Ohio Department of Education Office of Early Learning and School Readiness Preschool Resource

Ohio's Teacher Performance Evaluation Rubric

Guidance for Preschool Programs

Introduction

The purpose of this guidance document is to provide evaluators with examples of preschool specific "look-fors" at the skilled - accomplished levels that represent considerations when using the Teacher Performance Evaluation Rubric. While the guidance document does not detail every quality practice that may be present in a preschool setting that is performing at the higher levels of the rubric, it is a starting point to familiarize evaluators with considerations that may not be seen in K-12 classrooms. The guidance document includes each of the indicators from the Teacher Performance Evaluation Rubric followed by evidence that should be taken into account when looking for the indicator in a preschool setting.

Why a Separate Document?

Decades of research on early childhood development and effective, high-quality instruction for preschool children have resulted in a heightened awareness and interest in the provision of preschool services in public schools. Developments concerning the importance of early support for children's cognitive, language, social, and physical development have been informed by recent research in brain development, the economic impact of earlier provision of services and the role of the public schools and other high-quality preschool programs in closing the achievement gaps that exist. Brain research clearly supports that children's development is enhanced through quality early learning experiences (NAESP, 2005). High quality preschool programs operate within a system of accountability. What children learn and experience is based on curriculum, standards, and assessment that respect children's developmental requirements and capacity to learn and

focus on both academic and developmental areas. Both administrative leaders and teachers understand child development theory and it is evident in the daily schedule of operation. Teachers understand that play and active participation is the vehicle to support early learning and use instructional strategies to help provide all children with engaging learning environments that include hands-on materials and communicative-rich interactions that will lead to successful outcomes for all participants (Espinosa, 2002).

As a result, a set of core beliefs has been developed by the early childhood profession that serves as a statement of the common values of the field (adapted from Copple & Bredekamp, 2009):

- Children are born ready to learn.
- Children learn through play.
- Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children.
- Children's learning is active and follows a recurring path: awareness, exploration, inquiry, and application.
- Children learn best when exposed to and engaged in high- quality classroom settings, interactions, and relationships.
- Children learn best when the adults in their life work in partnership with one another.
- Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.
- Families and children have the right to support systems that foster their growth and development.
- Teaching and learning are dynamic, integrated, and reciprocal processes.

The above beliefs are consistent with the values common to educators at most grade levels, but are of particular importance in early childhood education.

The considerations in this document provide examples of what an administrator may see as evidence for the components of the Teacher Performance Evaluation Rubric. These may look different from those types of evidence sought in a school age classroom; in fact, they should (Brown and Mowey, 2013). Preschool children are active learners and their teachers are active planners, facilitators and implementers. According to Frede and Barnett (2011),

If you try to impose the expectations you have for the higher grades for behavior, cleanliness, order and curriculum scope and sequence on these classrooms, you won't be nearly as effective at closing the achievement gap. Children this age need intentional teaching that enables them to experiment, explore, learn to solve problems with others, and develop abstract thinking and self-regulation through make-believe play. This requires a large amount of self-initiated activity with teachers who know how to expand children's thinking and learning systematically during play and how to deliver instruction through play as well as through games, shared reading, planning and recall times, and other structured activities. (p. 11).

Preschool Considerations for Focus of Learning

	Ineffective	Developing	Skilled	Accomplished
FOCUS FOR LEARNING (Standard 4: Instruction) Sources of Evidence: Pre-Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/ordo not reference the Ohio standards.		The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal (s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal (s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.

- Written plans for instruction reflect learning goals that align with *Ohio's Early Learning and Development Standards* in all Essential Domains of School Readiness, Birth to Age 5. Domains focused on in Ohio's standards for preschool include the following areas:
 - Language and Literacy
 - Approaches toward Learning
 - Physical Well Being and Motor Development
 - o Cognitive Development General Knowledge (which includes Science, Social Studies and Mathematics)
 - Social and Emotional Development
- Learning objectives are addressed in an integrated manner that embed learning outcomes into play based experiences, daily routines, as well as planned projects and curriculum that engage children. The learning objectives are broad enough to represent the most important learning or overarching skills, yet narrow enough to be measured and lead to a focus on key dimensions of learning without being overwhelming.
- Learning objectives address diverse learners and reflect the cultural, linguistic, and family backgrounds of the children in the classroom.
- The classroom set-up and materials reflect an intentional approach to support children's learning by supporting independent learning, small-group interactions, large-group meeting, and facilitated learning in centers.
- Materials reflect literacy, cognitive development, diverse approaches to learning and physical well-being and motor development (See materials section for additional details.)
- Adult interactions with children reflect an intentional focus on the standards being targeted, support small and large-group learning among students, and engage children in open-ended inquiry.

