CPS Framework for Teaching Companion Guide

Preschool - 2ⁿᵈ Grade Addendum

Version 1.0 - August 2017

Acknowledgements

The Office of Early Childhood Education wishes to thank the following for their contributions to the CPS Framework for Teaching Companion Guide Preschool-2nd Grade Addendum.

The Office of Early Childhood Education also wishes to thank the following preschool teachers who laid the groundwork for this new Addendum, which encompasses practices relevant to preschool through 2nd grade teachers.

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Overview

About the CPS Framework for Teaching Companion Guide Addendum

Purpose of the Addendum

The purpose of this Addendum is to share how distinct aspects of early childhood (Preschool through 2nd grade) teaching practice align with the CPS Framework for Teaching. Previously, Chicago Public Schools utilized a Preschool Addendum. This tool was used as foundation for this guide and has grown to encompass Preschool through 2nd grade practice. This decision was based on the continuity of practice at these age bands. Many of the practices originally identified as unique for preschool are best practices we expect to see Preschool through 2nd grade. The Preschool-2nd Grade (P-2) Addendum is an effort to bring consistency in pedagogy, philosophy, and teacher and administrator understanding of the role of developmentally appropriate practice in P-2 classrooms. The addendum also creates a more cohesive alignment between our P-2 classrooms by providing a common language and understanding around Early Childhood instruction.

It is well known – certainly by teachers – that every teaching situation is different. Each day in classrooms, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another, and with the content, create this distinct environment. Some educators believe that, because of this, there can be no generic Framework that defines teaching for all grade levels and content areas. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the Framework addresses.[1] Therefore, while the CPS Framework for Teaching describes what teachers should know, understand, and be able to do, it purposely does not list strategies for achieving those objectives. For example, the CPS Framework for Teaching says teachers must use assessment in instruction (3d), but it doesn't prescribe which specific strategies teachers should incorporate into their practice to achieve that end. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their particular students in learning.

How to Use the Preschool - 2nd Grade (P-2) Addendum

The new Preschool-2nd Grade Addendum was designed from the previous Preschool Addendum created in March, 2014. Moving forward, the P-2 Addendum will be used with all preschool through 2nd grade teachers.

Administrators and P-2 teachers should review this document prior to and during the REACH Students pre-observation conference, observation, and post-observation conference for a deeper understanding of P-2 teachers' practice. Reading the appendices prior to observing a P-2 classroom will provide consistency in pedagogy, philosophy, and deepen teacher and administrator understanding of the role of developmentally appropriate practice and play-based learning. The CPS Framework for Teaching Companion Guide Preschool-2nd Grade Addendum should be used in conjunction with the full CPS Framework for Teaching Companion Guide. In the full Companion Guide, each component is described and every element is defined.

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[1] Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

There are reflection questions by component and examples of evidence and artifacts that will help users develop a deeper understanding of the CPS Framework for Teaching.

P-2 teachers and administrators should use this Addendum to recognize that the work of P-2 teachers is articulated by the CPS Framework for Teaching, and also to guide their understanding about what is different about P-2 teaching practice. For classes with English Learners (ELs) and diverse learners, P-2 teachers and administrators are also advised to consult the CPS Framework for Teaching Companion Guide English Language Learner (ELL) Addendum and the Special Education Addendum to guide their understanding about what is distinct about instruction of ELs and diverse learners.

Examples of P-2 teachers' practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3. Domain 1 examples of unit and lesson plans can be found on the Knowledge Center on the Content Areas page. Domain 4 examples can be found on the Domain 4 page of the Knowledge Center.

Structure of the Addendum

Component and Elements	Unique Characteristics of Preschool-2nd Grade Teaching Practice
Domain Component Name followed by individual Elements	This section lists specific characteristics of Preschool-2nd grade teaching practice. Administrators may wish to seek understanding of these practices prior to observing the teacher for REACH Students. Teachers may wish to utilize the pre-observation conference to explain and discuss any applicable distinct characteristics of their practice. *Additionally, this section also lists Unique Characteristics with practices specific to Preschool teachers. (These practices will be italicized and say "Preschool Only:".*
Examples of Practice	
The early learning examples are aligned to the Framework for Teaching and were developed through the shared efforts of Preschool-2nd grade teachers and school and district administrators.	

