Content Connections   Preschool

This past year, BVSD teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

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

What does "Effective" look like in the classroom?	What does "Highly Effective" look like in the classroom?
Element a – *Alignment*	
Connect Learning Environment • Display Early Learning Development Guidelines and Colorado Academic Standard being addressed in the classroom. • Address standard in the lesson, talking with the children about what they are learning in child level language. • Differentiate instruction in the classroom, ex. small groups, free choice time, and children working at their own appropriate level. • The preschool learning environment should have well-defined areas for dramatic play, block building, toys and games, art, looking at books and writing, sand and water play, and a discovery table. • Use an appropriate balance of teacher-directed and child-directed activities. • Demonstrate intentional planning using GOLD goals and objectives that are along the Widely Held Expectations Developmental Continuum relying on ongoing assessment. • Utilize backward planning and scaffolding (as modeled by GOLD Intentional Teaching cards, for example) • The teacher actively facilitates students' engagement in activities and lessons to encourage participate and expanded involvement. • The teacher consistently relates concepts to the student's actual lives. Making relevant connections from home to school. • Use Teaching Strategies Units of Study as foundation	• Students are consistently interested and involved in activities and lessons and connect to their world around them. • Children can connect their learning to the objective in the unit of study. • Children have roles and responsibilities in the learning environment, aka job chart, helper of the day, circle time facilitator, etc. • Customize activities to support each child's strengths and needs based on environmental and cultural influences. • Children are engaged in conversations about the learning environment and alignment with the unit of study. • Preschool teacher collaborates with other teachers in creating learning environment ideas for the Creative Curriculum Units of Study. • Provides guidance, support, and professional development on strategies to organize the classroom environments and management strategies to promote child growth, development, and learning. • Provides and advocates for environments and experiences that promote early brain development.

	• Create meaningful learning experiences based on child's world (i.e. clothing, trees, toys) • Classroom schedule posted at eye level, with words and pictures. • Teachers prepare children when changes are going to occur within the posted schedule. • Intentional teaching in the outdoor environment.	
Respond to Student Misconceptions	• Reflect, reteach, and repeat based on ongoing assessment, for example KWL charts: What do you already know, what do you want to learn, and what have you learned.	• The teacher often scaffolds for students who are having a hard time understanding a concept, answering a questions, or completing an activity. • The teacher consistently provides additional information to expand on students' understanding or actions. • Hands-on learning experiences, technology and community experts visit the classroom
Collaborate Vertically and Horizontally	• Meet and communicate with other preschool and kindergarten teacher multiple times a year for vertical articulation. • Plan horizontally with Preschool team including SLP, OT, PSY/SW, paraeducators, and principal. • Participate in Multi-System of Support meetings for children in preschool and kindergarten to share curriculum strategies and behavior interventions.	• Preschool teachers collaborate with the kindergarten teachers consistently to review student data, discuss transitions, curriculum alignment, and instructional practices. • Switch role assignments for a day with a kindergarten teacher and/or observing other classrooms.
Prepare Student for Next Level	• Use GOLD Developmental Continuum Report for each child / group for planning next unit of study. • The teacher actively facilitates students' engagement in activities and lessons to encourage participate and expanded involvement. • The teacher consistently provides additional information to expand on students' understanding or actions.	• Explore Kindergarten TS GOLD assessment tool for extending opportunities (GOLD 2.0 when available) • Families participate in Kindergarten transition meetings. • Preschool children visit Kindergarten classroom during end of year.
Element b – *Literacy*		
Provide Literacy Instruction	• Implements best practices around strategies for English/dual language acquisition in young children. • Demonstrate integrated literacy planning within curriculum using GOLD objectives.	• Teachers will make adaptations to curriculum learning opportunities and experiences to meet the individual language and literacy needs of each child. • Implements school to home literacy activities. • Books in several languages and cultures available. Provide classroom lending book libraries from school to home.