Preschool Considerations for Assessment Data

	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles,
ASSESSMENT DATA (Standard 3: Assessment)		knowledge into lesson planning.	diagnostic, formative, and/or summative assessments into lesson planning.	incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.
Sources of Evidence: Pre-Conference	The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.

- Teachers within a state funded and licensed preschool program are required to implement the following assessments
 - o Get it, Got it, Go! (until the 2014-2015 school year)
 - o ASQ:SE Ages and Stages Questionnaires Social-Emotional
 - Early Learning Assessment (starting in 2014-2015 school year)
- In order to attain an accomplished level, the early childhood educator demonstrates purposeful planning of
 assessment and differentiated assessment choices. The teacher incorporates the use of diagnostic, formative and
 summative assessments that may extend beyond the required assessments of the early childhood program.
 Additional types of assessment commonly seen in preschool programs include teacher made skill based checklists,
 baseline assessment to guide instruction, portfolios of collected student work samples, pre and post work samples,
 photographic or video evidence of skill attainment and other types of data systems for recording performance of
 children in the classroom.
- Goals for learning are based on the assessment information collected and consider the different age ranges and needs of children in the preschool setting. Lesson plans reflect how this assessment data was used to plan for small group and individualize instruction.
- See Assessment for Student Learning at the end of this document for additional information regarding assessment to guide observation.

Preschool Considerations for Focus of Prior Content Knowledge/Sequence/Connections

	Ineffective	Developing	Skilled	Accomplished
	The teacher's lesson does not build on or	The teacher makes an attempt to connect	The teacher makes clear and coherent	The teacher uses the input and
	connect to students' prior knowledge, or	the lesson to students' prior knowledge, to	connections with students' prior	contributions of families, colleagues, and
	the teacher may give an explanation that is	previous lessons or future learning but is	knowledge and future learning—both	other professionals in understanding each
	illogical or inaccurate as to how the	not completely successful.	explicitly to students and within the lesson.	learner's prior knowledge and supporting
	content connects to previous and future			their development. The teacher makes
	learning.			meaningful and relevant connections
PRIOR CONTENT				between lesson content and other
KNOWLEDGE / SEQUENCE /				disciplines and real-world experiences and
CONNECTIONS				careers as well as prepares opportunities
(Standard 1: Students;				for students to apply learning from
Standard 2: Content:				different content areas to solve problems.
•				
Standard 4: Instruction)			The teacher plans and sequences	The teacher plans and sequences
			instruction to include the important	instruction that reflects an understanding
Sources of Evidence:			content, concepts, and processes in school	of the prerequisite relationships among
Pre-Conference			and district curriculum priorities and in	the important content, concepts, and
			state standards.	processes in school and district curriculum
				priorities and in state standards as well as
				multiple pathways for learning depending
				on student needs. The teacher accurately
				explains how the lesson fits within the
				structure of the discipline.

- Direct connections are made between the activities occurring in the classroom and real life experiences of the children to ensure meaningful and relevant context.
- Teacher describes multiple procedures and varied sources (including contributions from families) used to learn information regarding student background knowledge and experience.
- Information is gathered regarding the children's level of knowledge and experience when introducing new topics or themes.
- Classroom activities reflect a range of diverse learners and reflect the cultural, linguistic, and family backgrounds of the children in the classroom.
- Lesson plans reflect an understanding of essential pre-requisite literacy skills (such as phonological awareness
 activities such as rhyming and alliteration, concepts of print, alphabet recitation, etc.), numeracy skills (such as
 pattern recognition, number recitation, number recognition, etc.), scientific inquiry (such as asking 'what if'
 questions, engaging in open-ended exploration about phenomena such as balls and ramps, etc.), social studies
 (such as engaging in discussions of culture, rules, cooperation, etc.), fine and gross motor development (by
 supporting children in using scissors and crayons, skipping rope, throwing balls, etc.).

Teacher plans and sequences lessons that demonstrates the pre-requisite relationships within each of the content
areas while being able to articulate how the lessons fit within the structure of the specific content area, integrates
other content areas and addressing individual student needs.

