visits to inclusive preschool and kindergarten classrooms. Across the state, NC teacher leaders implement and model effective practices for working with a diverse population of preschool and kindergarten age children. The guiding mission of the NC Pre-K/K Demonstration program is to lead by modeling, sharing, promoting, and articulating effective learning environments, curricula, and instructional practices to ensure optimal learning and development for all children. http://www.ncpublicschools.org/earlylearning/demo/

Professional Development – NAEYC defines professional development as the intersection of training, technical assistance, consultation and formal education to support effective early childhood practices. http://www.naeyc.org/GlossaryTraining_TA.pdf

Professional Development Plan (PDP) – A formal document developed by the licensed teacher in cooperation with mentor, evaluator and site administrator/director. This document outlines the professional goals for the teacher, and proposes strategies for increasing one's skills. http://www.ncpublicschools.org/docs/effectiveness-model/ncees/teachers/individual/profdev-plan.pdf

Professional Learning Community (PLC) Process – A concept/model which refers to an ongoing process in which educators commit to working collaboratively to achieve better learning opportunities for the children they teach.

Rubric for Evaluating North Carolina Teachers – A validated instrument used to assess teaching practices. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. Initially licensed Early Childhood Education teachers are observed by the evaluator four times each year of the Beginning Teacher Support Program (BTSP), and during the fifth year of the five-year license renewal cycle for SPII licensed teachers. http://www.ncpublicschools.org/docs/effectiveness-model/ncees/teachers/individual/rubric.pdf

Standard Professional I (SP I) License – A three-year, initial license, which allows the teacher to begin practicing in the profession. To be issued a Standard Professional I License, an individual must complete an approved teacher education program. Also referred to as "Initial License"

Standard Professional II (SP II) License – A continuing license that allows the teacher to serve on an ongoing basis. A Standard Professional II License must be renewed every five years. Teachers are observed and evaluated annually. Also referred to as "Continuing License"

Summative Child Assessment – Assessment and analysis of children's learning and progress at different intervals throughout the school year.

Summative Teacher Evaluation and Rating – Assessment and rating of performance in relation to established criteria (NC Professional Teaching Standards) at the end of the school year. Data are gathered through teacher self-assessment, classroom observations, pre- and post conferences, professional development plan, and review of artifacts.

Team Approach – A group of people working interdependently to achieve a common purpose. Each member has a specific role and collaborates mutually accountable for the work they do. The team includes the Teacher, Site Administrator/Principal, Evaluator and/or Mentor. The team may also include the teacher assistant in the classroom where the teacher is receiving services and other technical assistance practitioners to ensure cross-sector support is informed by the NC Professional Teaching Standards and the NC Standards for Mentors.

Guiding Questions for Pre-Observation Conferences
Aligned with Standards

Purpose: Guiding Questions to support conversations between the teacher and evaluator as they prepare for the classroom observation.

Teacher _____   Mentor/Evaluator _____

Observation Date & Time _____

1. Tell me a little bit about what I will see in your classroom. *Standards 2, 3, & 4*_____

2. Tell me about your current study or project. *Standard 3* _____

3. How do you use children's interests in the classroom? *All 5 Standards*

4. What are your learning goals? *Standard 3* _____

5. How do you support learning for <u>each child</u> and how is it noted on your lesson plan? *Standard 2,3, 4* _____

6. Tell me more about conversations you have with your children. *Standard 4.*

    a. How do you approach conversations with each child? _____

7. How do you plan lessons that promote critical thinking and problem solving? *Standard 3,4*

    _____

8. How do you support the growth and development of children you have concerns about and/or demonstrate delays, and/or have IEP's? *Standard 2*

    a. How are you scaffolding and differentiating instruction? _____

9. Describe how technology is used in your classroom. *Standard 4* _____

10. Tell me about systems you have in place to observe children and collect data. *Standard 4* _____

    a. How do you use the information that you collect? *Standard 5* _____

11. How do you build and sustain relationships with families? _____

    a. How are families reflected and included in the classroom? *Standard 2* _____

12. How do you utilize the community as a resource for your classroom? *Standard 2* _____

13. Tell me about leadership in the classroom, your center, and outside of school. Standard 1 _____

14. Tell me about your involvement in a Professional Learning Community (PLC). *Standard 1* _____

15. Tell me about your Professional Development and what trainings/workshops you have taken.

    Are you noting these on your Annual Professional Development Log? *Standard 1* _____

16. Describe your process for reflection. *Standard 5* _____

17. What would you like me to know before I come out? _____ Do you have any questions or

    concerns before your observation? *Standards 1, 5*

Reminder: The Evaluator may ask for evidences and artifacts that support your responses.