	• Environmental Factors to look at during observation: Books should be in good condition, developmentally appropriate according to each age group/skill level of students in the classroom, culturally diverse, books accessible in more than one interest area (at least 5) at least one interactive language activity daily: flannel boards, puppets, story-telling, story retelling kits • Use activities that address learning early literacy skills in a developmentally appropriate manner, such as use of songs, rhythms, chants, whole body movement activities that match phonological and phonemic awareness skills. • Engage in dialogic reading strategies with children at various times during the day, asking questions, allowing children to talk about their knowledge of the topic and fostering children to talk to each other about the story line • Conventions of print are emphasized as a story is read. • Curriculum Books throughout center/choice areas. • Choose a variety of books (fiction, non-fiction) that are used across the classroom (circle time, various centers) • Present reading material in a variety of accessible ways, for example utilizing mini-books, big books, EBooks, listening centers, and additional technology when possible • Books in children's home language. • Provide individual student goals and instruction at the appropriate level for the child based on TS GOLD data.	• Variety of non-fiction about the unit of study to provide further student research and learning. • Encouraging families to participate by providing pictures, stories for the learning environment.
Teach Students How to Apply Literacy Skills	• Demonstrate integrated planning with literacy opportunities across curriculum area and learning centers. For example, writing a menu in dramatic play area, sketching plans in block area, or recording in science experiment. • Demonstrate the permanence of spoken word into written words, for example child dictates story and teacher writes in journal. • Explore letters through sensory experiences; such as, cookie cutters, noodle alphabet.	• The teacher consistently relates concepts to the student's real world experiences. • Students use literacy strategies throughout the preschool learning environment. • Students can speak to the big ideas in the unit of study.
Element c – *Numeracy*		
Connections to Math	• Explains children's development of math concepts.	• Communicate and teach parents ways to expand mathematical opportunities such as

	• Utilize GOLD objectives, creates learning opportunities across curriculum areas and learning centers. For example, counting cars at recess and recording on clipboard chart. • Scaffold student's development of numbers through abstract representations such as, counting objects, drawing a number of objects, and writing numerals. • Make mathematical connections throughout the day such as, comparing the number of students in attendance, graphing question of the day, etc. • Ask students to describe the typical sequence of the day to make connections to time. • Incorporate math into learning opportunities (for example, toss a dice to count jumps on tramp, graphing children's hair color differences) • Compare and contrast items in the classroom.	• numbers, patterns, objects, etc. with a home to school connections. • Integrating math concepts into all learning centers. • Opportunities to embed math into routines, schedules, and daily transitions.
Knowledge of Math Concepts	• Use Intentional Teaching Cards that indicate cross-content objectives. • Use Mighty Minute cards in a variety of settings, whole group, small group, transitions, learning centers. • Use open-ended questions. • Use wait time for students to respond. • Model (I do) and (You do)	• Students demonstrates real life applications. • Students communicate their mathematical processes in the classroom. • Maximizes transitions and daily routines for purposeful learning. Using math strategies during transition times.
Element d – *Content*		
Appropriately Sequenced Lessons	• Utilize the GOLD Developmental Continuum to plan sequenced lessons for multiple opportunities to work at their own pace. • Create self-correcting work jobs within the content areas. • Teacher directed activities are no more than 15 minutes. • Both large and small group activities occur. • Teacher structures so that there is a clear beginning middle and end.	• Teacher only continues with specific teacher directed activity when the majority of children are actively engaged and interested. • Lesson plans dovetail on another so there is overlap from week-to-week. • Teacher extends content knowledge when needed for enrichment and connects to current unit of study.
Explanations and Representations	• Represent concepts in a variety of centers across the classroom incorporating a common theme • Make multi-sensory experiences commonplace in the preschool classroom	• Children who need extra support are prepared for activities using engaged and interested. • Integrates sensory experiences with unit of study • Integrate with other TS GOLD assessment objectives.
Inquiry Methods	• Provide the children multi-sensory experiences and a variety of activities to	• There are frequent feedback loops between the teacher and students.

	explore new ideas (for example, observe live butterflies hatching, paint butterflies at easel, and watch video on iPad).	• The teacher asks many open ended questions. • The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions. • Encouraging children to keep track of own learning through use of a journal, etc....