Notes for Classroom Observers of Preschool-2nd Grade Classrooms

Considerations for observing Preschool-2nd Grade classrooms:

- **Ask the teacher to suggest a good time for the observation.** Throughout the school day, there are periods of teacher-initiated activities and also child-initiated activities. For example, there may be whole group, small group, or self-select times. It would be best to vary the times observed throughout the 1- or 2-year REACH evaluation cycle so that the administrator can see different types of learning and/or content areas.

- There is *a lot* of action in an P-2 classroom. The teacher and administrator may wish to capture moments during the observation on camera using an iPad or other device, as long as both the teacher and administrator agree to videotaping. While a video is great for reflection and a tool for improving practice, it may not be uploaded into RLS or used to determine component-level ratings.

- CPS offers **multiple models of early childhood programs** that provide supports for **English Learners** (ELs). It is important for administrators to refer to the English Language Learner (ELL) Addendum when observing ELs in any setting.

- There are **different types of preschool programs** that provide specialized supports for **students with diverse learning needs in their Least Restrictive Environment (LRE)**[2]. In preschool, CPS supports three LRE program structures including: Itinerant Teacher supports in general education programs, Inclusive (Blended) programs, and Instructional (Cluster) programs. It is important for administrators to refer to the Special Education Addendum for specific guidance when observing teachers of diverse learners in any and all settings.

- P-2 teachers take into consideration the social, emotional and behavioral needs of all students. "Consider that there may be **Preschool-2nd Grade** students (perhaps more so than in upper-grade bands) who are **not receiving mandated supports** (i.e. through an IEP, BIP or 504) because **the MTSS process is still in progress**. If the MTSS process is in progress, the additional supports/remediation strategies can be discussed during Pre/Post Conference and observed during an observation. For more information, see the MTSS page on the Knowledge Center and the Pre-K MTSS page and the on the ECE page.

- Consider that Preschool-2nd Grade students are learning how to take responsibility for their learning. **Students independence increases gradually throughout the year**; it may not be visible toward the beginning of the school year.

- It would be helpful for administrators to **read through the Appendices** of this Addendum **prior to observing** an Preschool-2nd Grade classroom. These Appendices will complement the information teachers share about their knowledge of their students (Component 1b) during the pre-observation conference by adding context around the typical developmental milestones and special considerations in Preschool-2nd Grade education.

- **Learning often looks different for young children**. For example, drawing is "writing" for young children. Students are writing letter forms, copying words, scribbling, making letter strings, and inventing spelling.

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[2] See The Framework for Teaching Companion Guide Special Education Addendum, page 22, for more details about the Least Restrictive Environment in CPS.

- A well-constructed Preschool-2nd Grade classroom environment encourages students to be independent learners. **Evidence of the classroom environment** is included in REACH observations **when the teacher and/or students access, use, or comment about the environment**. That is, capturing evidence of a print-rich environment is not enough to serve as a basis for a rating; instead, there must be evidence of the print-rich environment serving as a resource and/or reference point for students.

- P-2 teachers spend a **great deal of time setting up routines**, **emotionally supporting students** who experience stress from being away from their families, and generally **helping students acclimate** to a new setting - school. This means that at any given point in the year, there may be new students (e.g. 3 year olds, students who have never been to school) which can impact the classroom environment.

- **Play and hands-on activities are modes through which preschoolers through 2nd graders learn and grow**. In preschool, students' **self-select time** is a time when teaching and **learning** occurs, even though direct instruction isn't taking place. In K-2nd grade classrooms, students may be playing with a various hands-on manipulatives in centers. [3]

- P-2 teachers use **multiple verbal and nonverbal methods to communicate** and **multiple ways to assess children** (e.g. self, peer, teacher-based).