Helpful Links:

http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_NC_BK_Speciality_Standards.pdf
http://www.livebinders.com/play/play_shared_binder/1125106?play_view=play

Guiding Questions for Post-Observation Conferences
Aligned with Standards

> **Purpose:** Guiding questions to support and encourage teacher reflection.

Teacher _____   Mentor/Evaluator _____

Observation Date & Time _____

1. Share your thoughts about our time together in the classroom during my observation today. *Standard 5* _____

2. What have you changed since your last observation? *Standard 5* _____

3. Tell me more about your goals and objectives for the lesson I observed. *Standard 3 & 4* _____

4. How did you support learning for each child? *Standards 2, 3 & 4* _____

5. What did you observe about children's learning today? _____

   a. What information did you collect? _____
   b. How will you use the information to support children's learning? *Standards 3,4 & 5* _____

6. What would you change about today and why? *Standard 5* _____

7. What are your next steps? _____

   a. What support do you need to move forward? *Standards 1, 4 & 5* _____

8. How are you involved in a Professional Learning Community (PLC)? *Standard 1* _____

9. What trainings or workshops have you taken? How are you using the information you learned? *Standard 1 & 5* _____

10. What feedback do you have about this process and our work together? *Standards 1, 4 & 5* _____

Helpful Links:
http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf
http://ncchildcare.nc.gov/pdf_forms/NCPre-K_NC_BK_Speciality_Standards.pdf
http://www.livebinders.com/play/play_shared_binder/1125106?play_view=play
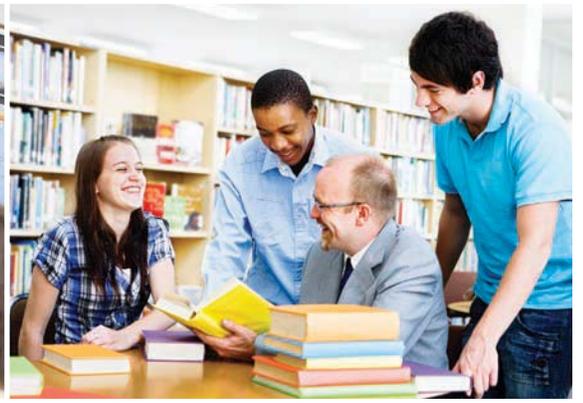
North Carolina Professional Teaching Standards

"For every student in North Carolina, a knowledgeable, skilled compassionate teacher...a star in every classroom."

As Approved by the State Board of Education May 3, 1998
Revised May 2, 2013

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007 and July 2011.

Why are these standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for the 21st century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.

- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.

- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.

- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.

- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.

- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.

- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.

- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

STANDARD 1
Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Teachers should:

- Take responsibility for all students' learning;
- Communicate vision to students;
- Use data to organize, plan, and set goals;
- Use a variety of assessment data throughout the year to evaluate progress;
- Establish a safe and orderly environment; and
- Empower students.

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Teachers should:

- Work collaboratively with all school personnel to create a professional learning community;
- Analyze data;
- Develop goals and strategies through the School Improvement Plan;
- Assist in determining school budget and professional development;
- Participate in hiring process; and
- Collaborate with colleagues to mentor and support teachers to improve effectiveness.

Teachers lead the teaching profession.

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

Teachers should:

- Strive to improve the profession;
- Contribute to the establishment of positive working conditions;
- Participate in decision-making structures; and
- Promote professional growth.

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Teachers should:

- Advocate for positive change in policies and practices affecting student learning; and
- Participate in the implementation of initiatives to improve education.

Teachers demonstrate high ethical standards.

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

Teachers should:

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD 2
Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers should:

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Teachers should:

- Demonstrate knowledge of diverse cultures;
- Select materials and develop lessons that counteract stereotypes and incorporate contributions;
- Recognize the influences on a child's development, personality, and performance; and
- Consider and incorporate different points of view.

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Teachers should:

- Maintain high expectations for all students; and
- Appreciate differences and value contributions by building positive, appropriate relationships.

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Teachers should:

- Collaborate with specialists; and
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

Teachers should:

- Improve communication and collaboration between the school and the home and community;
- Promote trust and understanding and build partnerships with school community; and
- Seek solutions to overcome obstacles that prevent family and community involvement.