Element e – *Connectedness*

Build Connections	• Utilize GOLD Units of Study for planning - for example, teacher creates community helpers dramatic play, OT acts out related motor lab, SLP sings songs about fireman • Plan with interdisciplinary team to create lesson designs across all domains of learning.	• The teacher consistently links concepts and activities to one another and to previous learning. • The teacher consistently relates concepts to the students' actual lives. • Access community resources to visit the classroom and share experiences. • The teacher interconnects developmental domains and milestones to the individual child.

Element f – *Relevance*

Students Make Connections	• Transition to next unit of study in meaningful way, example, snowy winter Fun leads to spring time discoveries. • Practice home visits to learn about children's backgrounds and family culture. • Use child relevant themes like toys, trees, and clothing in connection with GOLD Units of Study. • Observe, listen, and reflect about children's interests and perspectives to inform further planning. • Interconnectedness of content areas happen all day long and is apparent through during observations of children actively participating in activities. • Connect new content to prior knowledge and children's life experiences.	• Seek Input from parents on families experience on upcoming Creative Curriculum units of study. • WOW experiences and extend learning to field trips and community events. • Collaborates with partners in the community to arrange opportunities for children and families to work on community projects.
Addresses Learning Objectives	• Utilize background knowledge of children's cultures, learning styles, special needs to differentiate instruction and materials across a wide range of learning abilities using GOLD Developmental Continuum. • Connect learner goals/objectives to students' family, community, school, etc. whenever possible. • Invite students to share their life experiences, something that connects with them in a lesson, and/or draw/describe what the ideas in a lesson means to them.	• The teacher effectively focuses student's attention toward learning objectives and/or the purpose of the lesson and make connections to the student's world around them. • The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons. • Student's document their own unit of study.

	• Preschool classrooms teach one another about topics, bring children together from other classrooms.

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does "Effective" look like in the classroom?		What does "Highly Effective" look like in the classroom?
Element a - *Learning Environment*		
Value Diverse Perspectives	• Represent multiple cultures, abilities, etc. in classroom materials, displays, books, toys, etc. • Provide opportunities for all students to communicate their views through discussion and performance. • Indicators that the teacher and students enjoy warm, supportive relationships with one another. • Allow for time for children to participate in conversations at various parts of the day, encouraging them to share what they are interested in, and are welcoming of new or unique ideas that children present. • Inclusion of diversity is part of daily routines and play activities. Activities included to promote understanding and acceptance of diversity. • Analyzes own barriers and biases that might hinder the development of mutually respectful relationships with families and community.	• The teacher will consistently be aware of students to make sure they are comfortable seeking support from, sharing their ideas with and responding freely to the teacher. • Providing different ways for communication of children's different perspectives. • Integrate guest speakers and culture days into the preschool units of study. • Students to bring in items from home to share with class that align with the unit of study. • Apply, in collaboration with families, learning experiences for children's individual needs by providing materials and activities that affirm and respect diversity. • Instructs, guides, and facilitates discussions with staff on appropriate and effective strategies for incorporating respect for diversity into daily practice and programming.
Model Respect for Diversity	• Maintain positive relationships with children and families. • Encourage families to come into the classroom and share their cultures, stories and celebrations. • There are frequent positive communications, verbal or physical, among teachers and students. • Greet families and children by name. • Teach friendship skills. • Provide students with peer/buddy activities.	• The teacher and students consistently demonstrate mutual respect for each other and with peers. • The teacher will consistently use positive communications, verbal or physical, among teachers and students. • The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program. • Send home information to families in their native language. Ongoing communication with families in their native language.
Conducive for Learning	• Adapt environment to accommodate diverse physical needs.	• The teacher will constantly follow the student's ideas, inquiry, and organizes