- Observers should expect to hear loud voices in an Preschool-2nd Grade classroom; students are learning to regulate their voice. Students make noise as they read (even if reading "silently," as reading silently is an acquired skill) and as they sound out words when they write. **A noisy classroom does not mean that students are not working hard or are disengaged**. As an observer, it is important to move around the room and listen to the quality of discourse.

- **Movement is important in Preschool-2nd Grade classrooms**. An observer may see brain breaks, student standing while working, and other movement activities to **keep students' alert and active**.

- Consider that P-2 teachers' **instruction encompasses all developmental domains**: **cognitive, social, language, and physical (fine and gross motor) skills**. As such, **rigor may look different** in Preschool-2nd Grade classrooms.
    ...Academic rigor, 'is not a checklist of teacher behaviors and model lesson that covers content standards. Rather, it is the process of working with all children in a manner that addresses the **whole child** through hands on learning experiences that **challenge the mind** and **connect learning to real word** context. Developmentally appropriate practice uses developmental theory to promote instruction that focuses on the growth and learning of individual children across **all developmental domains** in a manner that addresses 'the social and culture' in which they live.[4]

- Just as in other observations, *evaluators are encouraged to utilize the Post Conference to capture additional evidence* for relevant components not observed during a classroom observation.

- Visit the [Preschool-2nd-Grade page](#) on the CPS Knowledge Center for Preschool-2nd Grade specific resources.

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[3] See Appendix A: *Developmentally Appropriate Practice in Early Childhood Programs* for more information about pedagogy and philosophy around the role of play in the Preschool through 2nd grade classroom.
[4] See Appendix B: Helping others understand academic rigor in teachers' developmentally appropriate practices. *NAEYC Young Children*

P-2 Teachers and the CPS Framework for Teaching

Domain 1: Planning and Preparation

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
1a: Demonstrating Knowledge of Content and Pedagogy *Knowledge of:* • *Content Standards Within and Across Grade Levels* • *Disciplinary Literacy* • *Prerequisite Relationship* • *Content-Related Pedagogy*	• P-2 teachers demonstrate knowledge of developmental stages and developmentally appropriate practices, in addition to content standards. • Teacher-generated materials, and/or intentionally chosen materials for workstations, interest areas, or center based activities are evident in lesson or unit plans. • *Preschool Only:* All preschool teachers in all program types (general education programs, inclusive (blended) programs and instructional (cluster) programs) use *The Creative Curriculum for Preschool* with fidelity which is aligned to the <u>Illinois Early Learning and Development Standards.</u> [5] • *Preschool Only: Spanish bilingual and dual language preschool classrooms use The Creative Curriculum for Preschool in Spanish.*
1b: Demonstrating Knowledge of Students *Knowledge of:* • *Child and Adolescent Development* • *The Learning Process* • *Students' Skills, Knowledge, and Language Proficiency* • *Students' Interests and Cultural Heritage* • *Students' Special Needs and Appropriate Accommodations/Modifications*	• P-2 teachers recognize the developmental continuum is widely spread in the early years, dependent on students' school experience, maturity level, language skills, etc. Teachers understand a child's place in the continuum of development and design activities to move the child along that continuum.[6] For example, it may be a student's first exposure to school. • P-2 teachers rely heavily on student performance data, family and community partnerships to provide student information. • *Preschool Only*: Teachers develop a full perspective and understanding of their students using a variety of resources, including, but not limited to: ○ Collecting and utilizing data in Teaching Strategies GOLD (TS-GOLD), an observation-based authentic assessment system ○ Interview parent and complete the Ages & Stages Questionnaires: Social-Emotional (ASQ: SE), a developmental screening ○ Administer the Early Screening Inventory, Revised (ESI-R), a developmental screening ○ Child Outcomes Planning and Attendance (COPA), a

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[5] IL Early Learning and Developmental Standards:
https://www.isbe.net/documents/early_learning_standards.pdf
[6] See Appendix C for more information about children's developmental milestones.