STANDARD 3
Teachers Know the Content They Teach

Teachers align their instruction with the *North Carolina Standard Course of Study*.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Teachers should:

- Teach the *North Carolina Standard Course of Study*;
- Develop and apply strategies to make the curriculum rigorous and relevant; and
- Develop literacy skills appropriate to specialty area.

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Teachers should:

- Know subject beyond the content they teach; and
- Direct students' curiosity into an interest in learning.

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

Teachers should:

- Know links between grade/subject and the *North Carolina Standard Course of Study*;
- Relate content to other disciplines; and
- Promote global awareness and its relevance.

Teachers make instruction relevant to students.

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Teachers should:

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; and
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.

STANDARD 4
Teachers Facilitate Learning for Their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Teachers should:

- Know how students think and learn;
- Understand the influences on student learning and differentiate instruction;
- Keep abreast of evolving research; and
- Adapt resources to address the strengths and weaknesses of students.

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

Teachers should:

- Collaborate with colleagues;
- Use data for short and long range planning;
- Engage students in the learning process;
- Monitor and modify plans to enhance student learning; and
- Respond to cultural diversity and learning needs of students.

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Teachers should:

- Choose methods and materials as they strive to eliminate achievement gaps; and
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers should:

- Know appropriate use; and
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers should:

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions; and
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers should:

- Teach the importance of cooperation and collaboration; and
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively

Teachers should:

- Communicate clearly with students in a variety of ways; and

- Assist students in articulating thoughts and ideas clearly and effectively.

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Teachers should:

- Use multiple indicators, both formative and summative, to evaluate student progress;
- Provide opportunities for self-assessment; and
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

STANDARD 5
Teachers Reflect on Their Practice

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement; and
- Collect and analyze student performance data to improve effectiveness.

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development.

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning; and
- Adapt practice based on data.

STANDARD 6

Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

The student growth value places a teacher into one of three rating categories:

- Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.
- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

For the 2012-13 school year, a teacher's student growth value is based only on the student growth values for the individual students taught by that teacher (i.e., this comprises 100% of the sixth standard rating for the teacher).

For the 2012-13 school year, if an educator does not have a growth value for his or her individual students, the growth value will be based on the data for the entire school.

Note: Teachers whose student growth value is based on data for the entire school will not have that data count toward a three-year rolling average for determination of effectiveness status (see Effectiveness of Teachers section below).

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

Effectiveness of Teachers

Per federal requirements, the State must adopt definitions of effective and highly effective teachers.

A highly effective teacher is one who receives a rating of at least "accomplished" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of "exceeds expected growth" on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

An effective teacher is one who receives a rating of at least "proficient" on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least "meets expected growth" on Standard 6 of the Teacher Evaluation Instrument.

A teacher in need of improvement is one who fails to receive a rating of at least "proficient" on each of the Teacher Evaluation Standards 1-5 or receives a rating of "does not meet expected growth" on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher will be used to determine the three-year rolling average for that teacher.

Standards for Birth-Kindergarten Teacher Candidates

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

BK teacher candidates demonstrate an understanding of age-related characteristics that permit predictions about what experiences are most likely to promote children's development and learning across all domains. They recognize that each domain is important and that children's development is integrated or holistic, with progress in one domain influencing development in all of the others. They recognize that children of various ages, abilities, and cultural, linguistic, or socio-economic backgrounds will demonstrate varying degrees of strengths across developmental domains.
*   Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
*   Demonstrate awareness of categories and characteristics of disabilities in young children
*   Demonstrate awareness of how cultural, linguistic, and socio-economic factors influence learning and development
*   Articulate and apply theory and research to practice (e.g. articulate how children are learning what they need through play.)

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

BK teacher candidates understand that families are the first and most important teachers and key decision makers for their children. BK teacher candidates understand diverse family structures and functioning styles, family systems and human ecological theories, family structures, functioning styles, and stages of family and adult development. B-K teacher candidates apply this knowledge while working with young children and their families.
*   Acknowledge families as the first and most important teachers and key decision makers for their children
*   Demonstrate awareness of diverse family structures and functioning styles
*   Apply evidence-based knowledge of family systems and human ecological theories and the stages of family and adult development
*   Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
*   Demonstrate knowledge of issues relating to families who have children with disabilities

Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families.