	• Post and follow predictable and clear routine / schedule (picture schedule, routine within routines as needed for individual students, etc.) • The teacher is flexible in his plans, goes along with the student's ideas, and organizes instruction around student's interests. • Organize the classroom, materials, and instruction for individual needs, strengths, and interests.	instruction around student's interests while maintaining the instructional content. • Adapt environment to accommodate social emotional needs, and cognitive needs, and individual learning styles. • Giving individual students schedules based on their level (reduced schedule, time/clock)
Element b - *Community*		
Sense of Community	• Implement a pyramid model of social/emotional supports. • There are many indications that the teacher and students enjoy warm, supportive relationships with one another. • Teacher structures activities or opportunities for children to work together. • Create an environment in which all children and families are individually valued. • Plans opportunities that promote networking between families.	• The teacher consistently relates concepts to the students' actual lives • Building relationships between families within school and outside school environment. (facilitating connections, creating opportunities) • Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules and their importance in the classroom. • Match students with older grade levels in the school.
Effective Student Interactions	• Employ flexible group structuring to allow for a variety of interactions amongst students • Model sharing, interactions with peers, friendship, and collaboration • Teacher uses naturally occurring opportunities across the day to each social skills or emotional competencies.	• Observing students independently sharing, interacting with peers, creating friendships, and collaborating. • Teacher helps children reflect on their use of social skills or emotional competencies in individually or in small groups.
Respect for Differences	• Foster students of varying ability levels helping one another, and providing positive peer critique • Teacher individualizes instruction of social skills or emotional competencies based on individual needs.	• Peers independently offering to help others, social problem solving, positive statements among students, showing caring attitudes and empathy for peers with disabilities. • Builds systems and strategies reflective of current research and practices and based on emerging/changing needs of children and families.
Positive Social Relationships	• Model and provide direct instruction of expression of feelings, making a request, problem solving • Provide direct instruction and discussion around social / emotional skills and strategies, problem solving and positive connection with peers. • Teacher acknowledges children's communication to him or her.	• The teacher and students consistently demonstrate respect for one another. • Integrates social emotional stories into content based on units of study. • There are few, if any, instances of student misbehavior among peers in the school environment. • Students independently using problem-solving skills and demonstrating positive interactions.

	• Teacher greet/call most children by name, teacher has brief and expanded conversations with children, and teacher joins play and engages in conversation about play use. • Teacher's tone in conversations with children is generally positive, calm, and supportive. • Teacher comments on appropriate child behavior, linking behavior to posted rules and expectations. • Teacher provides specific positive feedback to children.	• Apply knowledge of healthy attachment theory and its cultural variations to support child growth and development, learning, and healthy relationships with adults and peers.
Element c – *Student's Strengths*		
Ask Challenging Questions	• Ask open-ended questions • Use dialogic reading • Ask critical thinking questions • The teacher often uses discussions and activities that encourage analysis and reasoning. • Differentiate instruction and use a variety of techniques instructional and behavioral) to support children's particular needs.	• The teacher consistently uses discussions and activities that encourage analysis and reasoning. • The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions. • Observing students independently demonstrating use of questioning strategies. • Incorporates logic and reasoning in discussions and facilitates student opportunities to use these skills. • Students use strategies to answer own questions through resources.
Scaffold Questions	• Use a variety of question types and levels based on student strengths, needs and language levels. • The teacher will occasionally provide scaffolding for students who are having a hard time understanding a concept, answering a questions, or completing an activity. • Visual prompts will be used.	• The teacher will scaffold for all children often who are having a hard time understanding a concept, answering a questions, or completing an activity.
Wait Time	• Provide appropriate wait times. • Provide a Variety of activities and centers for students to explore content and learning.	• The teacher is consistently responsive to students and matches her support to their needs and abilities. • Teach students to be tolerant of wait time, patience and tolerance.
Flexible Grouping	• Group students flexibly (small, heterogeneous, homogeneous) • Facilitate interactions between children. • Form groups flexibly based on GOLD data, interest, and strategy focus	• Purposefully planning student groups based on different activities and student's needs and interest, re-assessing and regrouping as needed. (For example, based on a literacy small group or data collection, you may group different kids on different weeks or different skills). • Letting students control group; where teacher there but students lead.