	comprehensive database for reporting and monitoring ○ Pre-IPT Oral English Language Proficiency Test
1c: Selecting Learning Objectives ● *Clarity of Objectives* ● *Sequence and Alignment of Objectives* ● *Balance of Objectives*	● Many P-2 teachers utilize centers, workstations, interest areas, or self-select time, geared toward different learning objectives. ● It is developmentally appropriate for a teacher-directed lesson or self-selected activity to utilize numerous objectives to meet individual student's developmental needs (e.g. a water exploration activity might include objectives related to social emotional, language, cognitive, and scientific skills). However, if needed, a teacher may isolate and focus on a single objective or skill a student is lacking so that he/she can succeed in others (e.g. how to hold a pencil). ● *Preschool Only*: Preschool teachers select TS-GOLD objectives for lessons, which are aligned with the <u>Illinois Early Learning and Development Standards</u>.
1d: Designing Coherent Instruction ● *Knowledge of Students and Their Needs* ● *Learning Tasks* ● *Materials and Resources* ● *Instructional Grouping* ● *Lesson and Unit Structure*	● P-2 teachers may keep in mind that students at this age learn best through play and hands-on activities (e.g. literacy and math games, experience with manipulatives, free play). [7] ● *Preschool Only*: Preschool teachers plan thematic units using T*he Creative Curriculum for Preschool*.
1e: Designing Student Assessment ● Congruence with Standards-Based Learning Objectives ● Levels of Performance and Standards ● Design of Formative Assessments ● Use for Planning	● Teachers often plan for a variety of written and non-written assessments, such as observational checklists, anecdotal records, gestures (e.g. thumbs up/thumbs down, simple sign language, nodding), and verbal feedback. [8] ● *Preschool Only*: All preschool teachers in all program types (general education programs, inclusive (blended) programs and instructional (cluster) programs) utilize Teaching Strategies. TS-GOLD is aligned with *The Creative Curriculum for Preschool* and uses observation as a main form of assessment. ● If there are individual students who need additional support to meet classroom expectations and norms, the Preschool-2nd Grade teacher(s) can begin collecting data to be used in the MTSS process, if necessary

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[7] See Appendix A: *Developmentally Appropriate Practice in Early Childhood Programs* for more information about pedagogy and philosophy around the role of play in the Preschool through 2nd grade classroom.
[8] See Appendix D: *Assessment for Learning* in regards to a variety of strategies to assess students in the Preschool-2nd Grade Classroom.

Domain 2: The Classroom Environment

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
2a: Creating an Environment of Respect and Rapport ● *Teacher Interactions with Students* ● *Student Interactions with Other Students*	---Same as other content areas---
Examples of Practice	

- A teacher or students may say to one child, "You seem upset. What can I do to help?" when a child is distressed.
- A teacher might remind a student to take 3 deep breaths before responding to a peer, since the student is learning to regulate emotions within the classrooms when things don't go his way.
- A teacher remembers that a student went to a birthday party over the weekend and inquires about it during a transition.
- A teacher facilitates student interactions such as Morning Meeting, share time, greetings, discussions about personal life, making connections to one another, and giving compliments, in an effort to teach respectful and caring behavior among students.
- In February, a teacher gives the friendly reminder, "Just like we have been practicing since the beginning of year, we sit on the rug without touching anyone else and we raise our hands to speak so that we can listen and learn from our friends."
- Two students demonstrate an act of kindness by helping a classmate pick up a spilled box of crayons.

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
2b: Establishing a Culture for Learning ● *Importance of Learning* ● *Expectations for Learning* ● *Student Persistence* ● *Student Ownership of Learning*	● P-2 teachers intentionally build learning opportunities into many aspects of the day to establish a culture for learning (e.g. breakfast in the classroom, transitions, lining up, waiting to use the bathroom). ● P-2 teachers may not always correct students' incorrect answers because it is important to validate student's work, understand reasoning, and encourage verbalizations. (This is connected to Component 3d.)
Examples of Practice	

- Students are learning about the four food groups in Health class. During breakfast in the

classroom, a teacher asks students which breakfast items belong to each food group.