BK teacher candidates are aware of resources that are available to children and families and support them in accessing services and materials to meet family and educational goals. BK teacher candidates inform families of their rights, available resources, and strategies to negotiate service systems and transitions. They collaborate with families to make decisions and support families to become advocates, thus promoting children's development in the context of the larger community.
*   Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
*   Are aware of resources, range of services, and program and transition options available to children and families

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- Implement procedures for supporting families in decision making
- Support families in becoming advocates for their children
- Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

> **Standard 4: BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths.**

Birth-Kindergarten teacher candidates use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, interview, record review) and sources of information (e.g., parents, teachers, caregivers, relatives) collected over time, to support individual learning and instruction, identify children who need additional services, plan programs, and monitor progress. Partnering with families, teachers use multiple measures to assess children within typical daily activities within the natural environment (including school and home), using familiar materials. They use assessment results to inform ongoing decisions about curriculum and instructional practices.
- Implement a child- and family-centered, team-based evaluation process
- Address each child's unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.
- Reflect upon results of assessments to determine program planning and implementation.
- Use task analysis to determine goals and objectives, select learning outcomes, prioritize and sequence tasks, determine instructional strategies, select and arrange learning environments, and construct performance assessments and evaluation.
- Use the assessment process to make decisions about eligibility for program services, settings, and the identification of appropriate IEP/IFSP goals, instructional strategies, ongoing progress monitoring, program evaluation, program impact, and outcomes.
- Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.
- Use a variety of authentic assessment approaches to determine children's responses to teaching and intervention prior to identification for special education services.
- Demonstrate knowledge of appropriate assessment materials that are used during the assessment process for identification of children with disabilities
- Demonstrate knowledge of foundational strategies to use with young children who have disabilities (e.g., task analysis, level of assistance, communication strategies, and assistive technology, both low tech and high tech)

> **Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.**

B-K teacher candidates address the growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning. They provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. BK teacher candidates:
- use play and active learning processes as a foundation for ALL young children's learning.
- plan a suitable balance between child-initiated and adult-initiated activities.
- create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive leaning experiences.
- embed IFSP/IEP goals and objectives into curriculum activities.
- implement and adapt developmental and functional curricula across all domains (including cognitive,

physical, emotional-social, and language) in response to ALL young children's strengths, interests, needs and differing ability levels.

- integrate content from disciplines that set the stage from subsequent academic development to include emergent reading, writing, mathematics, science, technology, social studies, and the arts (visual art, music, movement, drama, dance).
- create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.
- understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
- design indoor and outdoor spaces with many types and levels of challenge and stimulation and schedule opportunities for physical development each day.

BK teacher candidates provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas:

Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates
- promote children's awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children's ability to form and maintain relationships.

Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They
- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's
- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's construction of
- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.

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- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of
- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
- understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
- fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's understanding of
- culture and cultural diversity
- time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
- technology and economic development (e.g., wants and needs)
- individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
- civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's
- creative expression through the visual arts, dance and creative movement, music, and drama
- representation of ideas
- familiarity with and appreciation of a variety of art forms and artists
- integration of arts to support learning in all content areas (including cultural diversity)
- apply creativity to problem solving, risk-taking, and critical thinking

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Organizational Structure of the Early Educator Support, Licensure and Professional Development (EESLPD) Unit

The State EESLPD Unit, located within the Division of Child Development and Early Education (DCDEE), serves as the statewide Local Education Agency (LEA) for all nonpublic early childhood education teachers who hold, or are eligible for NC Birth-through-Kindergarten licensure. As such, the EESLPD Unit oversees and provides teacher enrollment and licensure support and services. They also provide oversight, management, and technical assistance to ensure that policies, professional development, and required field-based services are administered according to NC State Board of Education (NCSBE) policies and appropriate NC Child Care Rules. See Table 1 for alignment of functions between the EESLPD Unit and public LEAs.

EESPLD Offices at the University of North Carolina in Charlotte (UNCC) and East Carolina University (ECU) manage and provide services to all eligible teachers in the West or East respectively. Professional Development for enrolled early childhood educators and their site administrators is provided jointly by all three entities. Each school year approximately 1,000 teachers in nonpublic early childhood education settings across North Carolina are actively served by mentors and evaluators from the EESLPD Offices. The structure of the EESLPD Unit and contact information for all three entities may be found at: EESLPDCounty/Regional Map and Staff Contacts.

EESLPD and Public LEA		
	Public Schools/LEAs HR or Personnel Offices	**DCDEE EESLPD State Licensure Office**
Educator Employment	YES	NO (Employed by private site)
Beginning Teacher Support Program (Mentoring/Evaluation)	YES	YES (UNCC/ECU EESLPD Hubs & Partners)
BK Licensure Attainment and Maintenance (NCSBE Policy)	YES	YES (EESLPD State Office Licensure Team)
Professional Development (NCSBE Policy)	YES	YES (EESLPD State Office, UNCC & ECU EESLPD Hubs)
Standard Course of Study North Carolina Foundations for Early Learning and Development (2013) standards	YES	YES
NC Educator Effectiveness System (NCEES)	YES	YES

Table 1: Alignment between the EESLPD Unit and Public LEAs.