Total Student Participation	• Communicate expectations within the classroom. • Implement systems for all students to participate. • Present evidence of student interest through materials, displays, stories. • Provide alternate activity that shows the same skill (in small groups) for students who need. • Differentiating activities to allow for participation.	• Documentation boards so community can observe and see what class is doing.
Element d – *Differentiation*		
Solicit Input	• Provide individual adaptations and differentiation of materials, teaching strategies, presentation of materials • Collaborate during team meetings with colleagues, specialists, and para-educators	• Research and integrate current best practices. • Students advocate for themselves in play and interactions with peers. • Students reflect what they have learned in the unit of study. • Teachers seek student input on what they want to learn in the unit of study.
Differentiated Strategies	• Target a wide range of developmental needs with materials • Differentiate lessons plans. • Balance opportunities for children to independently explore, play, and learn with partner, small group and whole group instruction. • Allow a sufficient amount of play-based, choice time daily allowing for authentic and developmentally appropriate learning • Scaffold instruction in small / large groups, center time, and transitions. • Teacher responds to children's comments and ideas by asking questions and making comments. • Teacher uses alternative strategies when communicating with children who are non-verbal, language delayed, or dual language learners.	• The teacher consistently uses a variety of modalities including auditory, visual, and movement and use a variety of materials to effectively interest students and gain their participation during activities and lessons. • Utilize co-teaching opportunities.
Adapt Instructional Strategies	• Use visual supports (choice boards, iPads, realia, sequence strips) • Accommodate and modify for individual needs through technology, peer mentoring, etc. • Model individualization and differentiation. • Teacher modifies instruction or activity when children lose interest in large group or small group activities.	• Integrate visual supports with assistive technology. • Communicate strategies that have been successful at school with families.

Challenge and Support Students	• Use GOLD data reflection and goal setting with the family about the child. • Teacher uses positive descriptive feedback for children's skills, behavior, and activities. • Encourage and foster healthy risk taking.	• Intentional opportunities for risk taking. • Help students to set goals for own learning. • Implement and facilitate student leadership in the classroom.
Element e – *Home/School Connection*		
Partner with Families	• Generate Individual School Readiness Plans - Learning Plans (ILP) that have input from families. • Engage in home visits / meetings with families at the beginning of the year or upon enrollment. • Invite families to volunteer either inside or outside the classroom. • Provide positive feedback to families. • Address problems with families as soon as they arise. • Use multiple channels of communication to ensure that families are able to access feedback and to respond to feedback.	• The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental, resources) in a way that is accessible to families, including families with high needs. High needs: children who live in low-income families, have disabilities or developmental delays, English language learners, migrant or homeless, foster care, recent immigrants. • Hold transition meetings for children from to preschool to kindergarten and/or other programs. • The program provides documentation or written policy of the use of interpreters, or other resources for help with other languages of enrolled students. • Multiple home visits. • Collaborate with other teachers across district for ideas for school readiness plans. • Builds systems and strategies reflective of current research and practices and based on emerging changing needs of children and families. • Advocates for children's and families rights; promotes inclusive environments to welcome all children in early childhood settings.
Coordinate Information	• Participate in regular kid talk meetings. • Share pertinent information in ILPs and IEPs with specialists, colleagues, paraeducators, administration, and community liaison, as needed. • Communicate with learning teams.	• Include families in meetings if needed/as necessary to support understand and collaboration.
Seek Services and Resources	• Invite a variety of diverse adult learners and participants to work with program. • Show evidence of family communication through newsletters, notes, etc.	• Address individual family needs with corresponding resources for the home. • Share resources across district teachers. • Consistently provides opportunities in each Creative Curriculum Unit for outside participation such as WOW experiences. • Seeks community and family members to volunteer in the classroom.