Preschool Considerations for Knowledge of Students

	The teacher demonstrates a lack of	The teacher demonstrates some	The teacher demonstrates familiarity with	The teacher demonstrates an
	familiarity with students' backgrounds and	familiarity with students' background	students' background knowledge and	understanding of the purpose and value of
	has made no attempts to find this	knowledge and experiences and describes	experiences and describes multiple	learning about students' background
	information.	one procedure used to obtain this	procedures used to obtain this	experiences, demonstrates familiarity with
		information.	information.	each student's background knowledge and
				experiences, and describes multiple
KNOWLEDGE OF STUDENTS				procedures used to obtain this
KNOWLEDGE OF STUDENTS				information.
(Standard 1: Students)	The teacher's plan for instruction does not	The teacher's instructional plan draws	The teacher's instructional plan draws	The teacher's analysis of student data
	demonstrate an understanding of	upon a partial analysis of students'	upon an accurate analysis of the students'	(student development, student learning
Sources of Evidence:	students' development, preferred learning	development, readiness for learning.	development, readiness for learning.	and preferred learning styles, and student
Analysis of Student Data	styles, and/or student backgrounds/prior		preferred learning styles, and backgrounds	backgrounds/prior experiences) accurately
Pre-Conference	experiences.	preferred learning styles, or backgrounds		
	experiences.	and prior experiences and/or the plan is	and prior experiences.	connects the data to specific instructional
		inappropriately tailored to the specific		strategies and plans.
		population of students in the classroom.		
				The teacher plans for and can articulate
				specific strategies, content, and delivery
				that will meet the needs of individual
				students and groups of students.

- The teacher observes and records children's interests through ongoing observations of children's play and interactions within the classroom.
- The teacher rotates and changes the materials available in the classroom based on his or her knowledge of student development, individual needs, and developing interest in a topic/activity.
- Projects/topic/themes are based on children's interests or questions.
- Efforts to become familiar with children's background are evident through classroom displays (such as self-portraits or photos of students' families) family surveys, visits from families, home visits, and representation of the child's families and culture within the classroom.

- The teacher uses multiple formats to deliver ideas and concepts such as: large group, small group and working
 with individuals as well as hands-on learning strategies such as dramatic play, art, large motor activities, scientific
 discovery and inquiry.
- Lesson plans are individualized for different learning styles and needs and reflect the cultural, linguistic, and family backgrounds of the children in the classroom.
- Lesson plans reflect an understanding of the developmental trajectory preschool-aged children follow in acquiring specific skills. For example, a range of books and writing materials are provided to support children's pre-reading and literacy skill development, mathematics materials and activities engage students in understanding concepts of addition and subtraction, students are given opportunities to engage scientific inquiry by making predictions and exploring natural phenomena, and students' fine and gross motor development is supported.

Preschool Considerations for Lesson Delivery

	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.	Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.
and Communication) Sources of Evidence: Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.	The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.	The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.

- Teacher prepares children for exploration by setting up learning centers throughout the classroom that explicitly support children:
 - o Engages students with a variety of materials to support each key area of development
 - o Suggests ideas for how the materials can be used that align with the learning outcomes
 - o Offers language prompts to support conversations that may occur among children in that area

- Provides opportunities for children to lead exploration by facilitating student driven activities that may spontaneously emerge through a child's curiosity and investigation
- Large group instruction is not the primary avenue for supporting learning. Teacher designs hands on opportunities with the targeted outcomes through small group, cooperative learning, and center-based experiences.
- Visual supports, questioning, and discussion are used to encourage deeper understanding of the outcomes being targeted.
- Children are provided opportunities to collaborate and work together across classroom activities, to take turns, and to engage in activities that support social skill development.
- How and why questions are used to encourage children to analyze and reason rather than directly providing answers to children's questions or problems encountered.

Preschool Considerations for Differentiation

DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.
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- Preschool teacher is expected to implement a comprehensive, evidenced-based, general curriculum that is aligned
 with Ohio's Early Learning and Development Standards. Teacher plans include information regarding how teacher
 will provide supports that allow access and participation for all children age three to five, including those with
 disabilities as well as typically developing children.
- Universal design for learning considerations is evident in providing children with multiple ways to see, experience, and express what they know and are able to do.
- Teacher articulates methods used to pace lessons to meet the unique needs of individual learners while providing challenges and high expectations with varied methods of demonstrating student mastery.

Preschool Considerations for Resources

	Ineffective	Developing	Skilled	Accomplished
RESOURCES	Instructional materials and resources used	The teacher uses appropriate instructional	Instructional materials and resources are	Instructional materials and resources are
(Standard 2: Content;	for instruction are not relevant to the	materials to support learning goals, but	aligned to the instructional purposes and	aligned to instructional purposes, are
Standard 4: Instruction)	lesson or are inappropriate for students.	may not meet individual students' learning	are appropriate for students' learning	varied and appropriate to ability levels of
		styles/needs or actively engage them in	styles and needs, actively engaging	students, and actively engage them in
Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations		learning.	students.	ownership of their learning.