- An observer asks some students, "What are you learning about?" One student responds verbally, another student points to the learning objective on the board, and another student shows what she is working on to the observer.
- Students complete a checklist of writing expectations as they review their own or their peers' writing.
- Students self-select "just right" books for themselves in the classroom library by referring to an anchor chart.
- Students may ask for manipulatives to complete a math task, an alphabet chart to complete their writing work, or may visit the word wall.
- Students independently select to complete their work in various groupings, such as in centers, small groups, with partners or by themselves.
- A teacher shows a student the difference between a beginning of year journal entry and an end of year entry to draw the student's attention to progress that will be made throughout the year.

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
2c: Managing Classroom Procedures - *Management of Instructional Groups* - *Management of Transitions* - *Management of Materials and Supplies* - *Performance of Classroom Routines* - *Direction of Volunteers and Paraprofessionals*	- P-2 teachers may facilitate student management of transitions, building capacity for self sufficiency as the school year progresses. - When students are engaged in rich and meaningful learning activities (e.g. math/literacy centers, self-select time, project-based learning), the classroom environment may appear to be in disarray, with materials out of place. P-2 teachers offer support and prompting to students to return the classroom to order when the activity is complete.
Examples of Practice	

- Two students are material managers that coordinate the distribution and collection of classroom supplies. The students' leadership roles (jobs) rotate on a regular basis.
- Based on a student's level of development, a teacher provides extra prompting every time a student transitions from the table to the rug. A teacher plans to release responsibility to the student as the year progresses.
- A teacher says his students, "It is time to line up. When I call your group, you will stand up, push in your chair, and quietly walk to your spot in line." This teacher reinforces these same directions when it's time to line up throughout the school year.
- In April, students assume responsibility of calling table groups to line up at the door.
- A teacher says, "I'm going to count down from 20 to 0. When I say zero, all students should have their pencils in the bucket and their folders put away."

Component and Elements	Unique Characteristics of Preschool-2nd Grade Teaching Practice
2d: Managing Student Behavior ● *Expectations and Norms* ● *Expectations and Norms* ● *Monitoring of Student Behavior* ● *Fostering Positive Student Behavior* ● *Response to Student Behavior*	● Given an understanding of developmental levels and diverse needs, P-2 teachers hold different behavioral expectations for individual students.[9] (Consider sharing these expectations during the pre-observation conference, as part of Component 1b.) ● Many children are learning to negotiate within the classroom and with other members of the community. Therefore, problem solving strategies may be taught on the spot. ● P-2 teachers may not always intervene to solve problems for students, but may be in close proximity to help if necessary.

Examples of Practice

- A teacher intentionally ignores a student's inappropriate behavior of putting his feet up on his desk because she knows this is an attention-seeking activity for him. After two minutes, the student takes down his feet and gets to work.

- "Tyrone is showing with his body that he is ready to move on to our next activity. Please match your bodies to Tyrone!"

- A teacher responds thoughtfully to both negative and positive student behavior by asking open-ended questions, "Why are you crying, Melanie?" and "What can I do to help you?" When the student doesn't respond, the teacher asks direct questions, "Would you like a hug?" and "Do you want to take some deep breaths?"

- A student calls from across the classroom about a conflict. The teacher walks over to the two children involved, bends down at their level, and asks each student to speak in turn about the situation. Once each child has spoken, the teacher restates what was said to make sure he/she understands. Then the teacher asks for suggestions to solve the conflict, or the teacher may offer suggestions. Once suggestions are made, the teacher asks the students, "Which one should we try first?"

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[9] See Appendix C for information about the typical development for three to eight year olds.

Domain 3: Instruction

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
3a: Communicating with Students ● *Standards-Based Learning Objectives* ● *Directions for Activities* ● *Content Delivery and Clarity* ● *Use of Oral and Written Language*	● P-2 teachers' references to standard-based learning objectives are kid-friendly (e.g. verbal, gestural, pictorial). ● P-2 teachers may often model activities and provide simple and chunked directions and explanations to children, as is developmentally appropriate. Teachers may give frequent reminders of the objectives throughout the lesson. ● P-2 teachers encourage independence by strategically choosing when to remind students of directions and expectations. Ample opportunity for self- or peer-correction may be given. It may be necessary to discuss how the teacher plans to work towards independence throughout the year during the pre- and post-conference. ● P-2 teachers intentionally model academic language, in conjunction with using visuals, gestures, and developmentally appropriate vocabulary. The teacher's language is precise and serves as a model for students' developing oral language skills.
Examples of Practice	

- Daily objectives are verbalized during circle time. "We've been reading stories about dinosaurs and the scientists who study them. At the sand table today, you can use your sense of touch to dig carefully like a paleontologist."