Frequent Family Communication	• Provide written and technology-based correspondence, with translation when necessary. • Ensure all students are getting information in a concise and correct manner. • Use family preferred mediums for communication home (email, phone call, communication journals, photographs, written notes, newsletters, etc.) • Plan conferences with families to review students' progress and gather information about how the student is doing at home. • Home to school communication books.	• Individualized conferences or communication as needed (maybe additional) • Development of classroom webpages and/or use of social media. • Parent/Family use of the US GOLD portal to share anecdotes on their child's learning. • Develops family centered practices across sectors in collaboration with families, early childhood educators, and community stakeholders.
Element f – *Management for Learning*		
Expectations Understood by Students	• Post and reinforce rules and routines in the classroom. • Set up behavior expectations at the beginning of the year. • Explicitly teach social / emotional skills and problem-solving strategies. • Model and encourage problem solving among peers • Provide a syllabus. • Teacher uses directions that are simple, short and specific. • Teacher uses direction that tell children what to do rather than what not to do. • Teacher describes the activity expectations to children prior to or at the beginning of an activity. • Teacher checks in with children to make sure they understand directions. • Teacher individualizes directions for children who need more support. • Teacher has posted behavior expectations or rules that are positively stated, include a visual and are limited in number. • Teacher reviews expectations are reviewed during large or small group instructions.	• Students participate in the development of the classroom safety rules. • Teach and share classroom safety rules with families to reinforce and practice consistently at home and school. • Support student's independent learning choices. • Students can manage classroom routines and transitions with visual, verbal cues, and music.
Safe and Orderly Environment	• Provide emotionally connected and supported material. • Reference behavior expectations with daily routines. • Provide a predictable routine and schedule. • Observe respectful language. • Supports children's transitions. • Whole class warnings are provided prior to majority of transitions.	• Teacher has transition strategies and learning activities that insure that children are actively engaged in transitions and the majority of the children are actively engaged, including children who are waiting for the next activity. • Teacher explicitly teaches children the steps and expectations of transitions.

	• Teacher consistently provides positive descriptive feedback to children who follow directions. • Follows all regulations around health, safety, and nutrition are aligned with best practices. • Up to date on all universal precautions, first aid, medication administration, CPR, child abuse and neglect training, civil rights food service training.	• Teacher provides positive, descriptive feedback to children who engage in a transition appropriately instruction to begin the transition is provided to a child in an individualized way and effectively guides individual children who need extra support during these times. • Proactively problem solves potential health and safety hazards.
Appropriate Response to Misbehavior	• Maintain clear expectations and follow-through with off-task and inappropriate behavior and content. • Provide specific positive feedback for students struggling with behavior expectations. • Give positive redirection of rules / expectations, using non-verbal cues and student reflection. • Engage in authentic problem-solving with students, modeling and connecting to the moment • Teacher assists individual children who are exhibiting challenging behavior within an activity to become actively engaged. • Teacher redirects children who are withdrawn, distracted or off task to more productive activities.	• Students can verbalize classroom rules with peers. • Students understand safety rules in the classroom, can apply. • Synthesizes and provides guidance on research and scientific findings to inform early childhood educators about the importance of early healthy attachments. • Teacher reinforces positive interactions with children vs. just attending to challenging behavior.
Maximum Use of Instructional Time	• Organize lesson plans to allow for successful transitions and maximum instructional time • Ensure transitions are smooth and clear • The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.	• The classroom resembles a well-oiled machine and everyone knows what is expected of them and how to go about doing it. • Student learning center management system in place and students actively manage time.

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does "Effective" look like in the classroom?	What does "Highly Effective" look like in the classroom?
Element a - *Child/Adolescent Development*	
Adapt Lessons to Strengths and Weaknesses • Use GOLD reports to assess levels of students and differentiate / scaffold instruction based on learners. • Write lesson plans to address varied needs • Create flexible grouping. • Include small-group instruction to meet individual children's needs.	• The teacher actively facilitates student engagement, using a range of auditory, visual, and movement opportunities.
Implement Modifications and Accommodations • Provide adequate wait time to allow all children to process and respond • Modify curriculum to meet individual student needs	• Uses a range of auditory, visual, and movement opportunities
Knowledge of Current Developmental Science • Use research-based interventions to help students needing more support. • Provide opportunities for children to: play, engage in individual, small and large group activities, hands on activities, choice in student play. • Use a variety of materials that engage the children at different multi-sensory levels. • Participate in learning activities ranging from simple to complex.	• Teacher provides learning opportunities to parents or members of the school environment on child growth and development. • Teacher uses research based intervention to focus student attention to learning objectives. • Teachers attend targeted professional learning based on research and the individual needs of students in your classroom. • Provides and advocates for environments and experiences that promote early brain development.
Collaboration with Colleagues • Participate in team meetings where all adults who work with children are involved and informed • Meet with specialists, teachers, and paraeducators to plan, compare classes, and ensure vertical alignment. • The teacher directs the classroom so that it runs smoothly with all adults appearing to know what they are supposed to be doing. • All adults who enter the classroom engage with children, including related service personnel and administrators. • Almost all interactions between adults are related to children or classroom activities. • There is evidence that roles are shared among adults during the observation. • Adults give positive feedback to each other about something that is going well with a child or in the classroom.	• The teacher consistently demonstrates positive communication skills, uses 7 norms of collaboration, leadership roles in meetings and written communication for clarity. • Develops family centered practices across sectors in collaboration with families, early childhood educators, and community stakeholders.