- Materials and items available in the classroom are directly aligned to the targeted outcomes. For example, literacy (such as children's writing, pictures or dictation posted to the wall; writing center with variety of materials; letters and words posted around the room; and writing materials in centers), science activities (such as center with plants, water table, sand table, etc.), social studies (such as pictures of different family backgrounds and cultures), and math (such as puzzles, blocks, and materials that children can group based on geometry and similar characteristics, clocks, or materials with numbers in the classroom).
- Materials available are developmentally appropriate for the ages and needs of the children represented in the classroom and reflect a range of abilities and prior experiences.
- Teacher supports appropriate use of the materials by encouraging connections with what children are doing and how those behaviors/experiences support progress towards the learning outcomes.
- Teacher uses strategies that move a child beyond repetitive play to more productive interactions with the materials, while not limiting children's exploration and creativity within their process.
- Students demonstrate ownership of their play through engagement in teacher provided opportunities for child's self-selection of media, materials and varied activities that align with the teacher's instructional purposes.

Preschool Considerations for Classroom Environment

	Ineffective	Developing	Skilled	Accomplished
	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
CLASSROOM ENVIRONMENT	There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
(Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)	Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.
	Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.

- Expectations for children's behavior across all settings and routines are co-developed by students and teacher. Expectations are visually displayed, limited to no more than 3 -5 general expectations, discussed on a frequent basis, and positively reinforced.
- Ongoing communications with families regarding behavioral expectations is evidenced through regular parent communication using a variety of methods to share classroom expectations, explanations of plans for handling behavioral challenges and ongoing communication methods used to inform and collaborate with families when behavioral issues arise.
- Expected behavior is explicitly taught and frequent re-teaching is used to address ongoing behaviors of concern.

- Teacher engages in positive reinforcement by supporting children's pro-social behaviors, giving children
 opportunities to take turns, supporting respectful behaviors, and providing positive messages. The ratio of positive
 messages and recognition for appropriate behavior significantly exceeds corrective comments and use of negative
 reinforcers (punishment).
- Children are explicitly taught, engage in rehearsal and prompted to know when transitions will occur. Transitions are brief, minimal, and embed learning opportunities.
- Classroom routines are supported by written and visual schedules that are reviewed on a regular basis.
- Teacher supports student responsibility by expecting them to take care of themselves and their classroom
- Teacher establishes rapport with students and regards them respectfully as evidenced by positive paraverbals, tone, volume and cadence during interaction with students.

Preschool Considerations for Assessment for Student Learning

	Ineffective	Developing	Skilled	Accomplished
	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.
ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)	The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.

- Teacher uses multiple and varied methods of formal (such as Get it, Got it, Go!) and informal means of assessment (e.g., anecdotal notes, checklists, pictures and language samples) while observing children's play or interactions in order to check for understanding and determine progress towards the targeted outcomes.
- Evidence exists in the classroom that the teacher is providing immediate feedback and scaffolding to support children's understanding of targeted learning outcomes.
- An accomplished teacher quickly recognizes and adjusts their plan and switches to alternative lessons when the planned lesson is not effective.
- While facilitating small-group or center-based learning as well as large-group book reading, the teacher expands
 upon children's ideas by providing more extensive information on the topic being discussed or provides additional
 detail to further children's learning.
- Teacher moves throughout the classroom environment to prompt, observe, monitor, guide and facilitate expanded and deeper learning through varied techniques including questioning, modeling and encouraging children during play opportunities.
- Teacher uses information gathered through formative assessments, observation and questioning other techniques to guide instruction, make ongoing adjustment to instruction and further understanding of children's skills.
- Teacher articulates how formative and summative assessment data informs their decisions regarding instructional techniques and methods to address individual student needs and differentiate instruction to address challenges for remediation and enrichment.
- Teacher utilizes varied methods of keeping parents informed of student learning by providing ongoing progress updates to parents regarding their child's progress in the curriculum and updates based on individual student needs.
- An accomplished teacher reflects on the effectiveness of their own behavior/practices based on the success of their students.

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For additional Information regarding this document, please contact Barbara Weinberg at the Ohio Department of Education, Office of Early Learning and School Readiness

`Barbara.Weinberg@education.ohio.gov

614-387-2239