- Learning objectives are included on an anchor chart with words and pictures.

- A teacher's transitions are clear and instructive. "If your first name begins with the letter *M*, you may get your coat." (This is also an example of Component 2c: Managing Student Procedures.)

- An observer asks multiple students, "What are you working on today?" Students respond by pointing to the objective on the board, pointing to an anchor chart the class created during a mini-lesson, showing their work, explaining how they are accomplishing a task, shrugging their shoulders, and making an off-topic comment. When students' responses are inappropriate, the observer scaffolds the question to determine if students understand the learning objective.

- During independent work time, the teacher is walking around, checking in with specific groups or students, reminding them of the assignment, or simply answering clarifying questions.

- A teacher models written language by taking dictation. "Yes, we did see a pig at the farm. Let me write that down: P - I - G."

- During Sharing Time, four-year-old Emil shares a photo he brought from home. "My mom," he says. His teacher prompts him: "Wow, thank you, Emil. Can you make that into a full sentence?" When Emil looks unsure, the teacher waits several more seconds and then says, "This is a photo of…" Emil repeats the sentence starter and finishes with, "my mom."

Component and Elements	Unique Characteristics of Preschool-2nd Grade Teaching Practice
3b: Using Questioning and Discussion Techniques ● *Low- and High-Level Questioning* ● *Discussion Techniques and Explanation of Thinking* ● *Student Participation*	● To ensure high level questioning and discussion, P-2 teachers model think-alouds, self-talk, parallel talk[10], making connections, etc. in order to highlight the thinking process. ● P-2 teachers may facilitate discussions by synthesizing students' responses to unify a conversation about a given topic. ● P-2 teachers use developmentally appropriate processing time, which may seem long to an observer, to allow for students to understand the question posed and increase student engagement. ● P-2 teachers may model how to ask and answer questions in a variety of ways (e.g. verbally, gesturally, pictorially). Responses to questions may not always be verbal responses or may be very short in length. Throughout the course of the year, P-2 teachers teach children how to verbally share evidence of their reasoning and thinking.
Examples of Practice	

- During self-select time, teachers circulate to advance children's play through asking students questions about their roles, actions, and plans.
- Teacher: "Turn and talk to your partner about why you think the rainbow fish doesn't have anyone to play with." (Students are turned towards one another, engaged in a Turn and Talk. Student A: He doesn't want to share his scales. Student B: (doesn't answer verbally but nods in agreement and does the "me too" hand motion).
- Teacher: "How many sides does a square have?" Student: "Yes, I like squares too". Teacher responds with, "I'm glad. Can you come and count the number of sides for me?"
- During writing "share out," students are prompted to ask their peer, who is presenting her work, questions about her story. *Teacher: "Does anyone have a question for Melissa?" Student: "I like how she drew her house". Teacher: "I do too, but do you have a question? Remember, a question is something we want to know more about."* (This is also an example for Component 3d.)

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[10] Parallel talk is a strategy teachers use to demonstrate the thinking process and validate what the student is doing. The teacher narrates a student's actions during parallel talk.

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
3c: Engaging Students in Learning ● *Alignment of Learning Objectives* ● *Task and Text Complexity* ● *Scaffolding and Differentiating Instruction* ● *Pacing and Sequencing* ● *Grouping*	● P-2 teachers generally limit the time spent in whole group instruction through the course of the day. Many young children learn best through small group, individual, hands-on activities, and play. [11] ● P-2 teachers may utilize a great diversity of task and text complexity to reflect the developmental ability range present in an Preschool-2nd Grade classroom. Learning tasks may demonstrate a wide range of flexibility. For example, a counting activity may stop at 5 for three year olds, but may extend to 20 or greater for advanced four year olds. Or, in 2nd grade, a telling time activity might include quarter-hours for some students and by minutes for more advanced students.