	• All adults provide instruction at some point during the learning day.	
Element b – *Assessments*		
Adjustment Based on Assessment	• Monitor progress continually to adjust lessons • Use assessments to find skills and content that need re-teaching. • Use GOLD reports to plan instruction and make adjustments to meet student's needs. • Adapt creative curriculum to meet students' needs. • Word walls/environmental print of key language goals.	• Train parents on the use of GOLD and encourage observational notes through the parent portal. • Create and implements professional development on designing objective, direct, and indirect child observation and assessment systems that account for all domains of child development. • Seek professional development opportunities on how to use child observation and assessment results to effectively and responsively plan and individualize curriculum. • Builds systems incorporating current theory and research relevant to gathering and documenting observation and assessment data in the early learning setting.
Encouraging Academic Risk	• Ask high-level questions to expand thinking • Know where students are in their GOLD progressions and planning for their next steps • Facilitate social interactions and encourage and model social skills • Teacher assists individual children in selecting center activities and becoming actively engaged. • Teacher provides children with multiple opportunities to make choices within large group, small group and center activities.	• Teacher often uses discussions and activities that encourage analysis and reasoning. • Brings the outside world to the class and/or experiential learning opportunities for children who may not have experiences with specific content or vocabulary.
Student Success	• Create lessons and assess students so that they are able to apply their knowledge across all developmental areas. • Teach skills and ensure that students are applying their knowledge. • Teacher offers general guidance to children to select activities or use materials to promote engagement. • Teacher provides developmentally appropriate activities that will support the engagement of the class. • Teacher-directed large group activities are structured so that children have opportunities to be actively engaged • Uses cues and prompts to help children apply prior knowledge to current lesson.	• Teacher consistently links concepts and activities to one another and to previous learning.

Element c – *Effective Practices*		
Clear Lesson Objectives	• Check-in on learning targets throughout the day • State objective in a child friendly way (making content relevant to student learning). • Help students make connections to learning and discussion. • Involve all students so they are able to show their knowledge. • Clearly posted daily objectives that align with the Early Learning Development Guidelines and Colorado Academic Standards.	• The teacher effectively focuses student's attention toward learning objectives and/or the purpose of the lesson and make connections to the student's world around them. • The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons. • Student's document their own unit of study. • Preschool classrooms teach one another about topics, bring children together from other classrooms.
Create Authentic Discussion	• Model activities and directions with students. • Provide verbal prompts such as sequencing for discussion. • Provide sentence starters for student discussion. • Scaffold discussion during social interactions. • Ask questions to build on student critical thinking.	• Frequent feedback loops back and forth exchanges between teachers and students. • Individual student conferences.
Student Reflection on Learning	• Give exit tickets that allow students to identify their own learning. • Use transition time to review learning.	• Teacher often queries or prompts students to explain their thinking and rationale for responses and actions.
Varied Instructional Strategies	• Use a variety of multi- sensory materials in the classroom. • Use classroom supports such as para educators effectively. Paras should be focused on time with students. • Present activities in ways to support multiple learning styles. • Incorporate movement and gestures to enhance learning / remembering.	• Teacher is flexible in planning going along with student ideas, organizing instruction and student interest. Many opportunities for student talk, expression, with freedom of movement during activities.
Element d – *Technology*		
Research Effective Technology Approaches	• Expose students to various means of technology. • Use GOLD planner to develop lessons. • Integration of smart boards, classroom computer centers, IPads and or IPod Stations.	• Use technology to extend learning in the unit of study. • Students use technology to share something they learned or want to learn. • Use appropriate available technology to communicate two-way and in an on-going way with families and adults. • Ensure families have access to technology.
Develop Student Knowledge and Skills	• Teach students that they can use technology to research, communicate, listen, and build vocabulary.	• Assign pairs or small groups of children to work on a project or play experience. • Encourage and help children reflect on their learning.