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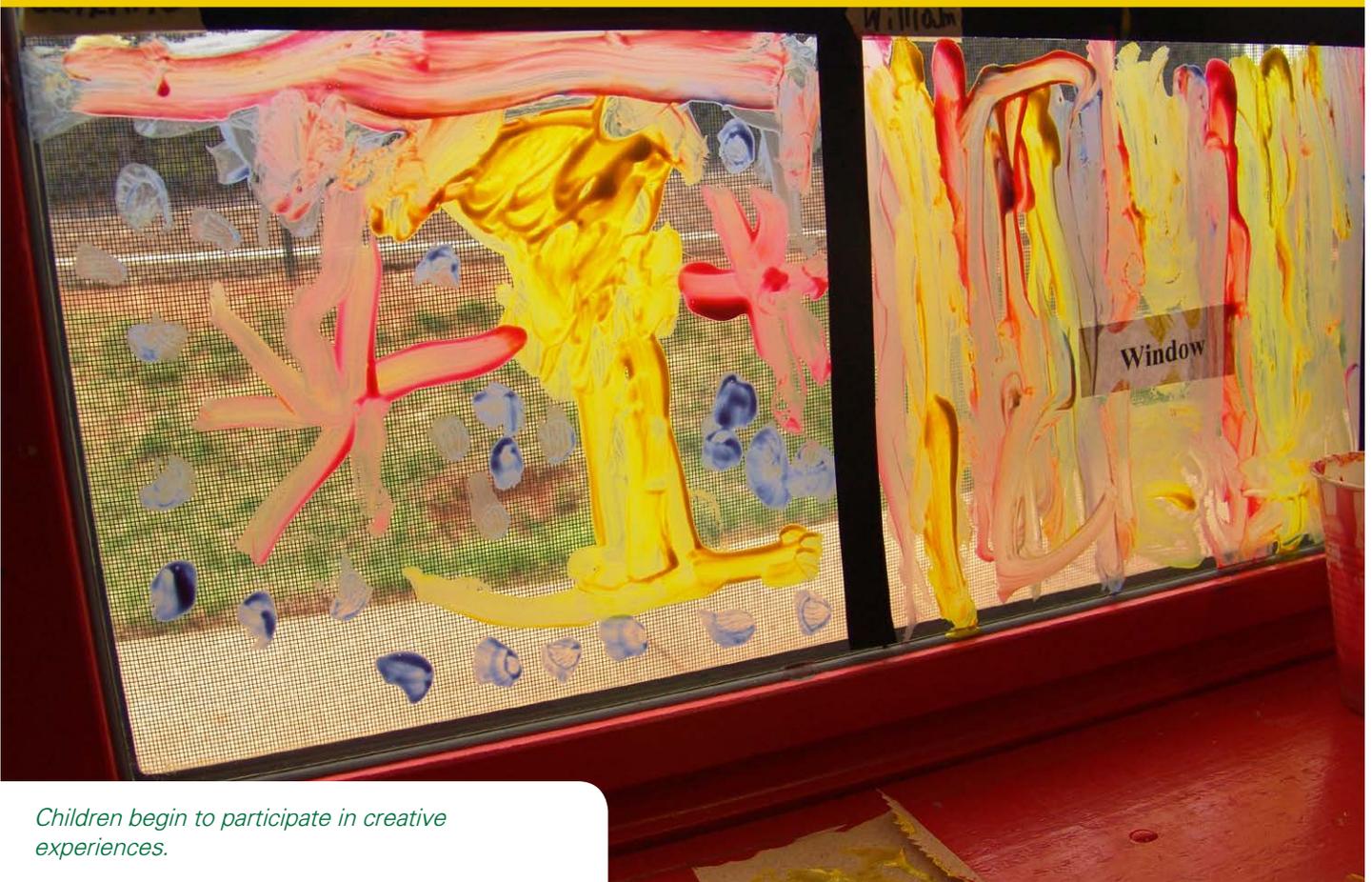
Children begin to participate in creative experiences.

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

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Every young child needs a high quality teacher

For more information about the Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of young Children please contact us at the Center for Educational Measurement and Evaluation at UNC Charlotte: http://education.uncc.edu/ceme