Examples of Practice

● The students' task was to read the self-selected leveled and picture books in their book bins. All but two students are on task. There is noise in the classroom during independent reading time because students who are learning to read typically read out loud before they learn to read silently.

● A teacher presents a "low floor, high ceiling" geometry word problem for students to solve. The teacher reminds students they need to use what they already know about geometry to solve the problem. When it's clear the students forgot the properties of shapes, the teacher reteaches it quickly so students can access the problem. (This is also an example of Component 3a: Communicating with Students and Component 3e: Demonstrating Flexibility and Responsiveness.)

● During a thematic unit on trees, the teacher provides a special basket of books featuring informational texts, fiction, and poetry books about trees. Most of the books are at the students' developmental levels and several are above. The books will be explored independently by students and during read-alouds, depending on text complexity.

● A teacher is leading a mini-lesson on scientific drawing, and the teacher asks if there are any questions. A child raises his hand and begins to tell a long, off-topic story. The teacher sees the other children getting restless because they've been sitting for awhile, but knows the story is important to the student. The teacher kindly says, "Juan, I want to hear your story, but right now I have to get the rest of the class started on time. After they start, please come and see me so I can hear the rest of your story." (Also evidence for Component 2a: Creating an Environment of Respect and Rapport, 2b: Establishing a Culture for Learning, and Component 3e: Demonstrating Flexibility and Responsiveness.)

● In a lesson, teacher provides the oral language structure before a Turn and Talk, "At the beginning of the story Magda was….., but at the end of the story Magda was…."

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[11] See Appendix A: *Developmentally Appropriate Practice in Early Childhood Programs*.

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
3d: Using Assessment in Instruction ● *Monitoring of Student Learning with Checks for Understanding* ● *Assessment Performance Levels* ● *Student Self-Assessment* ● *Feedback to Students*	● P-2 teachers tend to use more informal assessment than formal assessment. These frequent informal assessments are embedded in the lesson and may not be easily noticed. Teachers should consider sharing these assessments during the pre- or post-observation conference. ● P-2 teachers' feedback to students is connected to the learning objective; teachers may not necessarily correct other student errors. For example, when giving feedback on a science journal, the teacher focuses feedback on the scientific content rather than sentence structure. ● *Preschool Only:* All preschool teachers in all program types (general education programs, inclusive (blended) programs and instructional (cluster) programs) teachers utilize Teaching Strategies GOLD (TS-GOLD), which is aligned with *The Creative Curriculum for Preschool.* ● *Preschool Only:* Preschool teachers often use a mastery approach to assessment - supporting students through multiple attempts to complete a task, such as name writing correctly. ● *Preschool Only:* Consider that materials and activities may be chosen because they offer students an opportunity to self-assess through open ended activities.

Examples of Practice

- During whole group instruction, a teacher uses several informal assessments to guide the progress of the lesson, i.e., visual observation, Turn and Talk (the teacher moves around the rug to listen to student responses), gestures (thumbs up/down, the "me too" sign, head nodding), and anecdotal records.

- During a self directed learning activity, the teacher walks around the room and observes a student counting base 10 blocks by ones instead of tens and provides immediate feedback. "Jahiro, I noticed that you are counting by ones?"

- During writing, student refers to his self-assessment checklist (sentences accompanied by pictures) as a way to ensure that he's on track and remind himself of next steps.

- At the beginning of the lesson, a teacher shares the learning objective with the students and how they would know when they have mastered it.

- Teacher provides multiple modalities for students to peer or self-assess (e.g. verbal, nonverbal, pictorial, gestural).

- While observing a student creating a drawing during free choice time, the teacher sees the student erase and start again, several times. She says, "Leon, I see you are trying many times to get your drawing just right. What are you thinking about when you erase and start again?" (This is also evidence for Component 2b: Establishing a Culture for Learning.)