	• Changing group compositions depending on the individual child or group ideas.	
Engaging and Motivating Experiences	• Incorporate available technology into their classroom, lessons, activities, and daily routines.	• Use technology to extend learning in the unit of study. • Students use technology to share something they learned or want to learn.
Digital Resources	• Show videos to give students additional background knowledge on a topic. If video is used it must be placed on lesson plan for parent viewing.	• Use technology to extend learning in the unit of study.
Element e – *Critical Thinking*		
Meet High Expectations with Support	• Use multiple modes to present information, including audio, visuals, realia, etc. • Encourage students to participate in creating their next steps in learning. • Use explicit directions and modeling. • Use varied levels of support depending on student needs.	• Children combine materials and plan next steps for own learning. • Model and extend student's language to encourage more complex levels of sentence structure and vocabulary. • Build a learning environment that is both developmentally and academically rigorous.
Higher-Order Thinking and Problem-Solving	• Ask high-level questions to expand student learning. • Teach questioning strategies. • Integrate a question of the day. • Include Bloom's and/or Marzano's Taxonomy in lesson plans.	• Student's initiates high level questions with peers or adults. • Children have multiple opportunities to respond to open/ended questions.
Element f – *Student Collaboration*		
Grouping Matches Task and Needs	• Set up small groups and centers to vary group size. • Use grouping to intentionally enhance learning.	• Student's activity engage in the questioning process at the beginning, during, and end of the unit of study.
Varied Groups	• Use flexible grouping (small, large, heterogeneous, and homogeneous). • Small group instruction is offered daily.	• Assign pairs or small groups of children to work on a project or play experience. • Encourage and help children reflect on their learning.
Students' Collaborative Efforts	• Support children to share materials and ideas about the unit of study. • Mix groups so that students can help each other.	• Assign pairs or small groups of children to work on a project or play experience. • Teachers create an environment where students are helping one another and engaged in learning.
Element g – *Communication Skills*		
Model and Teach Effective Skills	• Repeat instructions and check for understanding. • Model constructive comments for student feedback. • Model social skills, role playing, TPR, modeling play, KWL's. • Model lessons in multiple ways.	• Model and teach ways for students to teach each other. • Teach students to encourage each other, and provide good models for each other. • Students will initiate problem solving independently.

Practice Communication Skills	• Provide language opportunities (question of the day, I want to play, pair share, welcome song, greetings, songs) • Teacher models appropriate social interactions with peers.	• Provide opportunities for students to assess each other. • Students independently ask each other questions, such as circle time, small group, centers.
Element h – *Feedback*		
Frequent Feedback	• Share assessment information with students when appropriate • Give quick/immediate feedback and support • Engage in positive language when giving feedback • Display learning	• Instructs others on how to share and report on child observation and assessment results that ensures that families are consistently informed about their children's progress and considers the home language and culture of the family.
Students Using Feedback	• Remind and re-direct students of positive expectations. • Give quick, immediate, and specific feedback and support. • Support students to ask how to accomplish a task then use suggestions.	• Students demonstrate how to use feedback to plan their own next steps.
Informal Assessment Methods	• Use observations and preliminary scores in (GOLD) as formative assessment. • Use checklists for letter and number identification. • Create a review process with students, such as an exit ticket to the next activity to show their learning.	• Students review their work samples and choose the best one. • Students use age appropriate rubrics and assess their own work.