- While students are drawing self-portraits, the teacher circulates and gives feedback. A

teacher asks the student to look in the mirror again to determine which body part is still missing from the drawing.

Component *and Elements*	Unique Characteristics of Preschool-2nd Grade Teaching Practice
3e: Using Flexibility and Responsiveness ● *Response to Student Needs* ● *Teacher's Persistence* ● *Lesson Adjustment*	---Same as Other Content Areas---

Examples of Practice

- During a science lesson on air, a first grader asked an off-topic question about Veterans Day. The teacher addresses the question at the end of the lesson.
- A student asks if she can list the main events in the story rather than draw them, and the teacher allows him to do so.
- A teacher is going over the Morning Message during circle time. He notices his students are starting to fidget. Although he hasn't planned on taking time for a movement activity, he changes his plans to meet his students' needs. "Everybody stand up! *If you're happy and you know it, clap your hands…*"
- A teacher says, It's okay if we have to come back to this objective tomorrow; it's really important that you understand how to do this!"
- Several students are struggling with retaining the names of alphabet letters. After spending extra time with the students practicing letter names, the teacher puts students in mixed-ability groups to try a new skill building strategy using alphabet puzzles.
- When students are unable to answer a prompt independently, students work in groups on the "challenge problem."
- After a big snowfall, the teacher anticipates her students' curiosity about the weather event. She switches out the planned read-aloud book with *The Snowy Day* and has the children help her fill the water table with snow. This allows the point of interest (snow) to extend into other areas of learning as well. For example: "How many buckets of snow will it take to fill the water table with snow? Let's make a prediction."
- A teacher is reading aloud *Bailey at the Museum* when she notices several children looking confused. She promptly stops the story and discovers that most children haven't been to a museum yet and several have never heard of a museum. She takes several moments to describe what it's like to visit a museum before continuing the story. Throughout the book, the teacher continues to pause to explain more about museums so students can better comprehend and follow the story.

Domain 4: Professional Responsibilities

Component and Elements	Unique Characteristics of Preschool-2nd Grade Teaching Practice
4a: Reflecting on Teaching and Learning ● *Effectiveness* ● *Use in Future Teaching*	---Same as other content areas.---
4b: Maintaining Accurate Records ● *Student Completion of Assignments* ● *Student Progress in Learning* ● *Non-Instructional Records*	● *Kindergarten Only:* Starting in the 2017-18 school year, kindergarten teachers are required to gather evidence using the Kindergarten Individual Development Survey (KIDS) observational assessment tool and enter students' developmental levels online.[12] ● *Preschool Only*: All preschool teachers in all program types (general education programs, inclusive (blended) programs and instructional (cluster) programs) enter observations into the TS-GOLD system so that student developmental progress and learning can be monitored. ---Same as other content areas.---
4c: Communicating with Families ● *Information and Updates about Grade Level Expectations and Student Progress* ● *Engagement of Families as Partners in the Instructional Program* ● *Response to Families* ● *Cultural Appropriateness*	● *Preschool Only*: ExceleRate Illinois is a continuous quality rating and improvement system in which all preschool programs in Illinois are required to participate. ExceleRate Illinois, Head Start, and Preschool for All require parental involvement such as parent orientation, parent volunteers, parent meetings, parent interviews, and home visits. ---Same as other content areas.---
4d. Growing and Developing Professionally ● *Enhancement of Content Knowledge and Pedagogical Skill* ● *Collaboration and Professional Inquiry to Advance Student Learning* ● *Participation in School Leadership Team and/or Teacher*	● *Preschool Only*: Preschool teachers participate in professional development specific to preschool and the needs of the students whenever possible. Certification and licensing requirements require all P-2 teachers to engage in professional learning opportunities. ---Same as other content areas.---

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[12] For more information, visit the KIDS page on the Knowledge Center.

Teams ● *Incorporation of Feedback*	
4e. Demonstrating Professionalism ● *Integrity and Ethical Conduct* ● *Advocacy* ● *Decision-Making* ● *Compliance with School and District Regulations* ● *Attendance*	---Same as other content areas.---